

THIS COMPILED COURSE-BOOK IS PREPARED AND USED FOR TEACHING AND EDUCATIONAL PURPOSES ONLY



Qena Faculty of Arts

English (ESL)

3rd YEAR (Hebrew Dept)

AY 2023-2024

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English III

ESL

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ENGLISH III

ESL

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ENGLISH (ESL)

Compiled by Dr. Heba Abdelraheim Alkady

A Y (2023-2024)

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English III

(ESL)

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How to speak properly?

Pronunciation

- How speech sounds are articulated by the human vocal tract.
- We also learn the main symbols and diacritics used to transcribe human sounds in the International Phonetic Alphabet

International Phonetic Alphabet (IPA)

Contains symbols to represent all sounds from all languages 1-to-1 correspondence between sounds and symbols Includes diacritics to indicate tone, stress, etc. Many symbols from or based on Latin and Greek alphabets Not the only phonetic alphabet in use.

Type of Sound	Sound	Example 1	Example 2
plosive (complete block of air followed by explosion)	p	pin	cap
	b	bag	robe
	t	time	late
	d	door	feed
	k	cash	sock
	g	girl	flag
	?	-	football

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fricative (constant flow of air "squeezed" through a block, sounds like friction)	f	full	knife
	v	vest	cave
	θ	think	earth
	ð	those	bathe
	s	sight	kiss
	z	zoo	nose
	ʃ	shirt	crash
	ʒ	-	pleasure
h	high	-	

Vowels

A neutral English accent has 19 vowel sounds.

Type of Sound	Sound	Spellings	Examples
short (single mouth position)	ə	a, e, o, u	alive, the, today, supply
	ɪ	i	thin, sit, rich
	ʊ	u, oo, ou	put, look, should
	e	e, ea, ie	went, bread, friend
	ʌ	u, o	fun, love, money
	æ	a	cat, hand, fan
	ɒ	o, a	rob, top, watch

long (single mouth position)	i:	ee, ea	need, beat, team
	u:	ew, oo, o_e	few, boot, lose
	ɜ:	ir, ur, wor	third, turn, worse
	ɔ:	al, aw, or, our, oor	talk, law, port
	ɑ:	a, al, ar	glass, half, car

diphthong (double mouth position)	eɪ	ay, ea, ae, ai	pay, great, maid
	ɔɪ	oi, oy	noise, toy, choice
	aɪ	ie, i_e, i, y	fine, like, might
	əʊ	o, o_e, oa	no, stone, road
	aʊ	ou, ow	round, how, brown
	ɪə	eer, ear	beer, hear, steer
	eə	are, ere, ea, ai	care, there, bear

Schwa

Word	IPA Transcription
around	¹ mæənə
manner	¹ seɪlə
sailor	¹ kæktəs
cactus	ə ¹ raʊnd

The schwa sound /ə/ can be spelt as < a >, < e >, < o > and < u >.

The schwa is the most common vowel sound in English.

The schwa is weak - it can never be stressed.

The production of the schwa is neutral: lips, jaw and tongue are relaxed

Consonants

/p/ as in pipe /z/ as in zoo

/b/ as in be /θ/ as in think

/t/ as in time /ð/ as in that

/d/ as in do /ʃ/ as in sure

/k/ as in car /ʒ/ as in casual

/g/ as in go /tʃ/ as in church

/f/ as in fine /dʒ/ as in gin

/v/ as in vet /h/ as in hat

/s/ as in sad

Vowels

/ɪ/ as in sit /eɪ/ as in may

/i:/ as in speak /aɪ/ as in kite

/ʊ/ as in book /ɔɪ/ as in toy

/u:/ as in tool /ɪə/ as in near

/ʌ/ as in cup /eə/ as in dare

/ɑ:/ as in heart /ʊə/ as in cure

/ɒ/ as in box /əʊ/ as in cold

/ɔ:/ as in door /aʊ/ as in mouth

/e/ as in bed /æ/ as in cat

/ɜ:/ as in bird /ə/ as in ago

/m/ as in map

/n/ as in nose

/ŋ/ as in king

/l/ as in love

/r/ as in red

/j/ as in yacht

/w/ as in wet

Pronunciation of (S)

1-/s/ after voiceless consonants

books, roofs, aunt's, wife's, month's, stops, writes

2-/z/ after voiced consonants and vowels

sons, songs, walls, heroes, dog's, pupil's, goes

3-/ɪz/ after /s/ /z/ /ʃ/ /ʒ/ /tʃ/ /dʒ/

churches, languages, judge's, actress's, teaches

PRONUNCIATION OF (ED)

1-/t/ after voiceless consonants

looked, missed, passed, baked, crossed

2-/d/ after voiced consonants and vowels

played, served, appeared, spammed, bottled

3-/ɪd/ /t/ /d/

hated, started, wanted, speeded, voted, loaded

Building vocabulary

Idioms, meanings and examples:

1. In for a penny, in for a pound

Meaning: That someone is intentionally investing his time or money for a particular project or task. Example: When Athlead was booming, Jim was in for a penny and in for a pound, that's how much dedicated he was.

2. A bird in the hand is better than two in the bush

Meaning: An opportunity in hand, currently, is better than a prospect in the future, because time never repeats itself. Example: The detective apprehended 3 criminals and saw other one running but didn't chase

him, because she knew a bird in one hand is better than two in the bush.

3. Chip off the old block

Meaning: That a person is similar in behaviour or actions like his parents. Example: When grandmother saw her grandson collecting coins like her son used to do, she knew he was a Chip off the old block.

4. Do unto others as you would have them do unto you

Meaning: Treat people the same way you want to be treated.

Example: I felt Peter was a little cold today towards that homeless man, he should do unto others as he would have them do unto him, because who knows about time.

5. Don't cry over spilt milk

Meaning: Don't cry over what has happened as it cannot be fixed.

Example: Walter failed his examination but his dad came and said just one thing, "Son, Don't cry over spilt milk."

6. Every cloud has a silver lining

Meaning: Bad things one day eventually lead to good things. Example:

See, yesterday you were so morose as your phone was stolen but look at you today, you got a promotion. Is it rightly said that every cloud has a silver lining.

7. Beside yourself with joy

Meaning: To be extremely happy. Example: I can see that you are beside yourself with joy on being selected for the job, congratulations.

8. Fair and square

Meaning: Being direct or fair. Example: To tell you fair and square, I did everything that I was meant to do, but I still feel unfulfilled.

9. Having an Ace up the sleeve

Meaning: Have an advantage that is currently being withheld for future purposes. Example: Brian kept quiet at the board meeting, who knew he had an Ace hidden up his sleeve the whole time.

10. A black sheep

Meaning: Being a disgrace for the family. Example: They don't talk about Olive anymore, turns out he was the Black sheep for the family, he married someone else while he was still arranged to his fiancé.

11. Hook, line and sinker

Meaning: Doing something or trying to achieve something with thoroughness and passion. Example: I have set my mind to go through the spreadsheets by Monday and I am working for it Hook, line and sinker.

12. Looking to your laurels

Meaning: Not be lost in your achievements and losing the sight of what is supposed to happen. Example: Look to your laurels but do not rest on it.

13. Bear a grudge

Meaning: To continue to feel angry or unfriendly for someone or something because of a particular past incident. Example: I Bear a grudge against him for not taking me into confidence.

14. By the skin of your teeth

Meaning: To just barely get by or make it. Example: Lester made the dance team By the skin of his teeth, you see the audition gates were about to get closed.

15. Down for the count

Meaning: Tired; giving up. Example: My pet dog is down for the count after playing the whole day with the frisbee.

16. Draw the line

Meaning: To stop before a point where something okay gets not okay.
Example: Hey buddy, that's enough, Draw the line before someone comes and beats you to a pulp.

17. Easier said than done

Meaning: Not as easy as it appears to be. Example: Listen, losing weight is easier said than done, many people lack commitment.

18. Break a leg

Meaning: Saying good luck to someone. Example: Hey Barry, it's time for you to get on the stage and present your monologue, break a leg.

19. Up a creek without a paddle

Meaning: In an unlucky situation. Example: Dan tried to dine and dash yesterday at a Chinese place but he was stopped by the waiters, guess he was up a creek without a paddle yesterday.

20. Give it a whirl

Meaning: To give something a try. Example: I am absolutely terrified of skydiving, but I think once in my life, I will give it a whirl.

21. Fish out of water

Meaning: To be out of your comfort zone. Example: Tom felt like a fish out of water when his girlfriend took him to a Star Wars convention in LA.

22. In the fast lane

Meaning: A life filled with excitement. Example: When Chris turned forty, he decided to live his life in the fast lane and quit his job for his hobbies.

23. Go the extra mile

Meaning: To make an extra effort. Example: He was willing to go the extra mile for the love of his life, Mia.

24. Snug as a bug in a rug

Meaning: Warm and cosy. Example: The baby looks as snug as a bug in a rug next to her mother.

25. Step up your game

Meaning: To start performing better Example: Jennifer better step up her game if she wants to make big in Basketball.

26. To not see the wood for the trees

Meaning: To be so involved in trivial matters that you don't get the important facts. Example: He always argues on the silliest topics, it's like he can't see wood for the trees.

27. Lose your marbles

Meaning: To go insane. Example: Our mailman has lost his marbles, every day he drops Mr. Smith's mail on our door.

