

ملخص وحل تمارين

# Non-finical prose

مادة النثر الإنجليزي

جُنُونُ

السلام عليكم ورحمة الله وبركاته

## المحاضرة الأولى

في بداية المحاضرة تحدث الدكتور عن الاستراتيجيات المتبعة في القراءة

وأختصرها بكلمة وحده وهي

**OARWET**

وفصلها كما يلي

**O: Overview**

**A: Ask**

**R: Read**

**W: Write**

**E: Evaluate**

**T: Test and get an "A"**

وبعدها ركز على القراءة نفسها  
الكلمات واضحة وكلها درسناها في قراءات ومطالعات

• R: Read

- Reading without knowing every word.

- Guessing the meaning from context.

- several strategies (using morphology, part of speech..etc)

- Understanding/ inferencing the main idea

هذا أهم ما ورد أو بالأصح كل ما ورد في الشرائح وبعدها أنتقل للكتاب الصفحة ٥  
راح أرفق الصفحة التي هي القطعة المقرؤة وبعدها التمارين وراح أحلها



## First Impressions

### Size

- A It is difficult to really experience or “feel” the size of the United States. To get the full impact you should realize, for example, that it takes 48 hours (two entire days and two long nights) to travel by train from Chicago to Los Angeles, rolling along hour after hour across wheat fields, mountains, and deserts.



▲ Map of the U.S.

- B Another way to think about it is to compare distances in the United States with others more familiar to you. For example, New York to Washington, D.C. is about the same as London to Paris or Nairobi to Mombasa or Tokyo to Kyoto; New York to Los Angeles is farther than Lisbon to Cairo or Moscow to Montreal or New Delhi to Rome.

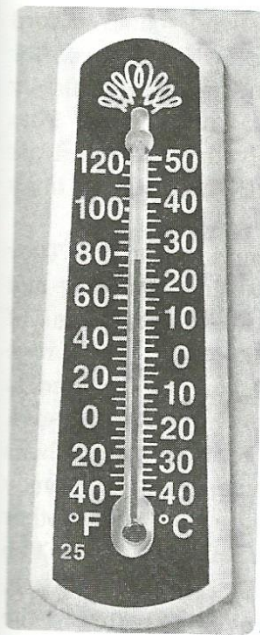
### Climate

C Naturally, with such distances, the climate in the **continental** United States is also one of great extremes. From New England and Northwest, temperatures vary from subzero in winter to the high 90s (Fahrenheit) or over in summer.

- D The South and Southwest have warmer weather, though even these sections have **occasional** frosts and periods of moderate cold. Generally, summers are likely to range from 70° F to 100° F (21° C to 38° C), and many areas can be quite humid. However, air conditioning is so widespread that you can expect most office buildings and homes to be kept at relatively **comfortable** temperatures.

### Americans in Motion

- E Americans are **restless**. Most travel whenever they get the chance. They crowd onto trains, buses, and planes. In increasing numbers, they hike with packs on their backs or ride bicycles, heading for the mountains, seashore, or national parks.



▲ Fahrenheit temperatures are shown on the left compared with Celsius on the right.





▲ Biking is a popular sport in the U.S.

### Blunt Speech

F Don't think that Americans are being rude if we tend to speak in monosyllables or answer with a mere "O.K.," "Sure," or "Nope" or greet you with "Hi." Our **brevity** is not a **personal** insult, though to those accustomed to formal phrases, we seem **blunt**. American **informality** has become more **desirable** than formal expressions of greeting or farewell.

### A Do-It-Yourself Society

G The United States is a **do-it-yourself** country. We generally carry our own bags, take our laundry to the laundromat, stand in line at the grocery store, or shine our own shoes, whoever we may be—lawyer, professor, bank president, or corporate executive. Anyone who can afford the high cost of service in this country and wants to pay for it, may. But there is absolutely no social **stigma** in doing one's own daily **chores**, no matter how **menial**. In fact, Americans take pride in do-it-yourself accomplishments and may devote a great deal of their **leisure** time to projects around the home. Huge warehouse stores that cater to do-it-yourself tasks have been built throughout the country.



▲ Americans take pride in do-it-yourself projects.

H Many Americans who could afford **household** help or a **driver** or a **gardener** do not employ them. They prefer family privacy, independence, and freedom from **responsibility**, all of which are at least partially lost when one has help in one's home.

I Houses interest Americans greatly. They spend much of their time thinking and reading and talking about the design of houses, their decorations, how to improve them. Many weekend hours are passed in do-it-yourself projects around the house. People also love to look at each other's houses. Since they would **thoroughly** enjoy visiting and examining a house in another

country, they **assume** that you will probably have the same desire. Don't be surprised, therefore, if you are shown the entire house from top to bottom, including bathrooms and closets! Don't make the mistake of **refusing**; the whole house may have been cleaned especially for you!

Because people in the United States have come from so many **nationalities**, there is a far wider range of what is **acceptable** than in some countries where the **inhabitants** have grown up with a common **heritage**. As a result, no one needs to feel awkward or uncomfortable in following his or her own customs. Although Americans are noticeably informal, if you prefer somewhat greater **formality**, feel free to act in your own way. This will be acceptable to those around you.

Source: "First Impressions" *Living in the USA* (Alison R. Lanier and Charles William Gay)

### After You Read

**2 Recalling Information** Mark each of these sentences with a T (for true) or F (for false). Correct the false statements to make them true. Remember to read the article (or parts of it) again if you have trouble with it. If you can do this activity, you have read well enough for your present purpose.

1. T The United States has a varied geography, including fields, mountains, and deserts.
2. F Its continental climate is basically moderate.
3. F Its people are not very active and spend most of their time reading books.
4. F They are rude and like to insult others with simple direct words.
5. T Americans are very interested in their homes and love to show them off, even to people they don't know very well.
6. T Americans spend a lot of time thinking and talking about projects to fix up their homes.
7. F They send their servants to huge warehouse stores to buy decorations for their houses.
8. T Americans come from many different nationalities.
9. F They generally prefer formality and do not like people to be informal.

### Strategy

#### Analyzing Paragraphs for the Main Idea and its Development

An important skill for reading is finding the main idea, which is often stated directly. In most cases, a sentence or two states the main idea. This sentence is usually (but not always) the first sentence of the paragraph. The other sentences develop the paragraph in these ways:

1. by giving examples or details to illustrate the main idea
2. by expanding upon it with related ideas
3. by expressing an emotional reaction to the main idea



أما هالتمرين يعتمد على فهمك لأهم الكلمات اللي وردت بالقطعة

### 3 Analyzing Paragraphs for the Main Idea and its Development

Read the questions below about the previous reading.

1. Is the main idea in the first sentence of each of the first five sections of the reading?
2. The first three sections develop the main idea in the same way. Which way is that? Choose 1, 2, or 3 in the Strategy Box on page 7.
3. The fourth section also does it that same way, but finishes up with one other way in the last sentence. Which way does it finish up? Choose 1, 2, or 3 in the Strategy Box on page 7.
4. What punctuation mark indicates an emotional reaction? Look through the rest of the article and find the section that uses method 3 (expressing an emotional reaction) to finish up. What are the first four words of that paragraph?

