

UNIVERSITY MOULAY ISMAIL
FACULTY OF ARTS & HUMANITIES
DEPARTMENT OF ENGLISH STUDIES
MEKNES

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- Department : English Studies
 - Semester : S2
 - Course : Reading comprehension
 - Number of Hours: 24

Course description and objectives

The course integrates the skills of reading, writing, and vocabulary building. The reading and writing lessons incorporate vocabulary building along with description, narration, exposition and argument. Each lesson contains reading texts followed by several exercises to comprehend the text while utilizing all the above mentioned techniques. Thus the course aims to improve students' skills required for learning English as a second language.

Course Learning Outcomes

At the end of the course, students would be able to:

- Identify and predict unknown words using a variety of strategies including reading, context clues, and knowledge of word structures and letter-sound relationships and inferences.
- Use /apply the skills and strategies of the reading process to comprehend, interpret, and evaluate, what they have read.
- Recognize the usage of reading to develop fluency and understanding of appropriate material.
- Evaluate and assess different texts and make inferences.
- Paraphrasing, precis writing and summarizing of unfamiliar comprehension passages

Course contents

The content of this course is in the form of selected reading. The texts chosen are arranged in a graded series; that is, the level of difficulty has been taken into account so that if one compares the passages, he will notice the difference in difficulty between the passages as he moves from the first one to the last one.

Week	Aims and Objectives	Titles of the selected texts
Week 1-3	Help learners perceive the main ideas, facts and arguments in the text.	- Contraception makes right - The world's first truly universal language - History and civilizations
Week 4-5	Develop learner's ability to understand vocabulary in context.	- English as a National Foreign Language - Life with Father - Chimpanzees

Week 6-11	Improve learners writings abilities through paraphrasing, summarizing and outlining	<ul style="list-style-type: none"> - Cinema - It is high time men ceased to regard women as second class citizens - A Cultural Difference: Being on Time - How to Avoid Foolish Opinions
Week 12	Mock exam	

Teaching methodology

Texts are read and studied in class. The teacher usually starts by engaging the students in a silent reading with the purpose of reacting to the global questions of comprehension which are meant to make learners find out the main ideas of the passage. Then, the teacher have students study the text based on a series of exercises such as comprehension exercises, which draw their attentions to details, exercises on vocabulary, exercises on the organization of the passage, and exercises on précis.

Evaluation

The mid-term test and the final exam are written. They last for two hours and they include multiple choice questions, comprehension questions, paraphrasing and/or vocabulary and summary of part of the passage.

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«Semester 2»

Reading comprehension

Contrite makes right

Whether used to repair old, strained relationships or to lay the groundwork for new, productive ones, the mighty “sorry” has proved effective.

Apologies are powerful. They resolve conflicts without violence, repair **schisms** between nations, allow governments to acknowledge the suffering of their citizens, and restore equilibrium to personal relationships. They are an effective way **to restore** trust and gain respect. They can be a sign of strength: proof that the apologizer has the self-confidence to admit a mistake.

Apologies, like so many other communication strategies, begin at home. They are one of **a bevy** of what some linguists call speech acts and are used to keep relationships on track. Each cultural group has its own customs with regard to conventional formalities, including conventionalized means of repairing **disruptions**.

In the American context, there is **ample** evidence that women are more inclined to offer expression of contrition than men. One woman, for example, told me that her husband’s resistance to apologizing makes their disputes go on and on. Once, after he forgot to give her a particularly important telephone message, she couldn’t get over her anger, not because he had forgotten (she realized anyone can make a mistake) but because he didn’t apologize. “Had I done something like that,” she said, “I would have fallen all over myself saying how sorry I was ... I felt as though he didn’t care.” When I asked her husband for his side of the story, he said apologizing would not have repaired the damage. “So what good does it do?” he wondered.

The good it does is **cement** the relationship. By saying he was sorry – and saying it as if he meant it – he would have conveyed that he felt bad about letting her down. Not saying anything sent the opposite message: It implied he didn’t care. Showing that you empathize provides the element of contrition, remorse, or **repentance** that is central to apologies – as does the promise to make amends and not repeat the offense. In the absence of these, why should the wife trust her husband not to do it again?

Apologies can be equally powerful in day-to-day situations at home and at work. One company manager told me that they were magic bullets. When he admitted to subordinates that he had made a mistake and then expressed remorse, they not only forgave him, but became even more loyal. Conversely, when I asked people what most frustrated them in their work lives, co-workers refusing to admit fault was a frequent answer.

Given the importance of taking responsibility for the results of our actions, it is distressing when the **litigious** nature of our society prevents us from doing so. We are, for example instructed by lawyers and auto insurance companies never to admit fault – or say

we're sorry – following automobile accidents, since this may put us in a precarious legal position. The stance makes sense but takes a toll spiritually.

The power of apology as a display of caring lies at the heart of the vertical avalanche of them that we are seeing in the public sphere. Government, for instance, can demonstrate that they care about a group that was wronged; such as when the United States apologized in 1997 to African-American experiment that began in the 1930s.

Offering an apology to another country is an effective way to lay the groundwork for future cooperation. In the late 1990s, the Czech Republic remained the only European nation with which Germany had not reached a settlement providing restitution for Nazi persecution during World War II. Germany refused to pay Czech victims until the Czechs formally apologized for their postwar expulsion of ethnic Germans from the Sudetenland. In the interest of receiving both reparations and Germany's support for inclusion in NATO, the Czech government offered the apology in 1997 (despite the opposition of many of its citizens). The gamble **paid off**, as Germany responded by setting up a philanthropic fund for the benefit of the Czechs, and both NATO and the European Union have invited the Czech Republic to join their ranks.

Sometimes it may seem that a nation or group tries to purchase forgiveness with a facile apology. It is absurd -even **grotesque** - for the leaders of the Khmer Rouge to offer the people and immediately suggest that they let bygones be bygones. The statement is woefully inadequate in light of the massive slaughter and suffering the Khmer rouge caused while it was in power. Furthermore, by taking the initiative in suggesting the past be laid to rest, they seem to be forgiving themselves something that is not the offender's place to do.

I. What do the underlined words in the text refer to?

- | | |
|-----------------------|----------------------|
| a. schisms : | f. repentance: |
| b. to restore: | g. litigious: |
| c. a bevy : | h. paid off: |
| d. disruptions: | i. grotesque: |
| e. cement: | |

II. Describe the effects that occurred (according to the article) as a result of the following actions.

Cause	Effect
One woman's husband did not apologize to her for forgetting to give her important telephone message	As a result the woman got very angry and couldn't get over her bad feeling toward her husband. She felt as though he didn't care
A company manager admitted to his subordinates that he had made a mistake and felt remorse about it.
Lawyers and auto insurance companies tell us never to admit fault or say we are sorry after and auto mobile accident

The US government in 1997 apologized to African-American men who were denied medical treatment as part of an experiment
The Czech government apologized to Germany for the expulsion of ethnic Germans from the Sudetenland
The Khmer rouge offered an apology to the people of Cambodia for the suffering that had taken place and suggested that they should let bygones be bygones (forget about wrong actions of the past,)

III. Inferring the meaning of idioms and expressions: choose the correct meaning.

1. Apologies can *lay the groundwork* for new productive relationships.
 - a. Prevent the growth of.
 - b. Contribute to the development of
2. If the woman had made such a mistake, she felt would have *fallen all over herself* saying how sorry she was.
 - a. Tried hard to show her remorse by
 - b. Made more mistakes by.
3. By expressing contrition, he would have shown that he felt bad he about *letting her down*.
 - a. not giving her what she needed
 - b. not winning the argument with her
4. The promise *to make amends* is central to an apology
 - a. Do something to correct the wrong
 - b. Think of a new explanation for was done
5. One company manager said that apologies are *magic bullets*
 - a. Effective ways to quickly make things better
 - b. Hurtful ways of destroying some people.
6. The instruction from lawyers to never admit fault *takes a toll* spiritually
 - a. helps us to feel better about ourselves
 - b. makes us feel bad about ourselves
7. The power of apologies *lies at the heart of* the recent tendency use them in public
 - a. is the main reason for
 - b. is not an important part of
8. Suggesting that the people of Cambodia *let bygones be bygones* seems absurd or even grotesque.
 - a. just forget the whole thing as something in the past
 - b. accept compensation and allow forgiveness to occur

IV. Fill in the blanks with the most appropriate word from the list. One of the words appears twice.

- Acknowledge
- Cultural
- Resolve
- Conflicts
- Evidence
- Restore
- Context
- Inclined
- Strategies

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«Semester 2»

Reading comprehension

Before reading

Take two minutes and skim the reading below then look at the list of themes below. Put a check in front of the themes related to ideas that are discussed in the reading

- How English is taught in different countries
- Where English is taught
- The use of English among young people
- The use of English in business, science, and diplomacy
- Comparisons of the use of English and the use of some other languages

Title:

English is becoming the world's first truly universal language. It is the native language of some 400 million people in twelve countries. That is a lot fewer than the 800 million people or so who speak Mandarin Chinese. But another 400 million speak English as a second language. And several hundred million more have some knowledge of English, which has official or semiofficial status in some sixty countries. Although there may be as many people speaking the various dialects of Chinese as there are English speakers, English is certainly more widespread geographically, more genuinely universal than Chinese. And its usage is growing at an extraordinary pace.

Today there are about 1 billion English speakers in the world. By the year 2000, that figure is likely to exceed 1.5 billion. The world's most taught language, English is not taking the place of other languages; it is supplementing them:

- More than two hundred and fifty million Chinese study English.
- In eighty-nine countries, English is either a common second language or widely studied.
- In Hong Kong, nine of every ten secondary school students study English
- In France, state-run secondary schools require students to study four years of English or German; most--at least 85 percent- choose English.
- In Japan, secondary students are required to take six years of English before graduation.

Media and Transportation

English prevails in transportation and the media. The travel and communication language of the international airwaves is English. Pilots and air traffic controllers speak English at all international airports. Maritime traffic uses flag and light signals, but “if vessels needed to communicate verbally, they would find a common language, which would probably be English.” Says the U.S Coast Guard’s Werner Seims

Five of the largest broadcasters--CBS, NBC, ABC, the BBC, and the CBC--each a potential audience of about 300 million people through English broadcast. It is also the language of satellite TV.

The Information Age

The language of the information age is English. More than 80 percent of all the information stored in the more than 100 million computers around the world is in English. Eighty-five percent of international telephone conversations are conducted in English, as are three-fourths of the world's mail, telexes, and cables. Computer program instructions and the software itself are often supplied only in English.

German was once the language of science. Today more than 80 percent of all scientific papers are published first in English. Over half the world's technical and scientific periodicals are in English, which is also the language of medicine, electronics, and space technology.

International Business

English is the language of international business. When a Japanese businessman strikes a deal anywhere in Europe, chances are that the negotiations were conducted in English. Manufactured goods indicate their country of origin in English: "Made in China," not Zhongguo Zhizao. It is the language of choice in multinational corporations. Datsun and Nissan write international memorandums in English. As early as 1985, 80 percent of the Japanese Mitsui and Company's employees could speak, read, and write English. Toyota provides in-service English courses. English classes are held in Saudi Arabia for the ARMACO workers and on three continents for Chase Manhattan Bank Staff.

Diplomacy

English is replacing the dominant European languages of centuries past. English has taken the place of French as the language of diplomacy; it is the official language of international aid organizations such as Save the Children as well as of UNESCO, NATO, and the UN.

Lingua Franca

English serves as a common tongue in countries where people speak many different languages. In India, nearly 200 different languages are spoken; only 30 percent speak the official language, Hindi. The European Free Trade Association works only in English even though it is a foreign tongue for all six member countries.

Official Language

English is the official or semiofficial language of twenty African countries, including Sierra Leone, Ghana, Nigeria, Liberia, and South Africa. Students are instructed in English at Makerere University in Uganda, the University of Nairobi in Kenya and Dar es Salam in Tanzania.

English is the ecumenical language of the World Council of Churches and one of the official languages of the Olympics and the Miss Universe competition.

Youth Culture

English is the language of international youth culture. Young people worldwide listen and sing popular songs in English often fully understanding the lyrics. "Break dance," "rap

music," "bodybuilding," "windsurfing," and "computer hacking" are invading the slang of German youth.

Source: 'English as a Universal Language' *Megatrends 2000* (Patricia Aburdene & John Naisbitt)

Comprehension questions

I. Scan for the following information and write it in the blanks

- 1.The number of English speakers in the world
- 2.The number of Chinese studying English.....
- 3.The approximate number of computers in the world.....
- 4.The percentage of scientific papers published first in English.....
- 5.The number of different languages spoken in India.....
- 6.The number of African countries in which English has official or semi-official status.....

II. Answer the following questions and compare with your partner

- 1.Why do the authors feel that English is more universal than Chinese?
- 2.In what situations can you imagine that a knowledge of English could mean the difference between life and death?
- 3.How has technology helped to make English popular?

III. What do these underlined words in the text refer to

- Native language:
- Dialects :
- Pace:
- Strikes a deal:
- Ecumenical language:

IV. Give a suitable title or the text

.....

¹ 1: worldwide or general in extent, influence, or application

2a : of, relating to, or representing the whole of a body of churches

b : promoting or tending toward worldwide Christian unity or cooperation

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«Semester 2”

Reading comprehension

Civilizations & History

Most of the people who appear most often and most gloriously in the history books are great conquerors and generals and soldiers, whereas the people who really helped civilization forward are often never mentioned at all. We do not know who first set a broken leg, or launched a seaworthy boat, or calculated the length of the year, or manured a field; but we know all about the killers and destroyers. People think a great deal of them, so much so that on all the highest pillars in the great cities of the world you will find the figure of a conqueror or a general or a soldier. And I think most people believe that the greatest countries are those that have beaten in battle the greatest number of other countries and ruled over them as conquerors. It is just possible they are, but they are not the most civilized. Animals fight; so do savages; hence to be good at fighting is to be good in the way in which an animal or a savage is good, but it is not to be civilized. Even being good at getting other people to fight for you and telling them how to do it most efficiently - this, after all, is what conquerors and generals have done - is not being civilized. People fight to settle quarrels. Fighting means killing, and civilized peoples ought to be able to find some way of settling their disputes other than by seeing which side can kill off the greater number of the other side, and then saying that that side which has killed most has won. And not only has won, but, because it has won, has been in the right. For that is what going to war means; it means saying that might is right.

That is what the story of mankind has on the whole been like. Even our own age has fought the two greatest wars in history, in which millions of people were killed or mutilated. And while today it is true that people do not fight and kill each other in the streets - while, that is to say, we have got to the stage of keeping the rules and behaving properly to each other in daily life - nations and countries have not learnt to do this yet, and still behave like savages.

But we must not expect too much. After all, the race of men has only just started. From the point of view of evolution, human beings are very young children indeed, babies, in fact, of a few months old. Scientists reckon that there has been life of some sort on the earth in the form of jellyfish and that kind of creature for about twelve hundred million years; but there have been men for only one million years, and there have been civilized men for about eight thousand years at the outside. These figures are difficult to grasp; so let us scale them down. Suppose that we reckon the whole past of living creatures on the earth as one hundred years; then the whole past of man works out at about one month, and during that month there have been civilizations for between seven and eight hours. So you see there has been little time to learn in, but there will be oceans of time in which to learn better. Taking man's civilized past at about seven or eight hours, we may estimate his future, that is to say, the whole period between now and when the sun grows too cold to maintain life any longer on the earth, at

about one hundred thousand years. Thus mankind is only at the beginning of its civilized life, and as I say, we must not expect too much. The past of man has been on the whole a pretty beastly business, a business of fighting and bullying and gorging and grabbing and hurting. We must not expect even civilized peoples not to have done these things. All we can ask is that they will sometimes have done something else.

From *The Story of Civilization* by C. E. M. Joad (A. D. Peters & Co. 1962)

1. ***This essay can be divided into two main parts, although it has three paragraphs. Where does the second part begin?***
 - a. At the beginning of the second paragraph.
 - b. At the beginning of the third paragraph.

2. ***Which of the followings sentences gives the best summary of the first part?***
 - a. Some of the people who helped civilization forward are not mentioned at all in history books.
 - b. Conquerors and generals have been our most famous men, but they did not help civilization forward.
 - c. It is true that people today do not fight or kill each other in the streets.

3. ***Which of the following sentences best summarizes the second part of the essay?***
 - a. In order to understand the long periods of history, we have to scale them down to shorter periods.
 - b. The past of man has been on the whole a pretty beastly business.
 - c. Mankind is only at the beginning of civilized life; so we must not expect a great deal of civilization at this stage.

4. ***"That is what going to war means; it means saying that might is right." The meaning of this sentence is that***
 - a. those who fight believe that the winner is right and the loser wrong.
 - b. only those who are powerful should go to war.
 - c. those who are right should fight against those who are wrong.
 - d. in a war only those who are powerful will win.

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Reading comprehension

English as a National Foreign Language in India

India has two national languages for central administrative purposes: Hindi and English. Hindi is the national, official, and main link language of India. English is an associate official language. The Indian Constitution also officially approves twenty-two regional languages for official purposes.

Dozens of distinctly different regional languages are spoken in India, which share many characteristics such as grammatical structure and vocabulary. Apart from these languages, Hindi is used for communication in India. The homeland of Hindi is mainly in the north of India, but it is spoken and widely understood in all urban centers of India. In the southern states of India, where people speak many different languages that are not much related to Hindi, there is more resistance to Hindi, which has allowed English to remain a *lingua franca* to a greater degree.

Since the early 1600s, the English language has had a toehold on the Indian subcontinent, when the East India Company established settlements in Chennai, Kolkata, and Mumbai, formerly Madras, Calcutta, and Bombay respectively. The historical background of India is never far away from everyday usage of English. India has had a longer exposure to English than any other country which uses it as a second language, its distinctive words, idioms, grammar and rhetoric spreading gradually to affect all places, habits and culture.

In India, English serves two purposes. First, it provides a linguistic tool for the administrative cohesiveness of the country, causing people who speak different languages to become united. Secondly, it serves as a language of wider communication, including a large variety of different people covering a vast area. It overlaps with local languages in certain spheres of influence and in public domains.

Generally, English is used among Indians as a ‘link’ language and it is the first language for many well-educated Indians. It is also the second language for many who speak more than one language in India. The English language is a tie that helps bind the many segments of our society together. Also, it is a linguistic bridge between the major countries of the world and India.

English has special national status in India. It has a special place in the parliament, judiciary, broadcasting, journalism, and in the education system. One can see a Hindi-speaking teacher giving their students instructions during an educational tour about where to meet and when their bus would leave, but all in English. It means that the language permeates daily life. It is unavoidable and is always expected, especially in the cities.

The importance of the ability to speak or write English has recently increased significantly because English has become the *de facto* standard. Learning English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. English is a language that has become a standard not

because it has been approved by any ‘standards’ organization but because it is widely used by many information and technology industries and recognized as being standard. The call centre phenomenon has stimulated a huge expansion of internet-related activity, establishing the future of India as a cyber-technological super-power. Modern communications, videos, journals and newspapers on the internet use English and have made ‘knowing English’ indispensable.

The prevailing view seems to be that unless students learn English, they can only work in limited jobs. Those who do not have basic knowledge of English cannot obtain good quality jobs. They cannot communicate efficiently with others, and cannot have the benefit of India’s rich social and cultural life. Men and women who cannot comprehend and interpret instructions in English, even if educated, are unemployable. They cannot help with their children’s school homework every day or decide their revenue options of the future.

A positive attitude to English as a national language is essential to the integration of people into Indian society. There would appear to be virtually no disagreement in the community about the importance of English language skills. Using English you will become a citizen of the world almost naturally. English plays a dominant role in the media. It has been used as a medium for inter-state communication and broadcasting both before and since India’s independence. India is, without a doubt, committed to English as a national language. The impact of English is not only continuing but increasing

I. Vocabulary:

- Circle the best answer

1. *In paragraph 3, 'toehold' means that English*

- dominated India.
- changed the names of some cities in India.
- has had a presence in India.
- has been in India longer than any other language.

b. The view is held by the majority.

c. The view is held by the minority.

2. *Hindi-speaking teachers*

- might well be heard using English.
- only use English.
- only use English for instructions.
- do not use English.

4. *English in India*

- is going to decrease.
- has decreased since independence.
- causes disagreement.
- is going to have a greater importance

3. *In paragraph eight, it says 'the prevailing view', which suggests that*

- The view is correct.

II. Comprehension :

A. Answer the following questions from the text

1. What is the status of English in the Indian Constitution?
2. What does English serve in India?
3. What do the Indian local languages share in common?
4. In what ways English in India is linked with empowerment?

B. Fill in the blanks with a word or a phrase according to the text above. Do not write full sentences.

1. The main official language in India is
2.andare among the two similarities between different regional languages in India.
3. Administrative unity of India andare the two benefits the English language provides in India.
4. Indians use English as a/an Language. It unifies different people in India culture.
5. English carries significant In India as in the case of the parliament and the education system.
6. If people in India English, they are more likely to be unemployed even if they are educated.
7. The influence of the English language in India is likely to

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Reading comprehension

Life with Father

One late afternoon when Father came up from down town, he found his home much **upset**. Our cook had walked out and left us. I was a child of four, George was two, and there was a new baby besides. Mother was ill. She hadn't been able to leave us to go to an agency. And as she was no hand at cooking herself, *the outlook for dinner was poor*.

This state of affairs was unprecedented in all Father's experience. In his father's home, they never changed their servants suddenly; they seldom changed them at all; and as his mother was a past mistress of cooking, he had always been doubly protected. Since his marriage, he had had to live a much **bumpier** life. But this was the worst yet.

He asked Mother, who was lying in bed, what she was going to do about it. There were no telephones then, and she couldn't do anything at all, at the moment; but she said she would try to go to an agency in the morning and see what she could find. "In the morning? Good God!" Father said. "Where is the place, anyhow?" And he clapped on his hat and strode out again, over toward Sixth Avenue.

As I heard the story years afterward, it was late when he got there, and he **bounded up** the front stoop two or three steps at a time, and went quickly into the little office, where the gaslights were burning. He had never been in such a place before, and to his surprise it was empty, except for a severe-looking woman who sat at a desk at one side. "Where do you keep 'em?" he urgently demanded, his mind on the question of dinner.

She looked at him, got out her pen, and opened a large book deliberately. "I will take your name and address," she informed him, "and then, if you please, you may give me the details as to what kind of person you require and when you would wish her to call."

But Father had no time, he told her, for any damned fol-de-rol. "Where do you keep 'em?" he said again. She was standing in the way of his dinner. I can imagine how his face must have reddened and how his eyes must have blazed at her. "I am asking you where you keep them!" he roared.

"Why, the girls are in there," the lady explained, to calm him, "but clients are not allowed in that room. If you will tell me the kind of position you wish me to fill for you, I will have one come out."

Before she'd half-finished, Father had thrown open the door and gone in. There sat a crowd of the girls, young and old, sickly and brawny, of all shapes and sizes; some ugly, some pretty and trim and stylish, some awkward; nurses, ladies' maids, waitresses, washerwomen, and cooks.

The manager was by now at Father's elbow, trying to make him get out, and insisting that he tell her the position he wished her to fill. But Father was swiftly glancing around at the crowd, and he paid no attention. He noticed a little woman in the corner, with honest grey eyes, who sat there, shrewd-looking and quiet. He pointed his cane over at her and said, "I'll take that one."

The manager was flustered, but still she kept trying to enforce her authority. She protested she didn't yet know the position. . . .

"Cook," Father said, "cook."

"But Margaret doesn't wish to be a cook, she wants--"

"You can cook, can't you?" Father demanded.

Margaret's plain little face was still pink with excitement and pleasure at being chosen above all that roomful by such a masterful gentleman. Father had probably smiled at her, too, for they liked each other at once. Well, she said, she had cooked for one family.

"Of course she can cook," Father said.

He said afterward, when describing the incident, "I knew at once she could cook."

The manager didn't like this at all. *The discipline of the office was spoiled*. "If you are going to take her anyhow," she said acidly, "what day would you wish her to come, and will you please give me your name?"

"Yes, yes," Father said, without giving it. "Come on, Margaret." And *he planked down the fee* and walked out.

Taken from Life with Father (1936) by Clarence Day

I. What do the words underlined twice in the passage refer to?

- Upset:
- Bumpier:
- Bounded up:
- Flustered:
- Position:

II. Explain the following sentences in your own words (they are italicized and underlined once in the passage)

- The outlook for dinner was poor.
- The discipline of the office was spoiled.
- He planked down the fee

III. Give two pieces of evidence from the passage to support the following

- The story did not take place in the modern times
- Father was an impatient man
- Margaret was not an experienced cook

IV. Answer the following questions? They are either summary or comprehension questions

1. How many people were in narrator's family
2. What problem did father find at home?
3. Who won the conflict between the manager and the father? Explain?

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Reading comprehension

Chimpanzees

Much of the information we have today about chimpanzees comes from **the groundbreaking**, long-term research of the great conservationist, Jane Goodall.

Jane Goodall was born in London, England, on April 3, 1934. On her second birthday, her father gave her a toy chimpanzee named Jubilee. Jubilee was named after a baby chimp in the London Zoo, and seemed to **foretell** the course Jane's life would take. To this day, Jubilee sits in a chair in Jane's London home. From an early age, Jane was fascinated by animals and animal stories. By the age of 10, she was talking about going to Africa to live among the animals there. At the time, in the early 1940s, this was a radical idea because women did not go to Africa by themselves.

As a young woman, Jane finished school in London, attended secretarial school, and then worked for a documentary filmmaker for a while. When a school friend invited her to visit Kenya, she worked as a waitress until she had earned the fare to travel there by boat. She was 23 years old.

Once in Kenya, she met Dr. Louis Leakey, a famous **paleontologist** and **anthropologist**. He was impressed with her thorough knowledge of Africa and its wildlife, and hired her to assist him and his wife on a fossil-hunting expedition to Olduvai Gorge. Dr. Leakey soon realized that Jane was the perfect person to complete a study he had been planning for some time. She expressed her interest in the idea of studying animals by living in the wild with them, rather than studying dead animals through paleontology.

Dr. Leakey and Jane began planning a study of a group of chimpanzees who were living on the shores of Lake Tanganyika in Kenya. At first, the British authorities would not **approve** their plan. At the time, they thought it was too dangerous for a woman to live in the wilds of Africa alone. But Jane's mother, Vanne, agreed to join her so that she would not be alone. Finally, the authorities gave Jane **the clearance** she needed in order to go to Africa and begin her study.

In July of 1960, Jane and her mother arrived at Gombe National Park in what was then called Tanganyika and is now called Tanzania. Jane faced many challenges as she began her work. The chimpanzees did not accept her right away, and it took months for them to get used to her presence in their territory. But she was very patient and remained focused on her goal. Little by little, she was able to enter their world.

At first, she was able to watch the chimpanzees only from a great distance, using **binoculars**. As time passed, she was able to move her observation point closer to them while still

using **camouflage**. **Eventually**, she was able to sit among them, touching, patting, and even feeding them. It was an amazing accomplishment for Jane, and a **breakthrough** in the study of animals in the wild. Jane named all of the chimpanzees that she studied, stating in her journals that she felt they each had a unique personality.

One of the first significant observations that Jane made during the study was that chimpanzees make and use tools, much like humans do, to help them get food. It was previously thought that humans alone used tools. Also thanks to Jane's research, we now know that chimps eat meat as well as plants and fruits. In many ways, she has helped us to see how chimpanzees and humans are similar. In doing so, she has made us more sympathetic toward these creatures, while helping us to better understand ourselves. The study started by Jane Goodall in 1960 is now the longest field study of any animal species in their natural habitat. Research continues to this day in Gombe and is conducted by a team of trained Tanzanians.

Jane's life has included much more than just her study of the chimps in Tanzania. She pursued a graduate degree while still conducting her study, receiving her Ph.D. from Cambridge University in 1965. In 1984, she received the J. Paul Getty Wildlife Conservation Prize for "helping millions of people understand the importance of wildlife conservation to life on this planet." She has been married twice: first to a photographer and then to the director of National Parks. She has one son.

Dr. Jane Goodall is now the world's most renowned authority on chimpanzees, having studied their behaviour for nearly 40 years. She has published many scientific articles, has written two books, and has won numerous awards for her groundbreaking work. The Jane Goodall Institute for Wildlife Research, Education, and Conservation was founded in 1977 in California but moved to the Washington, D.C., area in 1998. Its goal is to take the actions necessary to improve the environment for all living things.

Dr. Goodall now travels extensively, giving lectures, visiting zoos and chimp sanctuaries, and talking to young people involved in environmental education. *She is truly a great conservationist and an amazing human being.*

I. What do the underlined words in the passage refer to?

- Groundbreaking:
- Foretell:
- Paleontologist:
- Anthropologist:
- Approve:
- Clearance:
- Binoculars:
- Camouflage:
- Eventually:
- Breakthrough:

II. Circle the best answer

1. *In paragraph 2, why did the toy of a baby chimp seem to "foretell" the course of Jane's life?*
 - a. Because she was fascinated by Africa and African wild animals.
 - b. Because her greatest contribution in life has been made to the study of chimpanzees.
 - c. Because she loves chimpanzees and raises them.
 - d. Because she finally becomes a famous palaeontologist.
2. *What is the author's purpose in writing this article?*
 - a. To entertain the reader with stories about chimpanzees.
 - b. To inform the reader of the importance of wildlife conservation.
 - c. To warn the reader about the challenges of working in Africa.
 - d. To describe the work and life of Jane Goodall.
3. *Which of the following is NOT one of the reasons Dr. Leakey chose Jane to work with him?*
 - a. She knew a lot about Africa.
 - b. She knew a lot about African wildlife.
 - c. She earned the money to travel to Africa on her own.
 - d. She was interested in studying animals in the wild
4. *Which of the following is NOT true of chimpanzees?*
 - a. Chimpanzees are often comfortable with strangers right away.
 - b. Chimpanzees eat meat as well as plants and fruit.
 - c. Chimpanzees use tools to help them get food.
 - d. Different chimpanzees have different personalities.
5. *What is the main idea of this article?*
 - a. Chimpanzees are amazing creatures with unique personalities.
 - b. Jane Goodall has taught us a great deal about animal behaviour and wildlife conservation.
 - c. Africa is full of wildlife that must be both preserved and studied.
 - d. Humans are very similar to chimpanzees and can learn a great deal by studying them.

III. Paraphrase the following sentences

- *Dr. Jane Goodall is now the world's most renowned authority on chimpanzees, having studied their behaviour for nearly 40 years*
- *She is truly a great conservationist and an amazing human being.*

IV. Complete the following sentences from the passage making any necessary changes

- All the information we have nowadays about chimpanzees are the result of.....
- As a student, Jane labored as to to travel to Kenya

- To study chimpanzees, Jane started by..... then she got closer to.....and ultimately managed to
- Although the chimpanzees refused to, Jane maintained her and

V. Rewrite the story of Jane with the chimpanzees in no more than 100 words

UNIVERSITY MOULAY ISMAIL
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«Semester 2»

Reading comprehension

Cinema

For the first half of the 20th century the cinema dominated all other forms of popular entertainment in the world. During the **heyday** of the 'movie theatre' or the 'picture house' - as the Americans and British variously called their cinema halls- millions of people throughout the world developed the habit (almost the addiction) of going to see a film at least once a week. This was the golden age of Hollywood, film capital of both the United State and the world.

The first silent film (in black and white, of course) were shown during the 1890s as part of music-hall entertainment, taking turns along with various live acts such as singers, dancer and magicians. Such films were simply to give the audience **a thrill** the vision of a huge locomotive racing towards you out of the screen usually produced the effect that both **the promoter** and the audience desired. Indeed, this thrill element continues to be very significant in movies, as is witnessed by the demand for more and more spectacular 'special effects' in various science-fiction extravaganzas.

A Frenchman, Georges Melies, created the first actual story related movies around 1900 and the first American story film was the *Great Train Robbery* in 1903. From then until 1914, American and European film-makers were more or less equal, but after **the outbreak** of the First world War, Europeans had other more pressing concerns, and far away in, California, near the city of Los Angeles, the film-makers of the New world went ahead on their own, producing first the 'talkies' and then 'Technicolor'. Many European countries (including France, Britain, Russia and Germany) have continued to make film, but they have never really managed to catch up with the lead that Hollywood established during and after the Great War.

The only nation that can 'nowadays be said **to rival** the united states in the volume of films produced, money made and numbers entertained is India, which has an extremely successful home and export business in films; it makes movies available both to Indian communities established in other parts of the world and to countries whose people are culturally closer to Bombay than to Hollywood.

The cinema, since its **inception**, has been in direct competition with a variety of other forms of entertainment. These include: participating in and watching sports and games, acting in or going to the live theatre, performing for or listening to radio, watching television, and -most recently-

playing video games. The live theatre has not done particularly well in the face of competition from the cinema. While in turn the cinema has not done too well when faced with the domestic miracle of millions of private screens in people's own home. Looking back at the way in which television has displaced the movies since the early 1950s, we might even say that the cinema was the dinosaur ancestor of TV, rather than that TV is a miniature cinema

The only clear advantage that the public movie has over the private tube is the size of the picture offered. Even that advantage may not last much longer, however, as more and more people in affluent parts of the world become interested in large TV wall screeners for their living rooms.

Not, of course, that Hollywood is going to stop making films, the TV companies will need them for a long time to come, as will the videotape industry. The framing of celluloid dreams goes on, with whole galaxies of 'stars', 'starlets' and 'superstars' whom we can watch, love, hate, envy or disdain (according to our inclinations). It is a state of affairs that could never have been imagined in, say, 1839, the year when Sir John Hershel first offered the world the term 'photography'.

I. VOCABULARY

A. Choose anyone for each of the words given below. each word has four choices beside it.

1. thrill: peaceful feeling- electric shock-illusion-intense excitement
2. spectacular : striking- subtle- sensible- dogmatic
3. outbreak : destruction- start- clash- end
4. pressing : ordinary- squeezing- urgent- creative
5. disdain: discourage- scorn- worship -imitate

B. Give the meaning of the following words as they are used in the text

1. heyday:
2. addiction:
3. promoter:
4. actual:
5. rival :

II. COMPREBENSIOH

A. Using your own words, answer the following questions in complete sentences.

1. What was, according to the author, the "golden age" of the cinema? Why?
2. What is the difference between the films produced before 1900 and after?
3. What was the impact of the First World War on the international film industry?

4. Who, according to the author, appreciates Indian films?
5. Why does the writer think that the cinema could best be defined as the dinosaur ancestor of TV?

B. Say whether the following statements are right or wrong. Justify your answers

1. The cinema was the primary medium of entertainment in the world during the first fifty years of this century.
2. Americans used to call a hall for showing films a "picture house".
3. The first silent films showing singers, dancers and magicians gave the audience a thrill.
4. The element that was most important in films in the 1890s is no longer very significant in film-making today.
5. No nation today comes anywhere near the United states in the production and commercial distribution of films.

III. PARAPHRASE

Using your own words, rewrite the following sentences.

1. "They have never really managed to catch up with the lead that Hollywood established during and after the Great War."
2. "The cinema, since its inception, has been in direct competition with a variety of other forms of entertainment."
3. "The cinema has not done too well when faced with the domestic miracle of millions of private screens in people's own homes."

IV. OUTLINE

Write an outline of each of the following paragraphs

- Paragraph three "A Frenchman, Georges Melies, ••• during and after the Great War."
- Paragraph five: "The cinema, since its inception, ••• that TV is a miniature cinema."

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«Semester 2»

Reading comprehension

**IT'S HIGH TIME MEN CEASED TO REGARD WOMEN
AS SECOND-CLASS CITIZENS**

This is supposed to be an enlightened age, but you wouldn't think so if you could hear what the average man thinks of the average woman. Women won their independence years ago. After a long, bitter struggle, they now enjoy the same educational opportunities as men in most parts of the world. They have proved repeatedly that they are equal and often superior to men in almost every field. The hard-fought battle for recognition has been won, but it is by no means over. It is men, not women who still carry on the sex war because their attitude remains basically hostile. Even in the most progressive societies, women continue to be regarded as second-rate citizens. To hear some men talk, you'd think that women belonged to a different species!

On the surface, the comments made by men about women's abilities seem light-hearted. The same tired jokes about women drivers are repeated day in, day out. This apparent light-heartedness does not conceal the real contempt that men feel for women. However, much men sneer at women, their claims to superiority are not borne out by statistics. Let's consider the matter of driving, for instance. We all know that women cause far fewer accidents than men. They are too conscientious and responsible to drive like maniacs. But this is a minor quibble. Women have succeeded in any job you care to name. As politicians, soldiers, doctors, factory-hands, university professors, farmers, company directors, lawyers, bus-conductors, scientists and presidents of countries they have often put men to shame. And we must remember that they frequently succeed brilliantly in all these fields in addition to bearing and rearing children.

Yet men go on maintaining the fiction that there are many jobs women can't do. Top-level political negotiation between countries, business and banking are almost entirely controlled by men, who jealously guard their so-called 'rights'. Even in otherwise enlightened places like Switzerland women haven't even been given the vote. This situation is preposterous! The arguments that men put forward to exclude women from these fields are all too familiar. Women, they say, are unreliable and irrational. They depend too little on cool reasoning and too much on intuition and instinct to arrive at decisions. They are not even capable of thinking clearly. Yet when women prove their abilities, men refuse to acknowledge them and give them their due. So much for a man's ability to think clearly!

The truth is that men cling to their supremacy because of their basic inferiority complex. They shun real competition. They know in their hearts that women are superior and they are afraid of being beaten at their own game. One of the most important tasks in the world is to

achieve peace between the nations. You can be sure that if women were allowed to sit round the conference table, they would succeed brilliantly, as they always do, where men have failed for centuries. Some things are too important to be left to men!

Questions

I. Vocabulary

1- Give the synonym of the following words as they are used in the text

- Bitter:
- Conceal:
- Sneer:
- Prove:
- Shun:

2- Using your own words, explain the following words according to the meaning in the text

- Struggle:.....
- Light-hearted:
- Unreliable:
- Due:
- Cling:

II. Comprehension

- **Answer the following questions using your own words**

1. Why would not we think that this age is an enlightened age?
2. What is the real contempt that men feel for women?
3. How have women been able to put men to shame?
4. What are the arguments that men put forward to refuse women's abilities in some fields?

III. Paraphrase

- **Paraphrase the following sentences**

- 'They have proved repeatedly that they are equal and often superior to men in almost every field'.
- 'The same tired jokes about women drivers are repeated day in, day out'
- 'And we must remember that they frequently succeed brilliantly in all these fields in addition to bearing and rearing children'
- 'Some things are too important to be left to men!'

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«Semester 2”

Reading comprehension

A Cultural Difference: Being on Time

In the United States, it is important to be on time, or punctual, for an appointment, a class, a meeting, etc. However, this may not be true in all countries. An American professor discovered this difference while teaching a class in a Brazilian university. The two-hour class was scheduled to begin at 10 A.M. and end at 12 P.M.

On the first day, when the professor arrived on time, no one was in the classroom. Many students came after 10 A.M. Several arrived after 10:30 A.M. Two students came 10 after 11 A.M. Although all the students greeted the professor as they arrived, few apologized for their lateness. Were these students being rude? He decided to study the students' behavior.

The professor talked to American and Brazilian students about lateness at a lunch with a friend and in a university class, respectively. He gave them an example and asked them how they would react. If they had a lunch appointment with a friend, the average American student defined lateness as 19 minutes after the agreed time. On the other hand, the average Brazilian student felt the friend was late after 33 minutes.

In an American university, students are expected to arrive at the appointed hour. In contrast, in Brazil, neither the teacher nor the students always arrive at the appointed hour. Classes not only begin at the scheduled time in the United States, but they also end at the scheduled time. In the Brazilian class, only a few students left the class at noon; many remained past 12:30 to discuss the class and ask more questions. While arriving late may not be very important in Brazil, neither is staying late.

The explanation for these differences is complicated. People from Brazilian and North American cultures have different feelings about lateness. In Brazil, the students believe that a person who usually arrives late is probably more successful than a person who is always on time. In fact, Brazilians expect a person with status or prestige to arrive late, while in the United States lateness is usually considered to be disrespectful and unacceptable. Consequently, if a Brazilian is late for an appointment with a North American, the American may misinterpret the reason for the lateness and become angry.

As a result of his study, the professor learned that the Brazilian students were not being disrespectful to him. Instead, they were simply behaving in the appropriate way for a Brazilian student in Brazil. Eventually, the professor was able to adapt his own behavior so that he could feel comfortable in the new culture.

I. *Check whether these statements are True or False. If a statement is false, rewrite the it so that it is true*

In an American university, it is important to be on time.
.....
.....

1. In a Brazilian class, the students leave immediately after the class is finished.
.....
.....

2. Most North Americans think a person who is late is disrespectful.....
.....
.....

3. In Brazil, most successful people are expected to be on time.
.....
.....

4. As a result of the study, the professor changed the Brazilian students' behavior.
.....
.....

II. *Find in the text words which mean the same as*

- Programmed and planned :.....
- Impolite :.....
- A meeting or a date :.....
- Complex :.....
- Anticipate:.....
- Adjust:.....

III. Answers to the following questions from the text .

1. Why is it important in the United States to respect time?.....
.....
.....
2. What made the professor study the students' behaviour?.....
.....
.....
3. What did the professor find out from his study?
.....
.....
.....
4. What can be concluded from the passage ?
.....
.....
.....

IV. Paraphrase

- Paraphrase the following sentence
In fact, Brazilians expect a person with status or prestige to arrive late, while in the United States lateness is usually considered to be disrespectful and unacceptable.
.....
.....
.....

V. Summary

- Summarize paragraph 5 in no more than 25 words
.....
.....
.....
.....
.....
.....

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«Semester 2”

Reading comprehension

How to Avoid Foolish Opinions

To avoid the various foolish opinions to which mankind is **prone**, no super human genius is required. A few simple rules will keep you, not from an error, but from silly error

If the matter is one that can be settled with observation, make the observation yourself. Aristotle could have avoided the mistake of thinking that women have fewer teeth than men. By the simple device of asking Mrs. Aristotle to keep open while he counted. He did not do so because he thought he knew. Thinking that you know when in fact you don't is a **fatal** mistake, to which we are all prone. I believe myself that hedgehogs eat black beetles, because I have been told that they do; but if I were writing a book on the habits of hedgehogs, I should not commit myself until I had ... seen one enjoying this unappetizing diet. Aristotle, however, was less cautious.

Many matters, however, are less easily brought to the test of experience. If, like most of mankind, you have passionate convictions of many such matters, there are ways in which you can make yourself aware of your own **bias**. If an opinion contrary to your own makes you angry, that is a sign that you are subconsciously aware of having no good reason for thinking as you do. If someone maintains that two and two are five, or that Iceland is on the equator. You feel pity rather than anger, unless you know so little of **arithmetic** or geography that his opinion shakes your own contrary conviction. The most savage controversies are those about matters as to which there is no good evidence either way. Persecution is used in theology, not in arithmetic because in arithmetic there is knowledge, in theology there is only opinion. So whenever you find yourself angry about a difference of opinion, be on your guard; you will probably find on examination, that your belief is going beyond the evidence **warrants**.

A good way of riding yourself of certain kinds of **dogmatism** is to become aware of opinions held in social circles different from your own. When I was young, I lived much outside my own country-- in France, Germany, Italy and the United States. I found this very profitable in diminishing the intensity of insular prejudice. If you can't travel, seek out people with whom you disagree and read a newspaper to a party that is not yours. If the people and the newspaper seem mad perverse, and wicked, remind yourself that you seem so to them. In this opinion, both parties may be right, but they cannot both be wrong. This reflection should generate a certain caution.

For those who have enough psychological imagination, it is a good plan to imagine an argument with a person having a different bias. This has one advantage only one as compared with actual conversation with opponents; this one advantage is that the method is not subject to the same limitations of time and space. Mahatma Gandhi deplored railways and steamboats and machinery; he would have liked to undo the whole of the industrial

revolution. You may never have an opportunity of actually meeting anyone who holds this opinion because in Western countries most people take the advantages of modern technique for granted. But if you want to make sure that you are right in agreeing with the prevailing opinion, you will find it a good plan to test the arguments that occur to you by considering what Gandhi might have said in refutation of them. I have sometimes been led actually to change my mind as a result of this kind of imaginary dialogue, and, short of this, I have frequently found myself growing less dogmatic and cocksure through realizing the possible reasonableness of a hypothetical opponent

Be very wary of opinions that flatter your self-esteem. Both men and women, nine times out of ten, are firmly convinced of the superior excellence of their own sex. There is abundant evidence on both sides. If you are a man, you can point out that most poets and men of science are male; if you are a woman, you can retort that so are most criminals. The question is **inherently insoluble**, but self-esteem conceals this from most people. We are all, whatever part of the world we come from, persuaded that our nation is superior to all others. Seeing that each nation has its characteristic merits and demerits, we adjust our standard of values so as to make out that the merits possessed by our nation are the really important ones, while its demerits are comparatively trivial. Here again, the rational man will admit that the question is one to which there is no demonstrably write answer. It is more difficult to deal with the self-esteem of man as man, because we cannot argue out the matter with some non-human mind. The only way I know of dealing with this general human conceit is to remind ourselves of a small planet in a little corner of the universe, and that for aught we know, other parts of the cosmos may contain beings as superior to ourselves as we are to **jelly-fish**

Bertrand Russell from *Unpopular Essay*

I. Choose the best alternative

1. **prone** : afflicted with, used to, heir, liable
2. **theology** : the study of myths , the study of religion, the study of politics , the study of ethics
3. **refutation** : condemnation, agreement, rejection , doubt
4. **cocksure** : quite certain , vain , confirm , opine
5. **retort** : shout back, reply quickly , confirm , opine

II. Explain the following items using your own words

1. Fatal:.....
2. Bias:.....
3. Arithmetic:.....
4. Warrants:.....
5. Dogmatism:.....
6. Abundant:.....
7. Inherently insoluble:.....
8. Jelly-fish:.....

III. Using your own words, answer the following questions

1. What are the “simple rules” which the author suggests in his essay?

2. What examples does the author use to illustrate his rules?
3. What, in the author's opinion, is the difference between knowledge and opinion?
4. The author's main point is that we should not believe strongly in anything. Is this correct? If so do you agree with the author? If not, how would you change this statement

IV. Paraphrase the following sentences

- "Thinking that you know when in fact you don't is a fatal mistake, to which we are all prone"
- "I found this very profitable in diminishing the intensity of insular prejudice"
- "The question is inherently insoluble, but self-esteem conceals this from most people".

V. In no more than 60 words, summarize the last paragraph of the essay