28. Straight from the Horse's mouth

Meaning: Directly from the person involved. Example: Listen to the news straight from the horse's mouth, his factory burned down right in front of his eyes.

29. Crying Wolf

Meaning: To ask for help when you don't need it. Example: You have cried Wolf so many times that no one believes you now.

30. Palm off

Meaning: Pass off something as genuine when it is spurious. Example: This shopkeeper always palms off old stock to the customers.

31. Has bigger fish to fry

Meaning: Has more important work to do. Example: Please don't bother me today with any calls, I have bigger fish to fry.

32. Look before you leap

Meaning: Calculate the risks before advancing towards a possibility.

Example: You can't just sell all of your shares when the market is low, look before you leap, Trump is coming tomorrow, it is possible the shares will grow.

33. On thin ice

Meaning: In a precarious or risky situation. Example: Andy played hooky from work for a week saying he was sick, now his boss said that he is on very thin ice.

34. Play devil's advocate

Meaning: To argue, just for the sake of it. Example: He was not agreeing to back off, as if he was playing devil's advocate.

Building Vocabulary

Health

A

Common problems

What's the matter? What you should do

A: I've got a sore throat and a temperature.

B: That sounds like flu. You should see a doctor.

A: I've cut my arm; it's bleeding.

B: Put a bandage around it.

A: I've got a terrible cough

B: Go to the chemist and get some cough medicine[something you take to treat an illness].

A: I've got a headache. B: Take some tablets for the pain. (also pills)

A: I feel sick. B: Go to the bathroom quickly!

B Describing pain We can use different words to describe pain. An ache describes pain that is not always strong, but often continues. It is used with certain parts of the body. I've got a headache.

Aria's got stomach ache. My dad suffers from [often has the pain of] backache. For other parts of the body we often use pain. I've got a pain in my shoulder/foot. Ache can also be a verb to describe pain that continues for some time. By the end of the day my feet were reaching.

For stronger or more sudden pain, we usually use the verb hurt. My throat hurts when I speak. I hit my leg on the table and it really hurts/ it's very painful.

C Serious illnesses

For serious [bad] illnesses, you will probably go into hospital.

A person who stays in hospital is called a patient. Many patients need an operation [when special doctors, called surgeons, cut into the body for medical reasons; also called surgery]. Lung cancer can be caused by smoking. Heart attacks can happen very suddenly. Hepatitis is a disease affecting the liver. Language help Disease is used to talk about more serious medical problems, often affecting certain parts of the body, e.g.

heart disease. Illness is used to talk about serious and minor medical problems and those affecting the mind, e.g. mental illness. Disease is not used about a period of illness, e.g. He died after a long illness. (NOT He died after a long disease.) heart lungs liver

46 English Vocabulary in Use Pre-intermediate and Intermediate

Exercises

Look at the underlined letters in each pair of words. Is the pronunciation the same or different? Use the index to help you.

1 ache pain same

2 cold stomach different

3 cough through

4 flu cut

5 liver disease

6 stomach operation

7 chemist ache

8 patient bandage

.2 Complete the sentences with or nothing (-).

1 She's got hepatitis. - -.

2 I've got cough. A

3 I'm getting sore throat.

4 Ben's got headache.

5 Luis's got temperature.

6 I've got backache.

7 Zarita's got flu.

8 My uncle had heart attack.

9 She's got cancer.

10 I've got pain in my foot.

3 Complete the dialogues.

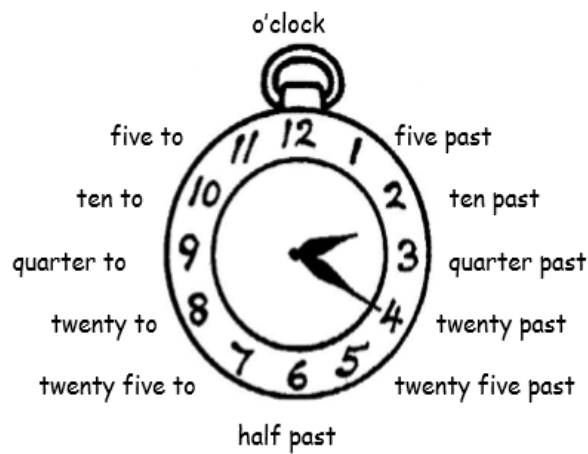
1 A: Does your finger hurt? B: Yes, it's very painful . 2 A: What's wrong with Dimitrios? B: He feels . I think it's something he ate. 3 A: Did you hit your foot? B: Yes, and it really . 4 A: My hand's bleeding quite badly. B: Well, put a round it. 5 A: Your finger's . B: I know. I cut it using that knife. 6 A: Does Tanya still from bad headaches? B: Yes, she gets them all the time. 7 A: What's the matter? B: My back from sitting at that

computer all day. 8 A: I understand Lena has had quite a illness. B:
Yeah. She was in hospital for over a week. 20.4 Find five more pairs of
words. Why are they pairs? lung heart surgeon tablets/pills attack liver
operation cancer hepatitis sore medicine throat lung and cancer -
because you can get lung cancer.

Time

Look at this clock.

Read the words and numbers that help you to say what the time is.



Match the clock faces below with the times.

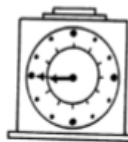
1. four o'clock

2. half past twelve

3. quarter to nine

4. ten past six

5. twenty past two



Match the times in words in the first column, with the time in numbers in the second column:

It's one o'clock	It's 9.15
It's quarter past two	It's 6.45
It's quarter past three	It's 1.00
It's half past four	It's 3.15
It's half past five	It's 2.15
It's quarter to six	It's 9.45
It's quarter to seven	It's 8.00
It's quarter to eight	It's 5.30
It's eight o'clock	It's 7.45
It's quarter past nine	It's 4.30
It's quarter to ten	It's 5.45

Match these different ways to say the same time:

It's quarter past nine	It's two fifteen
It's quarter to ten	It's three fifteen
It's half past four	It's five thirty
It's quarter to six	It's nine fifteen
It's half past five	It's nine forty five
It's quarter past three	It's five forty five
It's quarter past two	It's six forty five
It's quarter to seven	It's four thirty
It's quarter to eight	It's seven forty five

Write the times in words.

9		
10		<i>tenth</i>
11		
12		

Match these dates:

15 August 1967	27/9/99
29 October 2004	29/10/04
8 March 2001	17/5/2002
27 September 1999	15/8/1967
23 April 1984	30/11/78
17 May 2002	26/1/1788
30 June 1955	14/7/1896
14 July 1896	8/3/2001
26 January 1788	30/6/55
30 November 1978	23/4/84

1 forehead	
2 eyebrow	
3 eyelashes	
4 dimple	
5 upper lip	
6 tooth	
7 tongue	
8 lower lip	
9 chin	
10 jaw	
11 gums	
12 freckles	



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Conversational American English Expressions

BASIC SOCIAL ENCOUNTERS

Greetings

1 Simple greetings

Hi! Hello! Hello there! Howdy! Hey! Yo! (slang) 2 General

greetings How are you? How's it going? How's it been? How is everything? How's everything? How have you been?

How have you been? How've you been? How you been?

(informal) How's tricks? (informal) What have you been up to? What'snew?(informal) What's up? (informal)

Wusup? / Wassup? (slang) What's happening? (slang)

What's goingon? (slang) 3 Greetings for various

times of the day Good morning. Morning. Mornin'.

(informal) How are you this bright morning? Good

afternoon. Afternoon. Good evening. Evening. 4 Greeting

a person you haven't seen in a long time

Long time no see! (informal)

I haven't seen you in an age! I haven't seen you
in a month of Sundays! a month of Sundays =
a long time Welcoming someone who has returned

Welcome back! Welcome back, stranger! Long time no see!

(cliché) Where were you? Where have you been?

Where did you go? 6 Expressing surprise at meeting
someone

Telling how you have been doing—negative

Not good. Not so good. Not too good.

Not too good. None too good. Not well. Not very well. Not so
well.

Not too well. None too well. Not so hot. Not too hot. None
too hot. Not great. Not so great. None too great.

Crummy. (slang) Kind of crummy. (slang) Lousy. (slang) I've
seen better days. I've had better days. Could be
better. I've been better.

Explaining that you have been busy

I'm busy. Keeping busy.

Keeping myself busy. Been keeping myself busy. I'm

swamped. swamped = overwhelmed, as with a

swamped boat I'm snowed under. snowed under =

as if buried in snow I don't have time to

breathe. I don't have time to think. There aren't

enough hours in the day. Not a moment to

spare. I've been running around with my head cut off.

(informal) I've been running around like a chicken with

its head cut off. (informal)

After you have been introduced to someone

I've been wanting to meet you for sometime. John has told
me all about you. John has told me so much
about you. I've heard so much about you.
I've heard so much about you I feel I know
you already. So we finally meet face to face. We've
exchanged e-mails; it's nice to meet in person. I'm
sorry, what was your name again? I didn't catch
your name. I'm terrible at names.

Asking someone how things are going

How're things? How're things with you? How're things going? How's with you? How's by you? (slang) How's business? How's tricks? (slang) How's it shakin'? (slang) How's everything? How's every little thing? (folksy) How's everything going?

How's it going? How goes it? How goes it with you?

How are you getting on? How are you getting along?

How's the world (been) treating you?

Ending a Conversation

Signaling the end of a conversation Oh, look at the time! It's getting later. Well, David, it's really good to see you, but I really must go. It's been fun talking to you. (It's been) nice chatting with you. It's so good to see you again. We have to make plans to get together sometime. Let's do lunch sometime. 21

Ending a telephone conversation

I really have to go now. We'll talk sometime.

I really have to go now. We'll talk sometime. There's someone on the other line. I must say good-bye now.

The doorbell is ringing. I'll call you back. Can I call you back? Something has come up. I have to get back to my work. I'll call again later. Can we continue

this later? My otherline is ringing. I have to get
back to work before the boss sees me. I won't keep
you any longer. I'll let you go now.

Good-Byes

Simple good-byes Good-bye. Bye. Bye-bye.

So long. Ta-ta. (informal) Farewell. Cheerio.

Hasta la vista. (Spanish) Adios. (Spanish) Auf
wiedersehen. (German) Sayonara. (Japanese) Arrivederci.

(Italian) Aurevoir. (French) Adieu. (French) Ciao. (Italian)
Goodday. (formal) Good evening. (formal) Good night. Good-bye
until later. Good-bye until next time. Good-bye for now. See
you later. See you later, alligator. (slang) Later,
gator. (slang) Later. (informal) I'll try to catch you
later. I'll catch you later. Catch you later.

When someone is leaving on a journey

Bon voyage! Have a good trip! Have a nice flight.

Have a nice trip. Have a safe trip. Have a safe journey.

Drive carefully. Take care of yourself. Take care. We'll miss you.

All the best.

Expressing acceptance

It's fine. I think it's fine. It's good enough. It's satisfactory. It'll do. It'll serve the purpose. I like it. I love it. I think it's great. I like the color. I like the texture. I like the flavor. It's got a good rhythm. It's wonderful. It's fabulous. It's ideal. It's a masterpiece.

It's perfect. It's A-1. This is second to none. This is perfect. This is far and away the best. This is the ultimate. It couldn't be better. Never been better. There's none better. It doesn't get any better than this. I've never seen anything like it. This is the cream of the crop. (cliché) This is the pick of the litter.

(idiomatic) litter = a group of newborn pups This is the crême de la crême. (cliché) = This is the best of the best. This is head and shoulders above the rest. That suits me to a T. = That suits me fine. That's the ticket. (idiomatic) That's just what the doctor ordered. (idiomatic) That's just what I needed. That hits the spot. (idiomatic) That fits the bill. (idiomatic) That's it. That's the greatest thing since sliced bread. (cliché) It's in a league of its own. I give it four stars. It gets two thumbs up. (idiomatic) I've hit the jackpot. jackpot = sum of money to be won in gambling Bingo! (slang) = I

did it! Jackpot! (slang) = I did it!; It is

good! Bull's-eye! (slang) Bonus score! (slang)

Stating simple disagreement or refusal

No. Nope. No way. Not a chance.

Not a chance. Not! (slang) Uh-uh. I don't think so.

Stating categorical disagreement

That's not true. That's not right. You've got that wrong. You've got it all wrong. Wrong! You missed the boat. (idiomatic) You're missing the boat. (idiomatic) Wrong on both counts. You're wrong. You're dead wrong.

You're off. You're way off base. 35 Stating strong disagreement I disagree completely. I couldn't disagree (with you) more.

Horse feathers! (slang) Bullshit. (taboo) That's BS. (mildly vulgar) Bull. (mildly vulgar) Baloney. (slang) That's a load of crap. (mildly vulgar) That's a lot of bull. (mildly vulgar) That's a lot of baloney. (slang) That's a bunch of baloney. (slang)

That's a bunch of malarkey. (slang) Lies! That's a lie. That's a big, fat lie. (informal) You're lying through your teeth. Look me in the eye and say that. 36 Stating your disagreement with a proposition That's out of the question. That's unthinkable. That's insane. That doesn't even merit a response. I'll give that all the consideration it's due.

Stating that someone is wrong

What are you talking about?

What are you talking about? You don't know what you're
talking about. You don't have a leg to stand on.
You haven't got a leg to stand on. You don't know
the first thing about it. You're really stretching the
truth. You're way off base. You can lay that notion
to rest.

Encouraging someone to speak plainly

Enough already. (informal) Out with it! (informal) = Say it!
Speak out! Don't mince words. to mince =
to cut up or disguise Spare (me) nothing. Lay it
on the line. (informal) Tell it to me like a man.
(informal) Give it to me straight. (informal) straight
= unadorned Give it to me in plain English. plain
English = simple and direct terms Don't beat
around the bush. (idiomatic) Stop beating around the
bush. (idiomatic) Stop circumventing the issue. Put your
cards on the table. (idiomatic) Stop speaking in
circles. What does that mean in English? (informal)

Cut the crap. (mildly vulgar) crap = dung =
needless talk

Commenting on the uniqueness of someone

He's one of a kind. Sue's one of a kind. Whata
character! They don't makethemlike him anymore. (cliché)
After they made him, they broke the mold. (cliché)

Commenting on personal similarities

We're two of a kind. They're two of a kind.

We're cut from the same cloth. We're made from the
same mold. We're birds of a feather. (cliché)

We're like two peas in a pod.

Vocabulary (The classroom)

Classroom objects

Rooms in the school

People in the school

Playground– play equipment

Subjects

Times

Verbs

wall

table rubbish bin crayons pencil

the toilets

teachers

rope slide ball

mathematics

lunchtime line-up time

sit walk line up shut

shelf

chair clock paint scissors

office

principal

hoop sand pit slide

English

playtime recess

stop clean wash

floor

blackboard paper rubber

library

secretary

basketball court football field

art

home-time

get put

door

chalk paste ruler

classroom

students

cricket pitch fence

physical education

pack-up time

draw fold cut write paint

window

duster book brush

art room

office person

swing gate

science

bell time

colour make paste read

WRITING

Capitalization

Rule 1. Capitalize the first word of a quoted sentence.

Examples: He said, "Treat her as you would your own daughter."

"Look out!" she screamed. "You almost ran into my child."

Rule 2. Capitalize a proper noun.

Example: Golden Gate Bridge

Rule 3. Capitalize a person's title when it precedes the name. Do not
capitalize when the title is acting as a description following the name.

Examples: Chairperson Petrov

Ms. Petrov, the chairperson of the company, will address us at noon.

Rule 4. Capitalize the person's title when it follows the name on the address or signature line.

Example: Sincerely, Ms. Haines, Chairperson

Rule 5. Capitalize the titles of high-ranking government officials when used with or before their names. Do not capitalize the civil title if it is used instead of the name.

Examples: The president will address Congress.

All senators are expected to attend.

The governors, lieutenant governors, and attorneys general called for a special task force.

Governor Fortinbrass, Lieutenant Governor Poppins, Attorney General Dalloway, and Senators James and Twain will attend.

Rule 6. Capitalize any title when used as a direct address.

Example: Will you take my temperature, Doctor?

Rule 7. Capitalize points of the compass only when they refer to specific regions.

Examples: We have had three relatives visit from the South.

Go south three blocks and then turn left.

We live in the southeast section of town.

Southeast is just an adjective here describing section, so it should not be capitalized.

Rule 8. Always capitalize the first and last words of titles of publications regardless of their parts of speech. Capitalize other words within titles, including the short verb forms Is, Are, and Be.

Exception: Do not capitalize little words within titles such as a, an, the, but, as, if, and, or, nor or prepositions, regardless of their length.

Examples: The Day of the Jackal

What Color Is Your Parachute?

A Tale of Two Cities

Rule 9. Capitalize federal or state when used as part of an official agency name or in government documents where these terms represent an official name. If they are being used as general terms, you may use lowercase letters.

Examples: The state has evidence to the contrary.

That is a federal offense.

The State Board of Equalization collects sales taxes.

We will visit three states during our summer vacation.

The Federal Bureau of Investigation has been subject to much scrutiny and criticism lately.

Her business must comply with all county, state, and federal laws.

Rule 10. You may capitalize words such as department, bureau, and office if you have prepared your text in the following way:

Example: The Bureau of Land Management (Bureau) has some jurisdiction over Indian lands. The Bureau is finding its administrative role to be challenging.

Rule 11. Do not capitalize names of seasons.

Example: I love autumn colors and spring flowers.

Rule 12. Capitalize the first word of a salutation and the first word of a
complimentary close.

Examples: Dear Ms. Chan:

My dear Mr. Sanchez:

Very truly yours,

Rule 13.

Capitalize words derived from proper nouns.

Example: I must take English and math.

English is capitalized because it comes from the proper noun England,
but math does not come from mathland.

Rule 14. Capitalize the names of specific course titles.

Example: I must take history and Algebra 2.

Rule 15. After a sentence ending with a colon, do not capitalize the first
word if it begins a list.

Example: These are my favorite foods: chocolate cake, spaghetti, and
artichokes.

Rule 16. Do not capitalize when only one sentence follows a sentence

ending with a colon.

Example: I love Jane Smiley's writing: her book, A Thousand Acres,
was beautiful.

Rule 17. Capitalize when two or more sentences follow a sentence
ending with a colon.

Example: I love Jane Smiley's writing: Her book, A Thousand Acres,
was beautiful. Also, Moo was clever.

GRAMMAR REVIEW

PRONOUNS

Pronouns are words that take the place of nouns without changing the meaning of the sentence and may play the same roles as nouns in the sentence. Pronouns are handy because they eliminate the need to repeat words. Like nouns, pronouns can be either singular or plural.

When a pronoun replaces a word or a group of words, the word or group of words being replaced is called an antecedent. If the pronoun's antecedent is singular, the pronoun must be singular. If the pronoun's antecedent is plural, the pronoun must be plural. Look at that sport car. Isn't it neat? Country melodies can be quite enticing. I can listen to them all day long.

There are many types of pronouns, and personal pronouns are one of the most commonly used pronouns.

Personal Pronouns

Personal pronouns are used to replace a noun that refers to a person, animal or thing. There are many types of personal

pronouns and their uses depend on the function they play in the sentence. 1) The subjective case

Singular	Plural
----------	--------

First person (The person who is speaking)	I We
---	------

Second person (The person who is spoken to)	You You
---	---------

Third person (masculine)	He They
--------------------------	---------

Third person (Feminine)	She They
-------------------------	----------

Third person (neutral) (The thing which is spoken of)	
---	--

It They

The subjective case is used to indicate the person, animal or thing that performs the action or is the subject of a verb. I will give the piece of cake to Alex tomorrow. You will enjoy this evening.

The objective case

Singular Plural

First person Me Us

Second person You You

Third person (masculine) Him Them

Third person (feminine) Her Them Third person (neutral) It Them

The objective case is used when the person or thing is the object of a verb and is not the one performing the action. I might surprise her showing up with my new sports car. Country melodies can be quite enticing. I can listen to them all day long.

3) The possessive case

Singular Plural

First person My/Mine Our/Ours

Second person Your/Yours Your/Yours

Third person (masculine) His/His Their/Theirs

Third person (feminine) Her/Hers Their/Theirs

Third person (neutral) Its/Its Their/Theirs

The possessive case is used to express possession. You moved into our neighborhood. I love that sports car. I want mine to be red though.

4) The reflexive case

Singular Plural

First person Myself Ourselves

Second person Yourself Yourselves

Third person (masculine) Himself Themselves

Third person (feminine) Herself Themselves

Third person (neutral) Itself Themselves

The reflexive case is used when the subject and the object of the sentence are the same person/thing. Reflexive pronouns usually are placed after the verb. I will do it myself. She will drive herself to school.

Note: Reflexive pronouns can be placed right next to a noun or pronoun before the verb to emphasize the noun or pronoun. I myself will pick you up at the airport. Mary herself must clean up the mess in the kitchen.

Dialogues and Situations

WEEKEND PLANS

Situation: Laurie, Christie, and Sarah are making plans for the coming weekend.

Laurie: So, what are your plans for this weekend?

Christie: I don't know. Do you want to get together or something?

Sarah: How about going to see a movie? Cinemax 26 on Carson
Boulevard is showing Enchanted.

Laurie: That sounds like a good idea. Maybe we should go out to
eat beforehand.

Sarah: It is fine with me. Where do you want to meet?

Christie: Let's meet at Summer Pizza House. I have not gone
there for a long time.

Laurie: Good idea again. I heard they just came up with a new pizza. It should be good because Summer Pizza House always has the best pizza in town.

Sarah: When should we meet?

Christie: Well, the movie is shown at 2:00PM, 4:00PM, 6:00PM and 8:00PM.

Laurie: Why don't we go to the 2:00PM show? We can meet at Summer Pizza House at noon. That will give us plenty of time to enjoy our pizza.

Sarah: My cousin Karen is in town. Can I bring her along? I hate to leave her home alone.

Christie: Karen is in town? Yes, bring her along. Laurie, you remember Karen? We met her at Sara's high school graduation party two years ago.

Laurie: I do not quite remember her. What does she look like?

Sarah: She has blond hair, she is kind of slender, and she is about your height.

Laurie: She wears eyeglasses, right?

Sarah: Yes, and she was playing the piano off and on during the party.

Laurie: I remember her now. Yes, do bring her along Sara. She is such a nice person, and funny too.

Sarah: She will be happy to meet both of you again.

Christie: What is she doing these days?

Sarah: She graduated last June, and she will start her teaching career next week when the new school term begins.

Laurie: What grade is she going to teach?

Sarah: She will teach kindergarten. She loves working with kids, and she always has such a good rapport with them.

Christie: Kindergarten? She must be a very patient person. I always think kindergarten is the most difficult class to teach. Most of the kids

have never been to school, and they have never been away from mommy for long.

Sarah: I think Karen will do fine. She knows how to handle young children.

Laurie: I think the first few weeks will be tough. However, once the routine is set, it should not be too difficult to teach kindergarten.

Christie: You are right. The kids might even look forward to going to school since they have so many friends to play with.

Sarah: There are so many new things for them to do at school too. They do a lot of crafts in kindergarten. I am always amazed by the things kindergarten teachers do.

Laurie: Yes, I have seen my niece come home with so many neat stuff.

Christie: Maybe we can ask Karen to show us some of the things that we can do for this Halloween.

Laurie: Maybe we can stop by the craft store after the movie.

What do you think, Sara?

Sarah: I will talk to her. I think she will like that. It will help her with school projects when Halloween comes.

Christie: Michael's is a good store for crafts. It always carries a variety of things, and you can find almost anything there.

Laurie: There is a Michaels store not far away from Cinemax 26. I believe it is just around the corner, on Pioneer Avenue. We can even walk over there.

Sarah: So, we plan to meet for pizza at noon, go to the movies at two, and shop at Michael's afterward. Right?

Laurie and Christie: Yes.

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GRAMMAR REVIEW

There are many types of pronouns and their uses depend on the role they play in the sentence. Besides the personal pronouns, there are: 1) Relative pronouns 2) Possessive pronouns 3) Interrogative pronouns 4) Demonstrative pronouns

Relative pronouns:

Relative pronouns (who, whom, that, which, what) replace the person or thing mentioned earlier in the sentence and connect a dependent clause to the main clause. As a substitute word, relative pronouns should correspond to the persons or things that they replace.

Who refers only to people and is used when it is the subject of a verb. Karen is the girl who was playing the piano off and on during the party two years ago. John and Tim are the persons who coach our children in baseball.

Whom refers only to people and is used when it is the object of a verb. The girl whom you talked to last night is Sara's cousin. The boy whom you just met at school is considered a genius in physics.

Note:

Whom is used only in formal writing. Generally who is used instead of whom.

That refers to people, animals or things. Summer Pizza house is the restaurant that has the best pizza in town. Karen is the person that wore eyeglasses at the party.

Which only refers to animals or things. Usually, that is used for a specific group of animals or things while which is used for animals or things in general. The books that were written by John Grisham sell pretty fast. Books, which give information, are very useful in life. What usually refers to things. I do not know what you want. He is questioning the meaning of what he heard on the street.

Other less common relative pronouns are: whoever, whomever, whatever and whichever. These pronouns do not refer to a specific person or thing. Tell the idea to whomever you want. Take whatever you want. I don't care whichever one you choose.

Possessive pronouns

Whose is a possessive pronoun that means belonging to whom. This is the young girl whose father is a famous movie director. I just talked to the lady whose house was damaged by the storm yesterday.

Interrogative pronouns Interrogative pronouns who, whom, whose, which, what are used in asking questions. What grade is she going to teach? Who cleaned the house yesterday? Whom

did you call? Which book is on the Bestseller list? Whose car is
parked in front of my house?

Demonstrative pronouns

Demonstrative pronouns this, these, that, those are used to
express the distance of the person or object from the speaker.

This (singular form) and these (plural form) express nearness to
the speaker. This is my new car. (The new car is very close to
the speaker) These are my children. (The children are standing
next to the speaker)

That (singular form) and those (plural form) express a certain distance from the speaker. Look at that sports car! (The sports car is not close to the speaker). Those paintings were done by Picasso. (The paintings are not near the speaker)

Dialogues and situations

WINTER BREAK PLANS

Situation: Mike is discussing plans for Winter break with his friend Brendan while they are driving home from their basketball game.

Brendan: Hey Mike, throw your stuff in the back and ride up front with me.

Mike: OK, Brendan. Thank you for giving me a ride home. I did not want to call my parents because they were at Mimi's Café for my aunt's birthday.

Brendan: Mimi's Café? That place has the best burgers in town! The atmosphere is also nice. Good food and a good setting, what more could you ask for? We should eat there after our next basketball game.

Mike: Yes, that sounds like a good plan. When is our next game by the way?

Brendan: I think it is after Winter break, which is a long way off.

Do you have any plans set up for the upcoming vacation?

Mike: Well, besides going to basketball practices with you, I will most likely be working.

Brendan: Oh, working? Did you get a new job or are you still working at Starbucks?

Mike: Well, Starbucks was a good first job for me and I loved the people I worked with. However, my work schedule was neither convenient nor easy. My manager would schedule me only

during the times when it was most busy, which is in the morning when there is a constant coffee rush. It was definitely very difficult and a conflict to my class schedule.

Brendan: Well, what are you doing now at your new job?

Mike: Well, I am an Administrative Assistant for a company called Multi-Max. I have done a little training, but I do not know what the full job entails. From what I have seen, it is mostly inputting data into the computer and following up on customers' orders.

Brendan: Oh, that sounds pretty easy. When did you start this new job?

Mike: I have been with Multi-Max since November 1st. Well what about you? Do you have any plans for break?

Brendan: Not really. I think I am just going to hang out at home and read some books. I am planning a snowboarding trip though. You should come if you are not too busy working at your new job.

Mike: Oh, that sounds like fun! Who is going and where are you guys going to go snowboarding?

Brendan: As of right now, my roommates, Jay and Kristian, are planning to go. And, there are Josh, Alexis, and Ann. We are planning to go to Big Bear. I hear that there are pretty good conditions for skiing and snowboarding this season up there.

Mike: Yes, that is what I heard as well. The whole trip sounds like fun. Where are you guys staying at? Did you rent out a cabin?

Brendan: No, we did not. My cousin actually owns a cabin up there, and he said it is OK for us to stay at his place for the weekend when I spoke with him last Friday. The cabin is not far

away from the ski slopes and the eateries, so it should be a convenient place.

Mike: Would it be OK with your cousin if I come along as well? I am not sure whether I can go; however, since I am talking to you, I might as well ask now just in case my schedule permits.

Brendan: I am sure that will be fine. He did not tell me there is a limit on the number of people I could bring, so you are more than welcome to join us.

Mike: Awesome! I am so excited! Well, I will check my schedule, and I will give you an update tomorrow. Hey, that is my house on the corner. Thanks again for the ride, Brendan!

Brendan: You are welcome Mike. Have a good night and I will talk to you later about the trip.

Characteristic of verbs

1) Verbs have three basic forms from which the different tenses are formed. A) Base form: this is the original form of the verb. For example: want, look, play.

B) Present participle form: this form is created by adding -ing to the base form. For example: wanting, looking, playing. Present participles can be used with different helping verbs to express certain tenses. Exceptions: - For verbs that end with -e, drop -e and add -ing. For example: hope, hoping; love, loving. - For one-syllable verbs containing one vowel and ending with a consonant, add another consonant before adding -ing. For example: stop,

stopping; drop, dropping. - For verbs that end with –ie, change –ie to –y and add –ing. For example: die, dying; lie, lying.

C) Past participle form: this form is generally created by adding -ed to the base form. For example: wanted, looked, played. Past participles are used with different helping verbs to express certain tenses. Exceptions: - For verbs that end with –e, only add –d. For example: hope, hoped; love, loved. - For one-syllable verbs containing one vowel and ending with a consonant, add another consonant before adding –ed. For example: stop, stopped; drop, dropped.

2) Some verbs are called auxiliary verbs or helping verbs. These verbs usually accompany action verbs to show the tense or time

of action. They include: be, have, do, may, might, can, could, shall, will. I have done a little training. I am planning a snowboarding trip.

3) Verbs can be classified as transitive or intransitive. A transitive verb needs an object to complete its meaning while an intransitive verb does not. Transitive

Intransitive I open the windows.

The rooster crows. John asked his friend to close the door.

Lisa walks to school every day

Dialogues and situations

A VISIT TO THE DOCTOR'S OFFICE

Situation: Laura has not been feeling well lately. Today she goes to see her doctor for a physical checkup.

Laura: Good morning, I have an appointment with Doctor Clark at 8:30.

Clerk: Let me pull your record. In the meantime, please sign-in and have a seat.

Nurse: Laura Nicholson.

Laura: Here.

Nurse: Follow me to Room A please.

Nurse: Here we are. What are your reasons for seeing Doctor Clark today?

Laura: Well, lately I have been feeling tired, and occasionally I have had really bad headaches and an upset stomach. On top of that, I have had this persistent cough for the last two weeks.

Nurse: When did you start having these symptoms?

Laura: I started feeling tired about two months ago; then, a little bit after that the headaches came. I got the upset stomach long before feeling tired. Nurse: Are you taking any medications?

Laura: Only my vitamins. Nurse: What vitamins are you taking?

Laura: I am taking a multi-vitamin tablet and extra Vitamin C every day.

Nurse: OK, let me take your vital signs. Laura: How am I doing?

Nurse: Everything is good—normal blood pressure and no high temperature. Please wait here for a minute. Doctor Clark will be with you in a moment.

Laura: Thank you.

Doctor: Good morning, Laura. Laura: Good morning, Doctor.

Doctor: I see here that you started feeling tired two months ago, and then you started having bad headaches. You also have had an upset stomach and a persistent cough. Did you run a fever too? Laura: No, doctor.

Doctor: Let me do a quick physical check up.

Doctor: Please take a deep breath, hold your breath, and exhale.

Do it again please. Doctor: Were there any changes in your diet

or your weight lately? Laura: I ate the usual things, but I lost five

pounds recently. Doctor: Did you suffer from insomnia?

Laura: Well, it is pretty hard for me to fall asleep when I go to bed.

I also woke up many times during the night. Doctor: Do you

drink? Do you smoke? Laura: No.

Doctor: How are things at work?

Laura: There was a change of ownership three months ago, and I

had to work a lot of overtime, even during the weekend.

Doctor: It looks like you have pneumonia. Other than that, I do not

see any problems. You are probably under stress from changes

at work, and the stress causes headaches, upset stomach, and sleeplessness. For now, try to relax and exercise. It may solve your problems. Come back to see me again if the symptoms persist, and I will do further tests. I am going to give you a prescription for your pneumonia. Are you allergic to any medications? Laura: Not to my knowledge.

Doctor: OK, take this medication three times a day after you eat. Also, I want you to have some blood tests. Stop by the laboratory on your way out and have the nurse draw your blood.

Laura: I am anxious to know my cholesterol level. When will I get the results of the blood test?

Doctor: The results will be available in two weeks. Don't stress
yourself. I think everything will be OK. Laura: Thank you,
Doctor. Doctor: You are welcome.

GRAMMAR REVIEW

VERBS

Verbs not only describe the action but also the time of the action.

The time of occurrence is expressed through six tenses: the present, the past, the future, the present perfect, the past perfect and the future perfect.

Present tense

- 1) The present tense is used to show that the action is happening now. I want you to get a blood test. I do not see any problems.
- 2) The present tense is also used to indicate a true fact. The sun is bright. It is cold in the winter.

3) The present tense is also used to indicate habits or customary actions. Susan always bites her nails. (Susan bites her nails in the past, today and she will continue to bite her nails in the future) I go to the supermarket every Saturday. (In the past, now, and in the future, I always go to the supermarket every Saturday)

4) The present tense can be used to replace the future tense after words that indicate time such as when, until, as soon as, before or words that indicate condition such as if or unless. I will do further tests if the symptoms persist. The doctor will see you when he is done with Ms. Anderson.

Present progressive tense The progressive tenses are used to indicate that an action is ongoing at a particular time. The action

begins at some earlier time, is in progress at the indicated moment, and probably continues for some time after that.

The present progressive tense is used to indicate that an action is currently in progress.

BE IN PRESENT TENSE + PRESENT PARTICIPLE I am taking vitamin C. Doctor Clark is seeing Laura at the moment.

Dialogues and situations

GOING TO THE MARKET

Situation: Laura's mother had asked her to go grocery shopping before she went to work this morning. Since Laura is still busy with her homework, she asks her sister Martha to go to the market for her.

Laura: Mom had asked me to go grocery shopping before she left for work this morning, but I need to finish my school project. Can you go for me, Martha?

Martha: I guess I can. I am done with my homework. What did mom want you to buy?

Laura: Well, she wanted me to buy enough groceries for the whole week. Besides meat, some fish and vegetables, we can buy whatever else we want for snacks and breakfast. Martha: What do you want for breakfast?

Laura: I guess some cereal as usual. Martha: I do not want cereal everyday. I will buy some pancakes and syrup then.

Laura: Get the new FineFood pancakes in the frozen food section please. I want to see how it tastes.

Martha: Do we still have enough coffee and cream for mom and dad?

Laura: Yes, we do. Talking about coffee and cream, you better buy some milk also. We almost ran out of it. Martha: Next, what do you want for snacks?

Laura: Some chips would be fine with me. You probably want your chocolate cookies.

Martha: I better write down all these things; otherwise, I will forget them by the time I get to the market. I would hate to make two trips to take care of things.

Laura: Right! As far as meat, mom wants some pork and some chicken. Martha: Just any kind of pork?

Laura: I forgot to ask mom about that. Anyways, you can ask the butcher for his opinion. He knows what is best. Martha: How about fish?

Laura: Mom wants some salmon and some catfish. Make sure that they are fresh. 45 Martha: How much salmon and catfish should I buy?

Laura: Oh, buy four pieces of salmon filet and four pieces of catfish filet. Mom does not like to get the whole fish. Martha: Are these fish filets sold by weight or by the piece?

Laura: I am not very sure. Just buy four decent sized pieces. Not too big and not too small.

Martha: Do I need to buy some spices so mom can marinate the fish? Laura: Yes, get some ground pepper and some garlic.

Martha: Now, how about vegetables? Mom probably wants carrots, potatoes, cabbages and some lettuce.

Laura: That would be fine. We need some fruits also. What do you want?

Martha: Dad always packs an apple for lunch everyday. I want the same thing.

Laura: We have already run out of eggs. So, get a carton of eggs also.

Martha: How about some soft drinks?

Laura: No, buy some bottled water instead. It is healthier for us. We need to cut down on our intake of sugar, as too much sugar is not good for our bodies.

Martha: I need to put bread on the list before I forget. Should I get one loaf or two? Laura: One loaf will be enough. Put down a bag of rice also. Martha: Do we need anything for dessert?

Laura: Get a box of ice cream. Martha: Ice cream? Isn't ice cream packed with sugar? Laura: Yes, but since I already drink water instead of soft drinks, one or perhaps two scoops of ice cream after dinner is not too bad. Besides, mom loves ice cream, especially cherry vanilla.

Martha: OK, I will put down one box of ice cream if you say so. Do you want me to buy some pastries for you?

Laura: I know the pastries at the market are delicious; however, no is my answer. Do not tempt me, Martha. Martha: Just asking, Laura. Laura: You have quite a few items to take care of. You need to get going.

Martha: Yes, the list is quite long. By the time I get to the cashier to pay, I will probably have a full shopping cart. OK, I am all set to go. I will be back soon. Laura: Drive carefully please! Martha: I will.

Past Progressive tense

The past progressive tense is used to indicate that an action was in progress at a particular time in the past or that an action was ongoing when another action happened in the past. Generally, the past progressive tense is formed by using the verb be in the simple past and the present participle of the verb.

BE IN PAST TENSE + PRESENT PARTICIPLE I was talking to Christine after dinner last night. Paul was exercising when his mother got home from work yesterday.

Present perfect tense

The present perfect tense is used when an action happened at an unspecified time in the past. The present perfect tense is formed by adding have or has to a past participle.

HAVE/HAS + PAST PARTICIPLE I have done my homework.

She has cooked dinner. However, when the present perfect tense is accompanied by since or for, it shows that the action started in the past, is currently happening and will continue in the future. 49 I have been with Multi-Max since November 1st. (I started to work for Multi-Max on November 1st, I am still working there today and will continue to work there in the future) Note: give an exact date after since I have worked in this field for ten

years. (I started working in this field ten years ago. I am still working in this field now, and I will continue to work in this field in the future. Note: give a duration of time after for)

Present perfect progressive tense The present perfect progressive tense is used to indicate that an action has been in progress until now. This tense is used to express the duration of the action.

HAVE BEEN/HAS BEEN + PRESENT PARTICIPLE He has been cleaning his room for the last two hours. (He started to clean his room two hours ago, and he is still cleaning it now)

Past perfect tense

The past perfect tense is used to indicate that an action occurred before another action in the past. The past perfect tense is formed by adding had to a past participle.

HAD + PAST PARTICIPLE I had finished my homework when John came last night. (Last night I finished my homework first, and then John came over)

Past perfect progressive tense The past perfect progressive is used to indicate that an action was ongoing before another action happened in the past. This tense is used to express the duration of the action, and is formed with had been and the present participle of the verb.

HAD BEEN + PRESENT PARTICIPLE Paul had been watching television for two hours before it was turned off. (There are two actions in this sentence: watch television and turn off television)

Miscellaneous Terminology

Westerlies	رياح غربية
Monsoon winds	رياح موسمية
Equator	خط الاستواء
Dew	ندى
Humidity	رطوبة
Mist	رذاذ/ السديم
Conservation of the Environment	الحفاظ على البيئة
Egyptian Environmental Affairs Agency (EEAA)	جهاز شئون البيئة المصري
Environmental friendly	صديق البيئة
Green belt	حزام أخضر

Conservation of nature	الحفاظ على الطبيعة
Tornado	إعصار حلزوني
Typhoon	إعصار استوائي
Rain forest	غابة مطيرة
Clean technology	تكنولوجيا نظيفة
Clearing up pollution	القضاء على التلوث
Air culture control	التحكم في جودة الهواء
Depollution/ Decontamination	إزالة التلوث
Desalination	إزالة الملوحة
Detoxication	إزالة السمية/السموم
Disaster management	إدارة الكوارث
Pollution control	مكافحة التلوث
Restoration of soil	إصلاح التربة
Afforestation	زراعة الغابات/تحريج

Ozone hole	ثقب الأوزون
Ozone-friendly technology	تكنولوجيا غير ضارة بالأوزون
Energy conservation	الحفظ على الطاقة
Green car	سيارة صديقة للبيئة
Biofuel	وقود حيوي
Smokeless fuel	وقود عديم الدخان
Zero emission vehicle	مركبة/سيارة لا ينبعث منها عوادم
Collection of household refuse	جمع القمامة المنزلية
Sorting of refuse	فرز القمامة
Sanitary landfill	مدفن قمامة صحي
Rational Waste Management	إدارة رشيدة للنفايات
Hygienic waste disposal	التخلص الصحي من النفايات
Cutting of waste	التقليل من النفايات
Rationalize of hunting animals	ترشيد صيد الحيوانات

Hazard prediction	التنبؤ بالخطر
Natural phenomena	الظواهر الطبيعية
Age-old forests	غابات معمرة
Air current	تيار هوائي
Beach erosion	تآكل الشواطئ
Land erosion	تآكل الأرض
Coral reefs	الشعب المرجانية
Deglaciation	الانحسار الجليدي
Desertification	التصحّر
Ebb and tide	المد والجزر
Marshlands/swamps/fen/bog soil	مستنقعات
Pristine area	منطقة بكر
Quick sands	الرمال المتحركة

Sand dunes	كثبان رملية
Sand flats	سهول رملية
Uplands	المرتفعات
Vortex	دوامة
Falls	شلالات
Natural disasters	كوارث طبيعية
Biodeterioration	التدهور الأحيائي
Bush fire	حريق الأدغال
Conflagration	حريق الغابات
Disaster-prone area	منطقة معرضة للكوارث
Disaster stricken area	منطقة أصابها كارثة
Distressed area	منطقة منكوبة
Drought area	منطقة معرضة للجفاف
Endangered species	فصائل مهددة بالانقراض

Extinct species	فصائل منقرضة
Famine	مجاعة
Environmental Abuse	إساءة استخدام الموارد البشرية
Environment degradation	تدهور البيئة
Agrochemicals	الكيماويات الزراعية
Deforestation	إزالة الغابات
Solid degradation	تدهور التربة
Over grazing	الرعي الجائر
Overcropping	الزراعة المفرطة
Overfertilization	الإفراط في التسميد/التخصيب
Overfishing	الصيد الجائر
Air pollution load	نسبة تلوث الهواء
Airborne contaminant = Air pollutant	ملوث هوائي

Airborne emissions	انبعاثات جوية
Airborne particles	جسيمات متعلقة بالهواء
Airborne pollutants	ملوثات يحملها الهواء
Airborne pollution	تلوث جوي
Breakdown of wastes	تحلل النفايات
Build up of pollutants	تراكم الملوثات
Disposal of wastes	التخلص من/تصريف النفايات
Dump	مقلب قمامة
Dumping at sea	التخلص من النفايات في البحر
Flowing-out/Effluent discharge	التخلص من النفايات السائلة
Incineration of wastes	حريق النفايات
Garbage/refuse collection	جمع القمامة
Contaminated food	غذاء ملوث
Dust deposit	ترسيب الغبار

Emission trading	تجارة الانبعاثات
Energy-intensive technology	تكنولوجيا شديدة الاستهلاك للطاقة
Noxious emissions	انبعاثات سامة
Off-gases	غازات منبعثة
Off-odor	روائح منبعثة
Exhaust	عوادم
Fossil fuel	الوقود الاحفوري/حفري
Fumes	الأدخنة
Fumigation	أبخرة
Global warming	الاحتباس الحراري
Greenhouse effect	تأثير الدفيئة/الخبينة
Greenhouse gases	غازات الدفيئة
Radiation	إشعاع
Carcinogen	مواد مسرطنة

Carbon release	الانبعاث الكربوني
Cement plants	مصانع الاسمنت
Combustion residue	مخلفات الاحتراق
Depletion of Ozone Layer	تآكل طبقة الأوزون
Sanitary drainage	الصرف الصحي
Sewer	أنبوبة الصرف
Toxics	سموم
Thermal pollution	تلوث حراري
Marine pollution	التلوث البحري
Oil spill	بقعة زيت
Miscellaneous	متنوع
Pumping station	محطة طخ
Organic components	عناصر/مركبات عضوية
Hygiene	الصحة العامة

Planning, Studies & Research	التخطيط والدراسات والأبحاث
Action plan	خطة عمل
Baseline study	دراسة أساسية
Benchmarks	معايير

Brainstorming	العصر الذهبي
Case study	دراسة حالة
Development planning cycle	دورة التنمية والتخطيط
Disaggregative statistics	إحصاءات مصنفة
Feedback	تغذية راجعة-مرتدة
Field study	دراسة ميدانية
Field visit	زيارة ميدانية
Formative evaluation	تقييم تطوري/تنموي/تقويمي
Indicator	مؤشر
Input	مساهمة

Logical framework (logframe)	الإطار المنطقي
Monitoring and Evaluation (M&E)	المتابعة والتقييم
Needs assessment	تقدير الاحتياجات
Normative framework	إطار معياري
Outcome	نتيجة
Output	مخرج
Output to Purpose Review (OPR)	مقارنة المخرجات
Pilot project	مشروع تجريبي
Problems tree	شجرة المشكلات
Project proposal	مقترح مشروع
Questionnaire	استبيان

Research findings	نتائج البحث
Roundtable	حلقة نقاش
Steering committee	لجنة توجيهية/ لجنة الإعداد والتحضير / لجنة تسيير
Summative evaluation	تقييم نهائي
Survey	مسح
Time-bound goals	أهداف ذات إطار ومني
Workshop	ورشة عمل
Types of organizations	أنواع المنظمات
Charity Organization	جمعية خيرية
Community Development Associations (CDA)	جمعيات تنمية المجتمع
Donor Agencies	هيئات مانحة
International Non-governmental Organization (INGO)	منظمة دولية غير حكومية

Non-governmental Organization (NGO)	منظمة غير حكومية
Private Voluntary Organization (PVO)	منظمة أهلية تطوعية
Personnel	العاملون
Community facilitator	ميسر اجتماعي
Consultant	استشاري
Counterpart	نظير
Field coordinator	منسق ميداني
Programme officer	مسئول برامج
Technical advisor	استشاري فني
Gender and Women	النوع الاجتماعي والمرأة
Advancement of women	النهوض بالمرأة

Emancipation of women	تحرير المرأة
Female-headed households	الأسرة التي ترأسها امرأة
Feminization of employment	تأنيث العمالة
Feminization of poverty	تأنيث الفقر
Gender	النوع الاجتماعي
Gender and Development (GAD)	النوع الاجتماعي والتنمية
Gender bias	التحيز لأحد الجنسين
Gender equality	المساواة بين الجنسين
Gender equity	العدالة بين الجنسين
Gender-sensitive assessments	تقييم يراعي الجنسين
Empowerment of women	تمكين المرأة

Interventions & Processes	المدخلات والعمليات
Capacity building	بناء القدرات
Community participation	مشاركة مجتمعية
Dialogue	حوار
Empowerment	تمكين
Invention	تدخل
Mobilization	تعبئة
Participation	مشاركة
Target group	المجموعة المستهدفة
Miscellaneous	متنوع
Abject poverty	فقر مدقع
Aids	المساعدات

Basic needs	احتياجات أساسية
Checklist	القائمة المرجعية
Disadvantaged groups	الفئات المحرومة
Human Development Index (HDI)	مؤشر التنمية البشرية
Human Development Report	تقرير التنمية البشرية
Income generation	توليد الدخل
Marginalization	تهميش
Millennium Declaration	إعلان الألفية
	المرامي/الأهداف الإنمائية للألفية
	المساعدة الإنمائية الرسمية
	تنمية محورها الناس

	إصلاحات داعمة للفقراء
	تنمية اجتماعية
	برامج التعديل الهيكلي
	تنمية مستدامة
	سبل عيش مستدامة
	الشروط المرجعية
	تدريب المدربين
	منظمات لا تسعى لتحقيق الربح
	مؤسسة غير سياسية
	جمع الأموال/جمع التبرعات
Funding proposal	طلب التمويل
Core-funding	التمويل الأساسي

Follow-up	متابعة مرحلية
Problem-solving strategies	استراتيجيات حل المشاكل
Registration of the association	تسجيل الجمعية
Vulnerability of economy	ضعف الاقتصاد
Commitment to action/work plan	الالتزام بخطة عمل
Schedule and follow-up plane	عمل جدول زمني وخطة متابعة
Pipeline projects	مشاريع في طور انتظار
Low-income brackets	محدودي الدخل

Numerous loan words were introduced into English. Some loan words were borrowed from Latin, French, German, Arabic and other languages. Arabs borrowed as freely as they borrowed and their language loaned out from different languages as Persian, Turkish, English, Greek,... etc

Fur

Gain

Garble

Gazelle

Giraffe

Give

Good

Gurgle

Harem

Has

Hashish	نبات (حتشيش)
Hello	هلا
Henna	حناء
ill	عليل،
Index	يندس،
Alas	الأسى
Chemistry	الكيمياء
Algebra	الجبر
Alidade	العضادة،
Almanac	المناخ
Soap	صابون
Solid	صلد
Stable	اصطبل،
Sugar	سكر
Syrup	شرب،

Schedule and follow-up plane	عمل جدول زمني وخطة متابعة
Pipeline projects	مشاريع في طور انتظار
Low-income brackets	محدودي الدخل

QUESTIONS

True-False Questions

1. Capitalize all proper nouns.
2. Capitalize proper names and names of geographical places, specific historical events, eras, documents, languages, nationalities, countries, and races.
3. Capitalize the first word at the beginning of a sentence.
4. It's not important to use capital letters consistently within a particular document.
5. Capitalize only the last part of a person's name.
6. If a name begins with d', de, or du, do not capitalize the prefix unless it is preceded by a first name or a title.

7. A person can always decide how to capitalize the words in his or her name.

8. Do not capitalize the names of any animals

. 9. A personal name that is used as a common noun is capitalized, as in “Watt” and “Kelvin.”

10. Capitalize titles used before a person’s name.

11. Capitalize only the first part of a compound title, as in “Vice president.”

12. Capitalize titles that show family relationships when the title is used with a person’s name or in direct address.

13. Capitalize titles of parents and relatives not preceded by a possessive word (such as my).

14. Capitalize the major words in titles of books, plays, movies, newspapers, and magazines.

15. Do not capitalize acronyms, abbreviations formed from the first letter of each word in a phrase.

16. Capitalize a compass point when it identifies a specific area of the country or refers to direction.

17. Capitalize religions and references to the Supreme Being, including the pronouns referring to the Supreme Being.

18. Capitalize proper adjectives formed from proper nouns. Always capitalize the pre- fix attached to a proper adjective.

19. An abbreviation is a shortened form of a word or phrase. Abbreviations start with a capital letter and end with a period.

20. Abbreviate social titles and titles of rank, academic degrees, and some historical periods.

Completion Questions Select the word that best completes each sentence.

1. The reception will be held at the (vanderbilt, Vanderbilt) at 8:00 (p.m., P.M.).
2. The (Crab Nebula, crab nebula) star cluster was visible in the sky from our (Bal- cony, balcony).
3. The children's book (author, Author) was thrilled to win a (McArthur, MCArthur, Mcarthur) Fellowship.
4. After the explosion, (I, i) quickly took cover.

5. The letter began (dear Ms. Snodgrass, Dear ms. Snodgrass, Dear Ms. Snodgrass).

6. The letter ended (Yours Very truly, yours very truly, Yours very truly,).

7. The (commencement, Commencement) speaker was Reggie Monsanto, (M.A., m.a.).

8. The bones dated back to 2,000 (b.C., B.C.).

9. We looked at apartments on Waverly (Blvd., blvd.). Smith (ste. Str., St.), and Dorothy (Dr., dr.) 10. The lumber was 4 (FT, ft., Fte.) long.

ANSWER KEY

True-False Questions 1. T 2. T 3. T 4. F 5. F 6. F 7. T 8. F 9. F 10.

T 11. F 12. T 13. T 14. T 15. F 16. F 17. T 18. F 19. T 20. T

Completion Questions 1. Vanderbilt, P.M. 2. Crab Nebula, balcony 3.

author, McArthur 4. I 5. Dear Ms. Snodgrass 6. Yours very truly,

7. commencement, M.A. 8. B.C. 9. Blvd., St., Dr. 10. ft.

Adjectives

Adjectives are words that describe nouns and pronouns. Adjectives answer the questions: What kind? How much? Which one? How many?

For example:

What kind? red nose gold ring How much? more sugar little effort
Which one? second chance those chocolates How many? several chances six books

There are five kinds of adjectives: common adjectives, proper adjectives, compound adjectives, articles, and indefinite adjectives.

1. Common adjectives describe nouns or pronouns. strong man
green plant beautiful view

2. Proper adjectives are formed from proper nouns. California vegetables (from the noun “California”) Mexican food (from the noun “Mexico”)

3. Compound adjectives are made up of more than one word. far-off country teenage person

4. Articles are a special type of adjective. There are three articles: a, an, the. The is called a “definite article” because it refers to a specific thing. A and an are called “indefinite articles” because they refer to general things. Use a with consonant sounds; use an before vowel sounds.

5. Indefinite adjectives don’t specify the specific amount of something. all another any both each either few many more most neither other several some

Follow these guidelines when you use adjectives:

1. Use an adjective to describe a noun or a pronoun. Jesse was unwilling to leave the circus. noun adj. adj.noun
2. Use vivid adjectives to make your writing more specific and descriptive. Take a larger slice of the luscious cake. adj. noun
adj. noun
3. Use an adjective after a linking verb. A linking verb connects a subject with a descriptive word. The most common linking verbs are be (is, am, are, was, were, and so on), seem, appear, look, feel, smell, sound, taste, become, grow, remain, stay, and turn. Chicken made this way tastes more delicious (not deliciously).

Adverbs

Adverbs are words that describe verbs, adjectives, or other adverbs.

Adverbs answer the questions: When? Where? How? or To what extent?

When? left yesterday begin now Where? fell below move up How?
happily sang danced badly To what extent? partly finished eat
completely

Most adverbs are formed by adding -ly to an adjective. For example:

Here are some of the most common non-ly adverbs:

afterward almost already also back even far fast hard here how late long
low more near never next now often quick rather slow soon still then
today tomorrow too when where yesterday

Follow these guidelines when you use adverbs:

1. Use an adverb to describe a verb. Experiments using dynamite must be done carefully. verb adv.

2. Use an adverb to describe an adjective. Sam had an unbelievably huge appetite for chips. adv. adj.

2. Use an adverb to describe another adverb. They sang so clearly.
adv. adv.

Conjunctions

Conjunctions connect words or groups of words and show how the words are related. There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and sub-ordinating conjunctions.

1. Coordinating conjunctions link similar words or word groups.

There are seven coordinating conjunctions:

for and nor but or yet so

2. Correlative conjunctions also link similar words or word groups, but they are always used in pairs. Here are the correlative conjunctions: both . . .and either . . . or neither...nor not only . . . but also whether . . . or

3. Subordinating conjunctions link an independent clause (complete sentence) to a dependent clause (fragment). Here are the most often used subordinating conjunctions: after although as as if

as long as as soon as as though because before even though if in
order that since so that though till unless until when whenever
where wherever

Interjections

Interjections show strong emotion. Since interjections are not linked grammatically to other words in the sentence, they are set off from the rest of the sentence with a comma or an exclamation mark. For example:

Oh! What a shock you gave me with that gorilla suit.

Wow! That's not a gorilla suit!

Nouns

A noun is a word that names a person, place, or thing. Nouns come in these varieties: common nouns, proper nouns, compound nouns, and collective nouns.

1. Common nouns name any one of a class of person, place, or thing. girl city food

2. Proper nouns name a specific person, place, or thing. Proper nouns are always capitalized. Barbara New York City Rice-a-Roni

2. Compound nouns are two or more nouns that function as a single unit. A compound noun can be two individual words, words joined by a hyphen, or two words combined. Individual words: time capsule Hyphenated words: great-uncle Combined words: basketball

4. Collective nouns name groups of people or things. audience
family herd crowd

Possessive Nouns In grammar, possession shows ownership.

Follow these rules to create possessive nouns.

1. With singular nouns, add an apostrophe and an s. dog → dog's

bone singer → singer's voice

2. With plural nouns ending in s, add an apostrophe after the s.

dogs → dogs' bones singers → singers' voices

3. With plural nouns not ending in s, add an apostrophe and an s.

men → men's books mice → mice's tails

Plural Nouns Here are the guidelines for creating plural nouns.

1. Add s to form the plural of most nouns. cat → cats computer →

computers 2. Add es if the noun ends in s, sh, ch, or x. wish →

wishes inch → inches box → boxes

2. If a noun ends in consonant -y, change the y to i and add es. city
→ cities lady → ladies 4. If a noun ends in vowel -y, add s.
Words ending in -quy don't follow this rule (as in solilo- quies).
essay → essays monkey → monkeys

Prepositions

Prepositions link a noun or a pronoun following it to another word in the sentence. Use this chart to help you recognize some of the most common prepositions:

about above across after against along amid around

as at before behind below beneath beside between

beyond but by despite down during except for

from in inside into like near on onto of off

opposite out outside over past since

through to toward under underneath

until upon with

A noun or pronoun always follows a preposition.

A prepositional phrase is a preposition and its object.

A prepositional phrase can be two or three words long.

on the wing in the door

However, prepositional phrases also can be much longer,
depending on the length of the preposition and the number of
words that describe the object of the preposition.

near the violently swaying oak trees

on account of his nearly depleted bank account

Pronouns

A pronoun is a word used in place of a noun or another pronoun. Pronouns help you avoid unnecessary repetition in your writing and speech. A pronoun gets its meaning from the noun it stands for. The noun is called the antecedent.

Although Seattle is damp, it is my favorite city. antecedent pronoun

There are different kinds of pronouns. Most of them have antecedents, but a few do not.

1. Personal pronouns refer to a specific person, place, object, or thing.
2. Possessive pronouns show ownership. The possessive pronouns are: your, yours, his, hers, its, ours, their, theirs, whose. Is this beautiful plant yours? Yes, it's ours.

3. Reflexive pronouns add information to a sentence by pointing back to a noun or pronoun near the beginning of the sentence.

Reflexive pronouns end in -self or -selves. Tricia bought herself a new car. All her friends enjoyed themselves riding in the beautiful car.

4. Intensive pronouns also end in -self or -selves but just add emphasis to the noun or pro- noun. Tricia herself picked out the car.

5. Demonstrative pronouns direct attention to a specific person, place, or thing. There are only four demonstrative pronouns: this, that, these, those. This is my favorite movie. That was a fierce rain storm.

6. Relative pronouns begin a subordinate clause. There are five relative pronouns: that, which, who, whom, those. Jasper claimed

that he could run the washing machine. Louise was the repair person who fixed the machine after Jasper washed his sneakers.

7. Interrogative pronouns ask a question. They are: what, which, who, whom, whose. Who would like to cook dinner? Which side does the fork go on?

8. Indefinite pronouns refer to people, places, objects, or things without pointing to a specific one. The most common indefinite pronouns are listed in the chart on the previous page.

Verbs

Verbs name an action or describe a state of being. Every sentence must have a verb. There are three basic types of verbs: action verbs, linking verbs, and helping verbs.

Action Verbs Action verbs tell what the subject does. The action can be visible (jump, kiss, laugh) or men- tal (think, learn, study).

The cat broke Louise's china. Louise considered buying a new china cabinet.

An action verb can be transitive or intransitive. Transitive verbs need a direct object.

The boss dropped the ball. The workers picked it up.

Intransitive verbs do not need a direct object.

Who called? The temperature fell over night.

Linking Verbs

Linking verbs join the subject and the predicate. They do not show action. Instead, they help the words at the end of the sentence name or describe the subject.

The most common linking verbs include: be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste, turn, become. Look for forms of to be, such as am, are, is, was, were, am being, can be, have been, and so on.

The manager was happy about the job change. He is a good worker.

Many linking verbs can also be used as action verbs.

Linking: The kids looked sad. Action: I looked for the dog in the pouring rain.

Helping Verbs Helping verbs are added to another verb to make the meaning clearer. Helping verbs include any form of to be, do, does, did, have, has, had, shall, should, will, would, can, could, may, might, must.

Verb phrases are made up of one main verb and one or more helping verbs.

They will run before dawn. They still have not yet found a smooth track.

English has eight parts of speech:

✓ Adjectives ✓ Adverbs

✓ Conjunctions ✓ Interjections

✓ Nouns ✓ Preposition

✓ Pronouns ✓ Verbs

QUESTIONS

True-False Questions

1. A noun names a person, place, or thing.
2. Common nouns name any one of a class of person, place, or thing.
3. Proper nouns name a specific person, place, or thing. Proper nouns are never capitalized.
4. Plural nouns show ownership.
5. Verbs express action, condition, or state of being.

6. There are six basic types of verbs: action verbs, linking verbs, helping verbs, transitive verbs, intransitive verbs, and plural verbs.
7. Helping verbs are added to another verb to make the meaning clearer. Helping verbs include any form of to be.
8. Adjectives describe nouns and pronouns.
9. Never use an adjective after a linking verb.
10. Adverbs describe verbs, adjectives, or other adverbs.
11. All adverbs are formed by adding -ly to an adjective.
12. Prepositions link a verb to another word.
13. A pronoun gets its meaning from the noun it stands for. The noun is called the antecedent.
14. Conjunctions connect words or groups of words.

15. Interjections express strong emotions and are usually set off with an exclamation mark (!).

Completion Questions

Select the word that best completes each sentence.

1. Proper adjectives are formed from (common nouns, proper nouns).
2. The three articles are a, an, and (the, then).
3. The is called the (indefinite article, definite article).
4. (Predicate adjectives, Proper adjectives), which describe the subject of the sentence, are adjectives separated from the noun or pronoun by a linking verb.
5. (Interjections, Conjunctive adverbs) are used to connect other words and to link ideas and paragraphs.

6. There are (three, seven) different coordinating conjunctions.
7. Correlative conjunctions also link similar words or word groups, but they are always used (in pairs, one at a time).
8. Collective nouns (name groups, show ownership).
9. (I, Which) is a personal pronoun.
10. (Yours, Herself) is a possessive pronoun.
11. Intensive pronouns, unlike reflexive pronouns, (begin a subordinate clause, add emphasis).
12. (Interrogative pronouns, Indefinite pronouns) ask a question. They are: what, which, who, whom, whose.
13. Every sentence must have a noun and a (preposition, verb).
14. Action verbs can be visible and (mental, linking).

15. In the sentence “Luis dropped his hat,” the verb dropped is (transitive, intransitive).

16. In the sentence “Nita awoke early,” the verb awoke is (transitive, intransitive).

17. To determine if a verb is transitive, ask yourself (“Who?”/“What?”, “How many?”) after the verb.

18. (Helping verbs, Linking verbs) join the subject and the predicate and do not show action.

19. Helping verbs, which are added to another verb to make the meaning clearer, can include any form of (to be, to see).

20. In the sentence “I traded my sandwich for three oatmeal cookies,” the word oatmeal is a/n (noun, adjective).

Multiple-Choice Questions

Identify the part of speech for the underlined word in each sentence.

2. 1. The outside of the boat needs scraping. (a) Noun (b) Adjective
(c) Adverb (d) Preposition
2. You should scrape the boat without outside help. (a) Noun (b) Adjective (c) Adverb (d) Preposition
3. 3. Let's sit outside and laugh at you as you work in the blazing sun.
(a) Noun (b) Adjective (c) