

# LESSON TWO

## A. NEW WORDS

### 1.

a. He is working hard. He wants to go to university.

He plans to study physics. I think this is a good end.

b. He loves to help people. Helping people is his end in life.

c. I don't like your way of life. You're always talking about money. It is an end for you.

### 2.

a. All parents should send their children to school.

For many parents, this is an important end. They think that they should educate their children.

b. The government spends a lot of money on educating children.

### 3.

a. He spoke English so well that I never realized he was German.

b. The police realized that the man was lying.

### 4.

a. You should not hurt little children. You should be ashamed of what you do.

b. John didn't get a good mark in his history test. He is ashamed of showing that to his father.

c. Some students do silly things in the classroom. They are never ashamed of what they do.

# THE VALUE OF EDUCATION

## B. READING

- 1** Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds; or to continue with one's old system of education without examining it to see whether it is in fact suitable or not.
- 2** In many modern countries it has for some time been fashionable to think that by free education for all - whether rich or poor, clever or stupid - one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough. We find in such countries a far larger number of people with university degrees than there are jobs for them to fill. Because of their degrees, they refuse to do what they think "low" work; and, in fact, they don't like work with the hands.
- 3** But we have to understand that any society needs different services and all jobs are important and useful. We need farmers to produce food. We need teachers to educate people. We need doctors to cure the sick. We need people to clean our streets and take the rubbish away from our houses.
- 4** However, we can say that all of us must be educated. This education should prepare the person for the job he can do best. We know that all jobs are useful, and no one should be ashamed of one's work.

## **C. COMPREHENSION**

### **I. Answer the following questions.**

1. What is the purpose of education?
2. Is education an end for you?
3. Can education prepare children for life?
4. Are all systems of education suitable?
5. Is education free in all countries?
6. Can we live without education?
7. Should all people have education?
8. Is it easy (or possible) to educate everybody?

### **II. True / False**

- 1. We should realize that education is not an end by itself.
- 2. The final goal of education is to help people to get higher university degrees.
- 3. Free education for all can solve all the problems of society.
- 4. Those who clean the streets have also a great role in our society.
- 5. Doctors and nurses are the only group of people who help us have a healthy life.

### **III. Complete these sentences. Use a, b, c, or d.**

1. The only purpose of education is ----- .
  - a. to educate people
  - b. to prepare children for life
  - c. to prepare children for examinations
  - d. more than an end
2. We should ----- .
  - a. choose any system of education
  - b. test many systems and choose the best one
  - c. continue our own system of education
  - d. not examine other systems at all

3. From the passage we understand that ----- .
- a. free education is the best way to become a successful nation
  - b. free education for all is not very much suitable
  - c. educated people are ready to do all kinds of work
  - d. free education for all can not solve all the problems of a nation
4. According to the passage ----- .
- a. education is more important in some countries
  - b. education is not needed by farmers
  - c. without education cities will not be clean
  - d. everybody needs some kind of education

## **D. SPEAK OUT**

**Structure 1:** be + adjective + for + object + infinitive

### **Speaking 1**

*Listen and repeat.*

It is easy for me to learn English.

It is necessary for you to speak English correctly.

It was important for us to finish the book.

It wasn't difficult for him to climb the tree.

### **Speaking 2**

#### **Substitution Drills**

*Substitute the words in the pattern sentences.*

#### **A) It is necessary for him to read the sentences correctly.**

1. easy
2. possible
3. difficult

#### **B) It isn't easy for me to answer these questions.**

1. us
2. her
3. Ali

#### **C) It was difficult for me to walk.**

1. understand the lesson
2. run fast
3. repair the bicycle

### Speaking 3

Use the following words to make sentences.

**Example:** hard / Ali / answer / the questions  
It is hard for Ali to answer the questions.

1. difficult / the students / do / so much homework
2. necessary / her / put on / a coat
3. easy / them / find / a good restaurant
4. important / young men / wear / good clothes
5. impossible / the woman / find / the address

### Speaking 4

Answer these questions. Use the words in parentheses.

**Example:** Can a little boy drive a car? (impossible)  
No, it is impossible for a little boy to drive a car.

1. Can you read a book in a dark room? (impossible)
2. Can your English teacher speak English? (easy)
3. Should students ask questions in the classroom? (necessary)
4. Should you do your homework carefully? (necessary)
5. Can students get good marks if they study hard? (easy)

**Structure 2:** The Gerund (verb + ing)

### Speaking 1

**Listen and repeat.**

Learning English is easy. (Gerund + Verb)

Driving carelessly is dangerous.

Smoking in this room is forbidden.

Playing ping - pong for two hours made him tired.

I like swimming. (Verb + Gerund)

She enjoys walking in the park.

I dislike washing dirty dishes.

He never stops talking.

We're tired of sitting here. (Preposition + Gerund)

They're interested in working here.

We thanked him for answering our questions.

She insisted on going there.

## Speaking 2

### Substitution Drills

**Substitute the words in the pattern sentences. Make changes if necessary.**

A) Working for a long time made him tired.

1. Studying / her
2. Practicing / me
3. Teaching / John
4. Speaking / him

B) He was tired of living in this apartment.

1. was interested in / read / English stories
2. insisted on / buy / the shoes
3. was thinking about / repair / the house
4. will keep on / learn / English

## Speaking 3

**Make questions with the words given. Look at the pictures and give proper answers.**

**Example:** Jack / like / watch cartoons  
Does Jack like watching cartoons?  
No, he doesn't. He likes playing ping-pong.