### Strategy

#### Understanding the Meaning of Words from Context

The *context* of something is its surroundings or situation. The context of a word is what goes before it and after it. You can often guess the meaning of a new word by reading past it to the next sentence. If the meaning is still unclear, read the sentence before the word. If necessary, read the whole paragraph. Then go back and try to understand the word again.

4 Understanding the Meaning of Words from Context Choose the best definition for each word below. If you don't remember the context, go back to the reading and look for the words in bold (darker type).

- |                      |                                 |                            |                         |
|----------------------|---------------------------------|----------------------------|-------------------------|
| 1. <i>blunt</i>      | a. loud and rude                | <b>b. short and direct</b> | c. personal and formal  |
| 2. <i>stigma</i>     | a. new rule                     | b. good word               | <b>a. negative mark</b> |
| 3. <i>leisure</i>    | <b>a. not working</b>           | b. work                    | c. family               |
| 4. <i>chores</i>     | <b>a. tasks</b>                 | b. accounts                | c. pastimes             |
| 5. <i>menial</i>     | a. difficult                    | b. attractive              | <b>c. low</b>           |
| 6. <i>thoroughly</i> | a. somewhat                     | <b>b. completely</b>       | c. possibly             |
| 7. <i>assume</i>     | a. doubt                        | <b>b. believe</b>          | c. fear                 |
| 8. <i>refusing</i>   | a. saying yes                   | <b>b. saying no</b>        | c. not saying anything  |
| 9. <i>heritage</i>   | <b>a. history and tradition</b> | b. physical appearance     | c. economics and class  |

وبكذا أكون وضحت أهم ماورد بالمحاضرة الأولى مع الحل لجميع التمارين

## المحاضرة الثانية

### More reading strategies

#### morphological knowledge

**Morphology :is the study of word formation**  
الصرف : هو دراسة تكوين الكلمة (شكل كتابة الكلمة)

#### compound nouns

الكلمات المركبة

#### acceptance-continuum

هالكلمه ماأقدر أشرح معناها حرفياً بالعربي بس القصد منها أتصال الكلمات ببعضها أتوقع  
عموماً مع الشرح راح نفهمها أكثر

#### First : morphological knowledge

#### Using prefix and suffix

أخونا تركي الله يجزاه خير شرحها بالتفصيل السمستر الماضي في مادة القراءات  
اللي راح أسويه أني بقتبس شرحه كامل وأكتفي فيه

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السلام عليكم

اليوم موضوعنا عن ال prefix وال suffix

**تعريفها .** هي اضافات باول الكلمة او اخرها لتغيير معنى الكلمة او تغيير نوع الكلمة  
مثلا agree لما اضيف لها ال ( dis ) تصير disagree  
تغير المعنى من يوافق الى لا يوافق

فراح نتكلم عن الموضوع بالتفصيل  
راح ابدأ بال prefix وهي التي نستطيع ان نسميها البادئات  
ثم بعدها راح نتكلم عن ال suffix وهي ما نستطيع ان نسميها اللواحق



بسم الله نبدأ

## The Prefix

هي مجموعة حروف تضاف لبدايه الكلمه ، وهي تغير معنى الكلمه

راح نتكلم عنها بالتفصيل كالتالي:

## : THE PREFIX UN

Un = not

ال un هي احدى البادئات التي تستخدم لنفي المعنى  
مثلا kind لطيف لما نضيف لها بالبداية un تغير المعنى الى النفي unkind تعني غير لطيف.  
مثال real حقيقي لما نضيف لها un تغير المعنى unreal تعني غير حقيقي.  
مثال happy سعيد لما نضيف لها un تغير المعنى unhappy غير سعيد.

## : THE PREFIX DIS

Dis نضيفها لبداية الكلمة لتعطي عكس المعنى ,  
مثال able : لما نضيف لها dis تغير المعنى الى disable غير قادر  
مثال agree : يوافق لما نضيف لها dis تصير disagree معناها لا اوافق

هنا بعض الكلمات المضاف لها un و dis

| <u>Un</u>  | <u>Dis</u> |
|------------|------------|
| undo       | discolored |
| unfinished | distrust   |
| unwell     | disorder   |
| unload     | disapprove |
| unpack     | displease  |
| unfit      | dislike    |
| uncover    | discharge  |
|            | disobey    |
|            | disappear  |
|            | disbelief  |
|            | disagree   |

### : THE PREFIX RE ثالثاً

re = again

re تعني الاعداد write , تعني يكتب لما نضيف لها re تصير rewrite تعني اعد الكتابه  
امثله

repaint, reappraise, reawake

### : The prefix DE رابعاً

ال de لما تضاف لبداية الكلمه تغير معنى الكلمه الى عدة امور حسب الكلمه

ممكن يكون معنى الكلمه down اسفل او away بعيد

مثلا deduct : معناها ينقص descend , ينحدر depend , يعتمد despair , احباط  
كلها معاني للنزول سواء حسي او معنوي

او ممكن يكون المعنى removal يعني ازاله طبعاً بالمعنى حسي او معنوي  
زي deice يعني بدون ثلج ، او decamp يرحل او depart يغادر

## خامساً "The prefix pre":

ال pre تعني قبل سواء بالوقت او المكان او الطلب او الاهمية  
وهي مستخدمة في موضوعنا اليوم PREFIX يعني البادئات

مثال precondition : شرط مسبق  
مثال , John liked prehistoric animals : جون يحب حيوانات ما قبل التاريخ

هنا امثله لل DE وال RE وال PRE

| Re         | De              | Pre  |
|------------|-----------------|--|
| meaning    | meaning         | meaning  |
| again      | down<br>removal | away<br>reversal                               |
|            |                 | Before in time<br>Place<br>Order or importance |
| examples   | examples        | examples                                       |
| repaint    | defrost         | pre-adolescent                                 |
| reappraise | descend         | prelude  |
| reawake    | despair         | precondition                                   |
| refill     | depend          | prehistoric                                    |
| replay     | deduct          | prefix   |
| reheat     | de-ice          | premature                                      |
| report     | decamp          | precaution                                     |
| rearrange  | depart          |  |
| rewrite    | deface          |  |
| repeat     | deposit         |  |

## سادساً the prefix im:

Im تستخدم للعكس ، مثلاً polite عكسها impolite مهذب وغير مهذب  
Possible عكسها impossible ممكن ومستحيل

## سابعا : the prefix **ir**

يستخدم للنفي مثل regular نفيها irregular  
ايضا rational حكيم نفيها irrational

## ثامنا : the prefix **in**

ايضا للنفي  
مثل correct صحيح نفيها incorrect  
مثل frequent دائم نفيها infrequent

هنا عدة امثله للـ ir, im, in

## تاسعا : اخرى

هناك بادئات اخرى مثل mis نستخدمها مع misunderstand  
وايضا non نستخدمها في عدة كلمات مثل noncharacteristics

راح تجدون بالمرفقات بعض الملفات عن الـ prefix من زملاء سابقين . ملفات جدا جدا مفيدة  
لا توجد قاعده كيف تختار الـ prefix المناسب لكل كلمه ، لابد من حفظها  
او انك تستخدم الكلمات او تمر عليها باستمرار علشان تتعود على الكلمه  
مثلا disagree الاغلب يعرفها ، لو جت unagree اكيد بتقول غلط

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## Second : compound words

Its mean but two or more words together to form one word  
مرات تجي فيها شرطات وتسمى (hyphenated) مثل كذا

anti-establishment

well-respected

a do-it-yourself-job

ومرات بدون شرطات مثل

Overnight

Notebook

Starfish

Bedroom

بعدها بدأ الدكتور بتمرين للـ suffix and prefix صفحة ٩

## ANALYZING SUFFIXES

A suffix is a letter or group of letters put at the end of a word to form a new word. For example, suffixes can make a noun (person, place, or thing) out of a verb (action word) or an adjective (a word that describes a noun) out of a noun. Learning common suffixes can help you to increase your vocabulary.