1. The woman / like / read story books

study



play



2. Maryam / enjoy / make dresses

draw



3. Mr White / dislike / eat cake

wash



4. Hossein / insist on / read the story book

watch



### Speaking 4

Look at the pictures and answer the questions.

**Example:**

What has made Ali tired?  
Playing football has made him tired.



play

1. What has made Maryam tired?



wash

2. What will make Jimmy happy?

play





3. What made Hadi happy last summer?

travel



4. What is forbidden in this bus?

smoke



## E. WRITE IT DOWN

### Writing 1

Answer these questions.

**Example:**

Is it safe to swim in this river?  
No, swimming in this river isn't safe.

1. Is it difficult to learn English?  
No, ----- .
2. Is it necessary to stand in line?  
Yes, ----- .
3. Is it important to be on time?  
Yes, ----- .
4. Is it easy to find a job here?  
No, ----- .
5. Is it dangerous to drive on this road?  
No, ----- .

### Writing 2

**Write some sentences about yourself. Use the words "like, enjoy, prefer, tired, interested".**

### **Writing 3**

**Make questions with the given words. Then answer the questions.**

#### **Example:**

possible / you / read in a dark room

a) Is it possible for you to read in a dark room?

No, it is impossible for me to read in a dark room.

difficult / a fat man / run fast

b) Is it difficult for a fat man to run fast?

Yes, it is difficult for a fat man to run fast.

1. easy / a blind person / walk in the street
2. easy / a taxi driver / drive a car
3. difficult / your English teacher / speak English
4. possible / a cat / climb a tree
5. difficult / a good student / get good marks
6. possible / an elephant / go faster than a horse

### **Writing 4**

**Write five sentences like the above about yourself and the people you know.**

## **To the teacher:**

**Structure 1:** be + adj + (for + object) + infinitive

### **Compare:**

- A. It is necessary to come early to class.
- B. It is necessary for you to come early to class.
- A. It is hard to speak Japanese.
- B. It is hard for Ali / him to speak Japanese.

**Note:** In each pair, sentence A talks about the action generally while sentence B talks about the person who is involved in the action.

## To the teacher:

**Structure 2:** The gerund (verb + ing)

### Compare:

A. It is easy to learn English.

B. Learning English is easy. (gerund + verb)

S.

A. I like to swim.

B. I like swimming. (verb + gerund)

O.

A. I'm tired.

B. I'm tired of sitting here. (preposition + gerund)

O. of prep.

### Note:

1. The gerund functions as a noun in the sentence. So it can be the subject, object or object of preposition.
2. The gerund like a verb can have an object and an adverb phrase.

### Example:

Learning is easy.

Learning English is easy.

Learning English at school is easy.

3. Some verbs which can have gerund as object are:  
avoid, enjoy, finish, imagine, keep, mind, miss, go on,  
dislike, risk, stop, etc.

## **F. LANGUAGE FUNCTION**

### **flight times**



#### **Conversation**

Passenger: What time is my flight, please?

Clerk: What's your flight number?

Passenger: 267.

Clerk: That leaves at 7:30. That's in one hour.

You've got plenty of time.

Passenger: Thanks.

#### **Telling the time**

1. A: |What time| is the film on?  
|When|

B: There's a show at 7 and one at 9.

2. A: |What hours| is the bank open?  
|When|

B: |It opens| at 8:30 and |it closes| at four in the afternoon.  
|We open| |we close|

**Now practice with a friend.**

## **G. PRONUNCIATION PRACTICE**

***Stress means loudness. In English some syllables are pronounced louder. Listen to the following words.***

### **A**

'never

'happy

'mother

'father

***In the above words the first syllable is louder. This means that it is pronounced with more force.***

***Now listen to the following words. In these words the second syllable is louder.***

### **B**

my'self

a'bove

a'go

be'fore

***Now listen to your teacher as he reads the following words aloud. You should identify the words which have a louder first syllable.***

after            enough

city             believe

little           result

added           about

***Can you add four more words to the above list?***

## H. VOCABULARY DRILL

We add *-ly* to adjectives to change them into adverbs.

**Example:** bright + ly = brightly

Use the following adjectives or their adverb forms in the sentences below. Make any necessary changes in spelling.

slow, final, real, honest, rapid, easy

1. Do you ----- think you'll be able to pass your driving test?
2. Banks try to employ ----- people.
3. Preparing a dictionary is not as ----- as it may seem.
4. My watch is five minutes -----.
5. I tried to answer all your questions -----.
6. After a long discussion they ----- decided not to sell their car.
7. He gave a(n) ----- answer to my question.
8. I can ----- finish reading this book today.

## I. VOCABULARY

as soon as*	fact*	in other words*	refuse*
ashamed of*	fashionable*	insist on	role*
(be) on time	fill*	lie* (v)	rubbish*
blind	final*	means*	service*
clerk	fit*	modern*	show (n)
dangerous	flight	nation*	silly*
degree*	forbid	passenger	society*
discussion	free*	perfect* (adj)	stupid*
dislike	goal*	possible*	take away from*
driving test	government*	prepare*	useful*
educate*	honest	produce*	What time is the film on?
end* (n)	however*	rapidly	value*
examine*	in fact*	realize*	whether*