You will work with these six suffixes in the exercise below:

|       |               |
|-------|---------------|
| -able | (comfortable) |
| -al   | (logical)     |
| -ant  | (consultant)  |
| -er   | (reader)      |
| -ity  | (tranquility) |
| -less | (helpless)    |

**5 Analyzing Suffixes** Study the meanings of the following suffixes and fill in the second example for each one. The first one is done as an example.

**1. -able**

The suffix *-able* means relating to the action of a verb. It makes adjectives out of verbs. Something you can manage is *manageable*.

A house you can afford is an affordable house.

**2. -al**

The suffix *-al* means relating to some object or thing. It makes adjectives out of nouns. Things that relate to nature are *natural* things.

A job you get for only one season of the year is a seasonal job.

**3. -ant**

The suffix *-ant* means a person who does the action of the verb. It makes nouns out of verbs. A person who serves is a *servant*.

A person who applies for something is an applicant. (Note: the spelling changes here—add a *c* before the suffix.)

**4. -er**

The suffix *-er* means a person who is capable of doing the action of the verb. It makes nouns out of verbs. A person who can bake is a *baker*.

A person who can teach is a teacher.

**5. -ity**

The suffix *-ity* means the state or condition of some quality. It makes a noun out of an adjective. A material that is elastic has *elasticity*.

People who are cordial are known for their cordiality.

**6. -less**

The suffix *-less* means “without.” It makes adjectives out of nouns. A situation without hope is a *hopeless* situation.

A person who is causing no harm is a harmless person.

**6 Making New Words by Adding Suffixes** Form words used in the reading by adding suffixes from the list on page 9. Check your answers by finding the words in the reading. The first sentence is an example and is not from the reading.

1. A person who *settles* (comes to live) in a place is a settler.
2. A person who *gardens* (works in a garden) is a gardener. (line 54)
3. A person who *drives* is a driver. (line 54)
4. A chair that gives a lot of *comfort* is a comfortable chair. (line 26)
5. Some groups of people are *formal*. They are known for their formality. (line 78)
6. Other groups of people are *informal*. They are known for their informality. (line 38)
7. The people who *inhabit* a region are the inhabitants of that region. (line 75)
8. We *accept* certain ways of acting. Those ways are acceptable to us. (line 74)
9. They take that trip only on certain *occasions*. They take an occasional trip. (line 22)
10. A quality we all *desire* to have is a desirable quality. (line 39)
11. Some information relates especially to just one *person*. It is his or her personal information. (line 36)
12. We are *responsible* for our employees. They are our responsibility. (line 57)
13. Many Americans participate in numerous activities without much *rest*. They are a restless people. (line 28)
14. Weather patterns that affect a whole *continent* are continental weather patterns. (line 16)
15. A speaker sometimes gives a *brief* speech. If we are tired, we appreciate his or her brevity. (line 35) (Notice that there is a spelling change in this one.)
16. Part of our identities relate to our *national* origins. We call them our nationalities. (line 74)

## Strategy

### Understanding Compound Words

Some English words are made up of smaller words joined together. Sometimes these words contain hyphens and sometimes they don't. To understand them, look at the words and break them into their smaller parts. Then you can usually guess their meaning, especially if you also find clues in the context.

#### Examples:

*do-it-yourself (project)*: this is a project you have to do on your own

*bedroom*: the room with a bed, the room for sleeping

**7 Understanding Compound Words** Guess the meanings of the words in italics below by looking at each individual word and the general context. Write the meanings in the blanks.

### Compound Words With Hyphens

1. Darren wanted to make a *long-distance telephone call*.  
a call made to someone a long distance away
2. My friend can't go out until he finishes his *to-do* list.  
It is a list that has the things that you want to do
3. The bookstore has a big section of *self-help* books.  
Books that give you help to do things by your self
4. Her brother always helps people out; he's a real *do-gooder*.  
Someone who does good things to another

### Compound Words Without Hyphens

1. Chicago is an *overnight* train trip from New York.  
a train trip that continues through the night
2. Air conditioning is *widespread*.  
You can find it every where
3. They do not use long formal expressions of greeting or *farewell*.  
Say goodbye
4. People in the U.S. go to the mountains, *seashore*, or national parks to hike.  
The place near to the sea
5. Many Americans do not have *household* help.  
The things that you pay for the house



**8 Around the Globe** Working with a classmate, look at the photos in each section below to find out more about customs in the United States and around the world. Take turns reading aloud the descriptions that accompany the photos. Then follow the directions and answer the questions after each section.

### A. Meeting and Greeting

**A** In some cultures, such as Japan and Korea, people bow to each other when they meet. In others, they put their palms together in front of their



▲ In the English-speaking world, people usually shake hands when they meet, particularly in formal situations.

faces and incline their heads. (This is called *namaste* in India and *wai* in Thailand.) In Russia, France, Italy, and many other parts of Europe, as well as in Latin America, people touch each other when they meet, embracing (hugging). Muslims greet each other with a *salaam* greeting and say “Salaam Alaikum!” or a similar phrase wishing peace to each other. (*Salaam* means peace.) In the English-speaking world (Australia, Britain, Canada, New Zealand, and the U.S.A.), the usual custom is to shake hands, but sometimes

people don’t, preferring to just nod and smile. A casual “Hi” or “How ya’ doin’?” or “Hello, there” often takes the place of a formal handshake, but it means the same thing. If a person extends her or his hand in greeting, then it is polite to shake hands.



▲ In some parts of the world, people often touch each other when they meet.



Look at the photos on page 12 and discuss the following:

1. What is happening in each photo? Where is the greeting taking place?
2. What do you think of these ways of greeting?
3. Which one is similar to the customs in your culture?
4. With your partner, practice greeting each other as they do in English-speaking cultures, and also in some other way. Introduce yourself by saying, "My name is \_\_\_\_\_. What is your name?" This is acceptable and often appreciated in English-speaking cultures. After learning the name of a person, say "Pleased to meet you!" or "Nice meeting you!"

### B. Social Distance

<sup>B</sup> The "comfort zone," or the distance people stand from each other when they talk, varies among different cultures. Asians stand quite far apart when they talk. Greeks, Arabs, and South Americans stand quite close together. Often, they move closer as the conversation heats up. Americans and Canadians are somewhere in the middle. Studies show that they feel most comfortable in conversation when standing about 21 inches apart from each other.

25

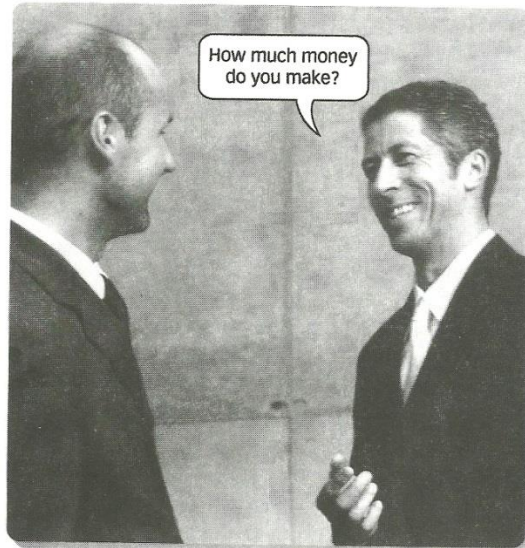


▲ The "comfort zone" is different for various cultures.

Look at the photos above and discuss the following:

1. What are the people doing and where do you think the conversation is taking place?
2. How far apart do people usually stand when having a conversation in your culture?
3. Stand up and play the role of two people talking about the weather. First pretend you are in an Asian country, then in Greece, and then in the United States. Which distance feels most comfortable to you? Why?

**9 Asking Personal Questions** What questions are polite for a first meeting? This varies greatly depending on where you live. Look at the following questions. Every one of them is polite in some cultures. Decide which ones would be polite and which would be impolite for a first meeting in your culture.



1. Where are you from?
2. How much did you pay for your jacket?
3. What do you do for a living?
4. How much money do you make?
5. Are you married?
6. How old are you?
7. Do you have any children?
8. What is your religion?

**10 Politeness** Look at the questions in Activity 9 again. Circle the questions that are impolite in your culture. Half of them are generally considered impolite in American culture. Check (✓) those that you think are impolite in the U.S. (Answers at the bottom of this page.) Discuss the questions below.

1. Are there more that are impolite in your culture or in U.S. culture?
2. In your opinion, what is the man in the photo thinking? What do you think he will say? Will he answer the question?
3. What can you say if someone asks you a question you don't want to answer?

Answers to 8, Personal Questions, above:  
Questions 2, 4, 6, and 8 are generally considered impolite in American culture.



**11 Talking About Preferences** The reading passage, *First Impressions*, describes some American customs and attitudes. Of course, these would not apply to all Americans. There are cultural preferences and personal preferences. In small groups, talk about the following U.S. customs and attitudes. Which do you each agree with personally, and why? In general, should you "do as the Americans do" if you live in the U.S.?

1. the use of air conditioning in homes and public buildings
2. hiking with backpacks in the mountains
3. blunt speech
4. informal dinners in private homes
5. informality in the workplace
6. doing things for yourself and not having live-in servants in your home

### Strategy

#### Using a Continuum

A *continuum* is a diagram, like the two below, used to show different amounts or degrees of something; in this case, degrees of acceptance. You will use these diagrams in the next exercise.

##### Continuum 1: Acceptance in the U.S.A.



##### Continuum 2: Acceptance in \_\_\_\_\_



**12 Using a Continuum: Rating Social Acceptance** Work in a small group and read the situation and the list of actions on page 16. Discuss and rate the acceptance of each action and mark it from *Low* to *High* on each continuum diagram in the strategy box above. Continuum 1 represents the U.S. and Continuum 2 represents a culture with which your group is familiar. Base your ratings on the article you have read and on your knowledge of the other culture.

وبكذا نكون خلصنا المحاضرة الثانية ونكون ركزنا على أهم فيها وحيننا تمارينها



## المحاضرة الثالثة

### More reading strategies

في بداية المحاضرة وضع الدكتور إننا راح نتعلم كيف نستخرج الفكرة الرئيسية للقطعة أو المقال

Inferencing the main idea

وهالشي درسناه السمسمر الماضي

والمزيد من suffix and prefix

للتذكير الـ main idea هي الفكرة الرئيسية للقطعة يعني بالعامي عن أيش تتكلم القطعة هذي ؟

بعدها بدأ الدكتور في صفحة ١٦ بالكتاب My country

**Situation:** Imagine that you are a fairly wealthy professional and you want to do the actions below. How acceptable would they be in the U.S.? How acceptable would they be in another culture? Rate each action and write the letter on each continuum above.

**Actions:**

- a. Answering in short words like "Nope" or "Sure"
- b. Asking a person how old he or she is
- c. Asking someone how much money he makes
- d. Digging in your garden
- e. Driving your own car
- f. Hiking with a backpack
- g. Inviting a colleague over to your house
- h. Painting your fence by yourself
- i. Refusing to look at someone's home
- j. Saying to someone: "Do you have any children?"
- k. Saying to someone: "What is your religion?"
- l. Shining your own shoes
- m. Speaking bluntly
- n. Saying to someone: "How much did you pay for your new car?"
- o. Washing your own clothes
- p. Wearing shorts or jeans and a t-shirt

## Part 2 Reading Skills and Strategies

### My Country

#### Before You Read

**1 Getting the Meaning of Words from Context and Structure** Working by yourself or with a partner, guess the meaning of the following italicized words or phrases and underline the correct definition for each. To help guess the meaning, determine if it has a suffix, if it's a compound word, and if you can examine how it is used in context.

1. Berton says that to a stranger the land must seem *endless*. (line 1) *Endless* means (full of variety / stretching out in all directions).
2. It is the *vastness* of Canada that surprises people. (line 4) *Vastness* means (beauty / large size).
3. The *observant* visitor will note some differences. (line 8) This means the visitor who (looks around / talks a lot).

4. The national *makeup* (line 9) refers to the Canadian (economy / character).
5. Berton talks about the American *melting pot*. (line 10) This means a society of people who become very (similar / different).
6. In July and August, eastern Canadians suffer in the heat and *humidity*. (line 17) *Humidity* means (wetness / dryness).
7. A *newcomer* (line 10) is someone who (wants to arrive / has just arrived).
8. Canada did not have a civil war, but it did have some *uprisings*. (line 27) Uprisings are (big revolutions / small battles).
- \*9. The *lawmen* (line 31) are (robbers and murderers / sheriffs and policemen).
10. The author says that Americans are more *outgoing* than Canadians. (line 48) This means they are not as (shy / loud) as Canadians.
11. The *French-style* cooking of Quebec (line 61) means food prepared (for French people / in the French way).

## Read

في النقطة التاسعة نيه الدكتور إنه في كلمه مشابهه لها وهي lowmen ومعناها robbers and murderers ف لازم نتبه لهالنقطه

## Strategy

### Finding the Implied Main Idea of a Paragraph

Sometimes the main idea of a paragraph is not stated directly in one sentence. The main idea is *implied* (suggested by the facts, details, and ideas about the topic). A main idea brings together all or most of the different parts of the paragraph. It does not express just one part.

### Introduction

The following excerpts are from a book by Pierre Berton, one of Canada's leading writers and a popular TV personality who wrote over 50 books before he passed away in 2004 at the age of 84. He was best known for his books on Canadian history. In this selection, Berton gives his personal reply to the question so often asked by visitors: "What is the difference between Canadians and Americans?"

- What do you know about Canadians?
- In what ways do you think they are different from Americans?

**2 Reading an Article: Finding Implied Main Ideas** Practice the skill of finding implied main ideas by analyzing the first five paragraphs of the following reading selection on pages 18–21. Most of its paragraphs do not have one sentence that describes the main idea. The main ideas are implied. Read each paragraph and the three phrases that follow it. Choose the phrase that best expresses the main idea.



▲ The North American continent consists of Canada, the United States and Mexico.



## My Country (excerpts)

- A To a stranger, the land must seem endless. A herring gull, winging its way from St. John's, Newfoundland, to Victoria on the southern tip of Vancouver Island, will travel as far as the distance from London to Baghdad. It is the vastness that startles the imagination of all who visit my country.

*these two words is the hent*

*الكلمتين اللتي تحتهم خط هم العلامة اللتي عرفنا منها الفكرة الرئيسية لأن المقطع مافيه توبيك سنتنر*

1. What is the main idea of the paragraph above?

- (A) Canada is strange and surprising.
- (B) Canada is very, very big.
- (C) Canada is hard to know.

- B Contrary to common belief, we do not live in snow-covered cabins far from civilization. Most of us inhabit cities that do not seem to differ greatly from those to the south of us. The observant visitor, however, will note



some differences. The variety of our national makeup is, I believe, more pronounced than it is in the American melting pot. A newcomer in the United States quickly learns to cover up his or her origins and become an American. A newcomer to Canada manages to keep something of the culture and customs of his or her ethnic background. 10

2. What is the main idea of the paragraph above?

- (A) Canadians appear to others as simple people who inhabit snow-covered cabins in the woods.
- (B) Canadians live in almost exactly the same way as Americans live but really there are differences.
- (C) All Canadians seem alike but they have more variety in their customs and culture than Americans.

الدكتور يقول إن الأجابتين صحيحة بس الـ C هي الأقرب

c Traditionally, the stranger has thought of Canada as a mountainous, snow-swept land. Certainly it can get very cold in Canada. Few non-Canadians understand that it can also get very hot. The eastern cities suffer in the humidity of July and August, and people actually die each year from the heat. 15

3. What is the main idea of the paragraph above?

- (A) It can get very cold in Canada.
- (B) It can get very hot in Canada.
- (C) Eastern cities suffer more than western cities.

هنا بعد كل الأجابات صحيحة  
بس أفضلها الـ C

D Where temperature is concerned we are a country of extremes; and yet, as a people, we tend toward moderation and even conservatism. Non-Canadians think we are the same as our American neighbors, but we are not really like the Americans. Our temperament, our social attitudes, our environment, and our history make us a different kind of North American. 20

4. What is the main idea of the paragraph above?

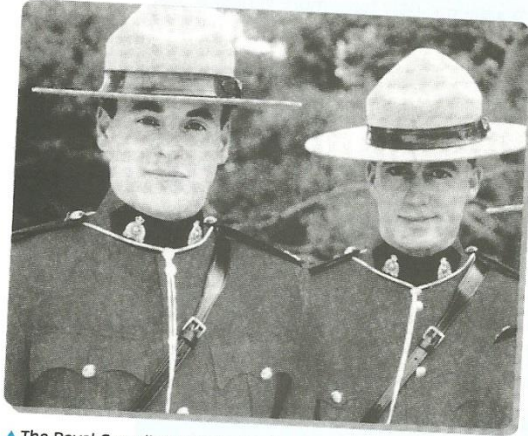
- (A) People think Canadians are like Americans, but Canadians are really more conservative and moderate.
- (B) Canada is a country of extremes, both in its temperatures and in the character of its people.
- (C) The Canadian temperament is like the American one because of social attitudes, environment, and history.

هنا بعد الدكتور يقول إن الأجابتين صحيحة بس الإجابة b هي الأصح  
وقال أنه ماراح يجيب إجابات متقاربه مثل كذا

E First, there is the matter of our history. It has been called dull because it is not very bloody. We are, after all, the only people in all the Americas who did not separate violently from Europe. We have had three or four small uprisings but no revolution or civil war. 21

5. What is the main idea of the paragraph above?

- (A) Canadian history is dull.
- (B) Canadian history is bloody.
- (C) Canadian history is not violent.



▲ The Royal Canadian Mounted Police (RCMP) has been an important force in keeping order in Canada.

F We were slow to give up our colonial ties to England. While the Americans chose freedom, we chose order. Our lawmen are appointed from above, not elected from below. The idea of choosing town marshals and county sheriffs by vote to keep the peace with guns never fitted into the Canadian scheme of things. Instead, we invented the North West Mounted Police. The Canadian symbol of the Mountie, neat and clean in his scarlet coat, contrasts with the American symbol of the lawman in his open shirt and gun-belt. The two differing social attitudes persist to this day. In the United States, the settlers moved across the continent before law—hence the “wild” west. In Canada, the law came first; settlement followed. 30 35 40 45

G Outward displays of emotion are not part of the Canadian style. We are, after all, a northern people. The Americans are far more outgoing than we are. One reason for this, I think, is the very real presence of nature in our lives. Most of us live within a few hours’ drive of the wilderness. No Canadian city is far removed from those mysterious and silent places that can have such an effect on the human soul. 50

H There is another aspect of my country that makes it unique in the Americas, and that is our bilingual and multicultural<sup>1</sup> makeup. (Canada has

<sup>1</sup>The original text said *bicultural*, but this has been changed to *multicultural* because in 1971, Canada’s official policy changed from biculturalism to multiculturalism, although it still kept its two official languages. Canada was the first country in the world to establish an official government policy that recognizes and celebrates the heritages of all its peoples. This policy is defined as “multiculturalism within a bilingual framework.”



two official languages, English and French, and in its largest province, a majority of the inhabitants speak French almost exclusively.) It gives us a



▲ The main languages of bilingual Canada are English and French.

picturesque quality, of course, and that certainly helps tourism: Visitors are attracted to the “foreignness” of Quebec City, with its twisting streets and its French-style cooking. But there is also a disturbing regional tension. Quebec has become a nation within a nation, and the separatist movement is powerful there.

Canadians are not anti-American. We watch American television programs. We tend to prefer American-made cars over the European and Asian products. We welcome hundreds of thousands of American tourists to our country every year and don't complain much when they tell us that we're exactly the same as they are.

Of course, we're not the same. But the visitor may be pardoned for thinking so when he or she first crosses the border. The buildings in our cities are designed in the international styles. The brand names in the supermarkets are all familiar. It is only after several days that the newcomer begins to sense a difference. He cannot put his finger on that difference, but then, neither can many of my fellow Canadians. The only thing we are really sure of is that we are not Americans.

Source: *My Country* (Pierre Berton)

### After You Read

**3 Checking your Comprehension** Mark the following statements *T* (true) or *F* (false), according to Pierre Berton. Correct the false statements to make them true.

1. *f* Most Canadians live in snow-covered cabins far from civilization.
2. *t* In Canada, newcomers keep more of their original country's customs and culture than do newcomers in the United States.
3. *f* Canada is a very cold country, even in the summertime.

4. f The history of Canada is more bloody and violent than the history of the United States.
5. t Generally speaking, Canadians are more conservative than Americans.
6. f The "wild west," with its guns and sheriffs with open shirts, was an important part of American and Canadian history.
7. f Canadians express their emotions more openly than Americans do.
8. t The United States has only one official language, but Canada has two.
9. f In general, Canadians are anti-American, and Americans are anti-Canadian.
10. f Canadian buildings, food, and businesses look very different from those in the United States.

### Strategy

#### Analyzing the Prefixes *Non-* and *Anti-*

A prefix is a group of letters at the beginning of a word that changes its meaning. Learning the meaning of some of the common prefixes, such as *non-* and *anti-*, can expand your vocabulary and reading comprehension.

- The prefix *non-* means "not." معناها ليس
- The prefix *anti-* means "against." معناها ضد

In the reading *My Country*, there are two words with hyphens that have the prefixes *non-* and *anti-* in them: *non-Canadians* and *anti-American*. (These prefixes are also used at times without hyphens.) So *non-Canadians* are "people who are not Canadians." Being *anti-American* means being "against Americans or things associated with Americans."

4 **Analyzing the Prefixes *Non-* and *Anti-*** Using the examples in the Strategy Box above as models, write definitions for the following words:

1. nonresidents not residing, don't live there
2. anti-American don't like American, against American
3. an antiwar protest againsts war protest, don't like war protest
4. a nonviolent group a group don't like violence
5. non-Germans not Germans
6. non-Mexicans not Mexicans
7. antisocial don't like social, you like to set alone
8. nonvoters don't vote
9. antimonopoly laws againsts monopoly laws
10. nonpayment didn't bay



**5 Analyzing Four More Suffixes** Here are more common suffixes to add to your knowledge of English words. Study them and fill in the second example for each one.

**1. -ation**

The suffix *-ation* means the “process or condition of some action or quality.” It makes nouns out of verbs. The process of being transported, involves *transportation*.

If you are in the process of *decorating*, you are involved in decoration.

**2. -ful**

The suffix *-ful* means “full of or characterized by a certain quality.” It makes adjectives out of nouns. Something full of beauty is *beautiful*.

Something that can cause a lot of *harm* is harmful.

**3. -ment**

The suffix *-ment* means “something that results from the action of a verb.” It makes nouns out of verbs. The things that people accomplish are *accomplishments*.

The group of people who *govern* are members of the government.

**4. -ous**

The suffix *-ous* means “having or being full of some quality.” It makes adjectives out of nouns. People who are full of fury become *furious*.

A moment that is full of *glory* is a glorious moment.

**6 Making New Words by Adding Suffixes** Form words used in the reading by adding suffixes from the previous activity. Check your answers by finding the words in the reading. Line numbers are given in parentheses.

1. Our surroundings are our *environs*. Everything that is around us is our environment. (line 23)
2. Some countries are hard to *imagine*. It is difficult to see them in our imagination. (line 4)
3. The head of that corporation has a lot of *power*, and he also has many powerful friends. (line 64)
4. Some people are *moderate*. They show moderation in their reactions. (line 20)
5. The place that *settlers* come to live is a settlement. (line 46)
6. Many of the people who want to separate from their nation are on the *move* and hope to build a strong separatist movement. (line 64)
7. North America is filled with *mountains*, and its mountainous regions attract many tourists. (line 14)
8. Certain natural spots seem full of *mystery* and their mysterious atmosphere can have a strong effect on the human soul. (line 51)

## المحاضرة الرابعة

### Extra reading strategies

- بدايةً تكلم الدكتور عن الـ Idioms

وش نعني بالـ idiom

هي بالعربي التعابير

مثال عليها

Raining cats and dogs

هل ممكن أن تمطر السماء قطط و كلاب ؟؟؟

مستحيل المغزى من هالتعبير إننا نوضح أن السماء تمطر بغزارة

- وبعدها تحدث الدكتور عن الـ terminology

اللي هي المصطلحات

- الآن بنروح للكتاب ونبدأ بصفحة ٣٠

# Teamwork and Competition

## In This Chapter

This chapter focuses on two important areas of world culture: sports and business. In sports and business, values that seem in some ways to be opposites—teamwork and competition—are in fact both crucial to success. In the first reading, the world-famous soccer player David Beckham describes the competition and teamwork that bring him success when he moves from England to join the Real Madrid soccer team in Spain. The second reading looks at how Kim Ssang Su, a talented Korean businessman, builds a globally competitive company by creating a sense of teamwork among his employees.

### Idiom

“Two heads are better than one.”

—English proverb

*Its means: two people working together is better than working alone*



## Part 1 Reading Skills and Strategies

### Beckham: An Autobiography

#### Before You Read

#### Strategy

##### Figuring Out Idiomatic Expressions and Specialized Terms

An *idiomatic expression* is a group of words with a meaning that is different from the meaning of each individual word, such as *get the drift* of something, which means to *understand the general idea* of something. Learning expressions like these will help you to understand conversations and read informal writing in English.

*Specialized terms* are the words associated with a particular area of knowledge; for example, in this chapter, sports terms. Readings and discussions relating to sporting events include their own specialized vocabulary. For example, you might hear this in a soccer game: *go for goal*, which means to *try and kick the ball in the net and get a goal, or a point*.

Often you can figure out the meanings of these words from their context.

#### 1 Getting the Meaning of Idiomatic Expressions from Context

In the first reading, David Beckham and his coauthor use a number of common idiomatic expressions. Read the sentences below from Beckham's autobiography and try to figure out the closest meaning for the underlined idiomatic expressions in each sentence. Use the hints below each sentence to help you.

1. I took a knock or two during my first year in Madrid.

**Hint:** Usually to *knock* means to hit something, or it refers to the noise made when you hit something hard, such as *knocking on a door*. So, for someone to *take a knock or two* means:

- (A) to leave quickly and with a lot of noise
- (B) to knock on many doors, asking for help
- (C) to have a hard time and to have problems
- (D) to hit back at all the people who attack you

2. With the standards set by the club, you could never say you were in a comfort zone at Manchester United (the name of the team Beckham had played with before).

**Hint:** A *zone* means a particular area or space. So, to be *in a comfort zone* means:

- (A) to feel safe and relaxed
- (B) to feel nervous and worried
- (C) be in the right part of the city
- (D) to be on the wrong side of the field

3. Now I'd been whisked off to a new club in a new country . . .

**Hint:** *Whisk* means to move rapidly in a brushing or whipping motion, as when you are cooking and you *whisk* the eggs with a special wire utensil. To be *whisked off* means:

- (A) to brush yourself off and get ready for something new
- (B) to decide to leave everything behind and go far away
- (C) to be told to accept a new position
- (D) to be moved to a new place very quickly

4. Now I'd been whisked off and didn't really have a clue what was coming next.

**Hint:** When a detective tries to solve a crime, he looks for *clues* that will lead to a solution. To *not have a clue* means:

- (A) to feel positive about the future
- (B) to not know what to do
- (C) to understand that life is always a mystery
- (D) to search hard for the answer to a question

5. I was bracing myself for the challenge . . .

**Hint:** A *brace* is a device for keeping something firmly in place, such as a metal frame used to hold the pieces of a chair together while it is being glued, or a device for someone with a back problem to hold his or her back straight. To *brace oneself* means:

- (A) to stop thinking about the future
- (B) to stop thinking about the past
- (C) to find a way to escape
- (D) to prepare for something unknown or difficult

6. I'm confident in my own ability but, that summer morning at the training ground, there was a little twist in the pit of my stomach: it felt as though I'd arrived in Madrid with something to prove.

**Hint:** To *twist* means to turn or bend. So, a *twist* is something that has been turned or bent. The *pit* here means the deepest part. So, you may imagine from the context of the phrase above that to have a *twist in the pit of one's stomach* means:

- (A) to feel very sick after eating some bad food
- (B) to be in good shape and have strong stomach muscles
- (C) to feel very nervous and uncomfortable
- (D) to be happy and feel confident

7. The next day, I didn't need to understand the articles to get the drift of the headlines.

**Hint:** To *drift* means to be moved in one direction by a current, as in a river or ocean, and *get* means to grab or catch. To *get the drift of* something, then, means:

- (A) to understand the general idea
- (B) to understand completely
- (C) to change the meaning of something
- (D) to read a newspaper article

8. Almost from kick-off you could tell it was going to be our night.

**Hint:** Notice that the use of "our" in the expression implies *belonging*, meaning that the night will belong to *our team*. From the context, it was going to be *our night* means:

- (A) it was going to be late before the game would end
- (B) it was going to get dark very soon
- (C) we were going to lose that game
- (D) everything was going to go well for us

9. I celebrated with a new set of teammates who'd already done everything they could to make me feel at home . . .

**Hint:** Usually people feel relaxed and at ease in their own homes. So, to make someone *feel at home* means:

- (A) to cause someone to think about childhood
- (B) to help someone to feel comfortable
- (C) to force someone to think about returning home
- (D) to influence someone to be good

**2 Getting the Meaning of Specialized Terms from Context** Read the sentences and phrases from the reading in the column on the left. Match the underlined phrase with the correct definition in the column on the right.

- |   |  |
|---|--|
| 1. <u>e</u> Carlos took me off ten minutes into the second half.                                  | a. hit the ball with my chest                                  |
| 2. <u>j</u> Almost from kick-off you could tell it was going to be our night.                     | b. hit, when the player connects with the ball in any way      |
| 3. <u>g</u> Ronaldo got away down the <u>left wing</u> . . .                                      | c. kick the ball across the field                              |
| 4. <u>c</u> I was thinking: he'll not cross it here.  | d. move in front of other players                              |
| 5. <u>d</u> He's bound to <u>cut in</u> . . .   | <del>e. removed me from the game</del>                         |
| 6. <u>l</u> and go for goal.  | f. the center of the playing field                             |
| 7. <u>k</u> He swung it over, though, and I could tell it was going to <u>miss out</u> Guti . . . | g. the left side of the field when facing the other team's net |
| 8. <u>i</u> at the <u>near post</u> .   | h. the player in charge of defending the net                   |
| 9. <u>h</u> I could see the <u>goalkeeper</u> coming to challenge . . .                           | i. the side of the net nearest to the player                   |
| 10. <u>b</u> My first <u>touch</u> of the game, . . .   | j. the start of the game                                       |
| 11. <u>a</u> I <u>chested</u> the ball off . . .  | k. to not reach  |
| 12. <u>f</u> to someone in <u>midfield</u> . . .  | l. to try to put the ball in the net                           |

وبكذا نكون تكلمنا عن أهم ما ذكر في المحاضرة الرابعة وحينها تمارينها

## المحاضرة الخامسة

### Extra reading strategies

- في البداية تحدث الدكتور عن الـ Metaphors

اللي هي المجاز الألفاظ المجازية وعطانا مثال سهل عشان نفهم المعنى

You slept like a baby

هنا لم يقصد المتحدث أنك طفل ولكنه يقصد أن من كثر ما هو مرتاح ومستغرق بالنوم نام كأنه طفل

- أما الشيء الآخر اللي راح ندرسه من الاستراتيجيات فهو **Figuring out the meaning of words from context**

وهو معرفة معنى الكلمة من سياق الكلام

- وبعدها بدأ الدكتور بالكتاب
- ملاحظه : ( صحح الدكتور في المحاضرة السابقة تمارين كان مخطي فيها في هالمحاضرة وأنا بدوري صحتها )





**7 What Do You Think?** Read the paragraph and discuss the questions that follow.

## The Olympics



▲ The Olympic Games are based on an ancient ritual that started in Greece.

The Olympic games are based on an ancient ritual started in Greece some time in the ninth Century B.C.E. (Before Common Era, referring to the year 1.) The modern Olympic games began again in 1896 and, except for one cancellation during WWII, have continued every four years until the present time. Winter Olympics are two years behind Summer Olympics and also repeat in a four-year cycle. From all over the world, the best athletes come to compete to establish the champion of champions. Everyone seems to have a wonderful time. Yet the Olympics are not without controversy.

1. In what country did the Olympic games begin?
2. How long have the modern Olympic games been going on, and how often are they held?
3. Why do you think many countries want to host these games? In your opinion, are they good or bad for the world community? Explain.
4. Should professional (paid) athletes be allowed to compete, or should the games be limited to amateurs?

## Part 2 Reading Skills and Strategies

### Outward Bound

#### Language Tip

Learning the specialized terms related to business can help you when you read or have discussions about business.

#### Before You Read

- 1 Using the Context to Infer the Meanings of Words** Guess the meanings of the words in the sentences on pages 41–42 from their context or from clues within the words themselves. Choose the correct answer.



1. Kim Ssang Su is CEO of LG Electronics, Inc.
  - (A) the owner
  - (B) an outstanding employee
  - (C) the chief executive officer
  - (D) an assistant accountant
2. The managers seem happy that Kim has spent the day lecturing and rallying them.
  - (A) organizing and encouraging
  - (B) insulting and blaming
  - (C) boring
  - (D) complaining about
3. Kim Young Kee is a V.P. of LG Electronics.
  - (A) coordinator of prices
  - (B) Very important Person
  - (C) admirer
  - (D) Vice President
4. LG's revenues jumped 18% last year, to \$17 billion, and net profits rose 33%, to \$556 million.
  - (A) their debts
  - (B) earnings before expenses and taxes are deducted
  - (C) earnings after expenses and taxes are deducted
  - (D) salaries for employees
5. LG's revenues jumped 18% last year, to \$17 billion, and net profits rose 33%, to \$556 million.
  - (A) their debts
  - (B) earnings before expenses and taxes are deducted
  - (C) earnings after expenses and taxes are deducted
  - (D) salaries for employees
6. Kim wants to lift LG up to the level of the biggest companies that have global brands.
  - (A) huge buildings and equipment
  - (B) more than 10,000 employees on their payroll
  - (C) names and symbols known around the world
  - (D) giant computer networks
7. The advanced Korean market provides a testing ground for new technologies.
  - (A) a large amount of soil for planting
  - (B) a group of skilled scientists and technicians
  - (C) a laboratory for creating new inventions
  - (D) a place to try out the latest products

8. Kim grew up on a farm and admits to being more comfortable visiting factories than in his spacious office in Seoul.

- (A) manufacturing plants where products are built  
(B) places where products are stored  
(C) centers where ad campaigns are planned  
(D) administration offices

### Strategy

#### Scanning

*Scanning* is reading quickly to find particular bits of information. When you read for business, numbers are important. You can pick up information about business by scanning for numbers and seeing what they mean.

To scan, follow these steps:

- Think of what you are looking for.
- Move your eyes quickly through the text until you find it. Do not pay attention to anything else.
- Stop and record the information.

- 2 Scanning for Numbers** Scan the reading on pages 43–45 for the numbers needed to fill in the blanks below.

1. Kim Ssang Su is 59 years old.
2. He began his career 35 years ago.
3. LG Electronics' revenues for last year were 17 billion dollars, and its net profits were 556 million dollars.
4. Samsung Electronics, LG's biggest competitor, had revenues of 36.4 billion dollars.
5. In Korea, 84 % of households using the Internet have high-speed access.
6. Kim took over LG's appliance business in the year 1996.
7. Under his guidance, sales in LG's appliance business reached 4.7 billion dollars last year.
8. Kim likes to hold breakfast meetings for top executives at 7 A.M. every morning.

## Read

### Introduction

Just like sports, the world of business also runs on teamwork and competition. The following selection tells the story of a Korean businessman who uses some very unusual methods to inspire his team of workers and create a strongly competitive company. You may be surprised to find where he comes from and interested to learn how he and his company are moving outwards and expanding toward global success.

- What methods can you think of to inspire people to work together?
- For you, personally, what inspires you to work with others?



## Outward Bound *Call Kim Ssang Su a Man of the People*

- A On a chilly night in the mountains south of Seoul, Kim, CEO of LG Electronics, Inc., holds a paper cup. Surrounding him are a dozen of the 300 LG suppliers' managers whom Kim has spent the day lecturing and rallying. They have also been hiking up a snow-covered mountainside—necessary training, he says, for the grand plans he has for South Korea's second largest electronics firm. At the end of the day, he treats a group of employees to an outdoor barbecue. "Great people! Great company!" he barks. "Great company! Great company!" they chant back. 5
- B The tireless Kim, 59, cavorts near a stage. Later he ascends the stage himself, microphone in hand. "We love our CEO," says Kim Young Kee, an LG executive V.P. "He shows us a good time." 10
- C CEOs rarely stoop to carouse with the common man in an Asia dominated by secretive business clans. But Kim is no ordinary Asian boss. He began his career 35 years ago as a nondescript engineer at an LG refrigeration factory, climbed the ranks and claimed the CEO post in 15

October. Now he aims to duplicate the same feat with LG—lifting a company little known outside Asia into the stratosphere of global brands with Sony, Panasonic, and Samsung. “I want to go down in LG history,” says Kim. “After death, a tiger leaves its skin. A man leaves his name.”



▲ Kim Ssang Su lecturing and inspiring his employees.

D LG seems well on its way. Revenues jumped 18% last year, to \$17 billion, and net profits rose 33%, to \$556 million. Last year, LG was the world's largest seller of mobile phones operating on the CDMA standard, which allows more people to use a network at the same time. It makes dazzling flat-screen TVs and other leading-edge gadgets.

E LG faces plenty of competition. Its biggest rival at home and abroad, Samsung Electronics, whose revenues of \$36.4 billion are two times as large as LG's, has already hit the U.S.—and scored big successes. Samsung is also ahead of LG in developing a truly global brand.

F In this new digital world, LG has a distinct advantage in its ultra-wired South Korean home base. The demanding Korean market, where an amazing 84% of households using the Internet have high-speed access, propels LG to develop more advanced products and provides a testing ground for new technologies. LG has outpaced Nokia and Motorola in cramming the hottest new features into its mobile phones. Its latest model, the SC8000, combines a PDA, an MP3 player, a digital camera, and a camcorder.

G It may seem odd that LG has turned over its top job to a farm boy from a tiny village in eastern South Korea. Kim Ssang Su spent his childhood knee-deep in the family's rice paddies. He admits to being more comfortable visiting factory floors than in his spacious office overlooking Seoul's Han River.

H It would be wrong, though, to underestimate Kim, who has become near legend in Seoul for the turnaround he engineered at LG's appliance business. When he took over in 1996, LG was making washing machines and refrigerators for low-cost Chinese companies. Kim sliced costs by moving production of low-end products to China. He proved there is room for innovation, introducing, for example, appliances like air conditioners that can be controlled from the Internet. The result: sales reached \$4.7



billion last year, more than twice the number when Kim took control.

Kim is infusing LG's other businesses with the same vigor. Called a "commander in the field" by executives, he storms about LG's factories and offices poring over details, issuing commands and spurring on the staff by giving them what he terms "stretch goals." Awake at 5:30 each morning for a brisk walk, he openly prefers "morning people" and holds 7 A.M. breakfast meetings with top executives. "I don't like the expression 'nice,'" Kim says, "I don't want LG to be perceived as nice. None of the great companies in the world are nice."

**Source:** "Outward Bound" *Time Magazine* (Michael Schuman)  
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### After You Read

#### Reading Tip

**Main Idea**  
Remember that the main idea of a piece of writing (a paragraph, an article, a book) brings together all or most of the different parts of that piece of writing. It does not express the idea of just one part.

**3 Selecting the Main Idea** Circle the number of the statement below that you think best expresses the main idea of "Outward Bound." Why is it better than the other two?

1. LG Electronics is South Korea's second largest electronics firm and now seems to be increasing its revenues at a rate that is much faster than that of its competitors.
2. Kim Ssang Su rose from being a farm boy in a tiny village to CEO of LG Electronics, and his unique character and skills are mainly responsible for this company's growing success.
3. Kim Ssang Su provided a great inspiration for the managers of his 300 suppliers at the rally and barbecue he organized for them.

## Strategy

### Understanding Metaphors

Another aspect of readings that presents a challenge in a second language is the metaphor. A metaphor is an implied (suggested) comparison made by using a word or phrase associated with one thing to describe something completely different. For example, in the reading, it says that "Kim is infusing LG's other businesses with the same vigor." The word *infuse* means to pour a liquid into something. Vigor, which means active physical or mental strength and energy, is not a liquid that you can pour. By using the word *infuse*, vigor is being compared to a liquid. This means that Kim is actively, both physically and mentally, involved in his businesses and encourages his staff to work hard.

Another metaphor in the reading says that Kim visits the factories, "spurring on his staff." A *spur* is a sharp round metal object which is worn on the boot of a rider. The rider kicks the spur into the horse's side to encourage it to run faster. In the reading, Kim is being compared to a rider who is encouraging his staff to work faster and harder.

Personification, presenting a thing with the qualities of a person, is another type of metaphor. In general, metaphors add interest and sometimes humor to writing.

**4 Understanding Metaphors** Metaphors are often implied (suggested) through the verb in a sentence. Below are examples of sentences showing the common usage of certain verbs. These verbs are also used as metaphors in the reading selection. Work alone or with a partner and find the examples from the reading selection using this same verb as a metaphor. Look for the meaning in the surrounding sentences. Then explain what is being compared to what. The first one is done as an example.

1. common usage of *barks*: The dog: *barks* as people pass the yard.

Usage in the article: "*Great people! Great company!*" he *barks*. (see line 8)

metaphor: *The way Kim shouts* is being compared to *the barking of a dog*.

2. common usage of *jumped*: The horse *jumped* over the fence.

usage in the article: *Revenues jumped* § 18 *last year*. (see line 23)

metaphor: *the way the revenues increase* is being compared to *the jumping of horses*.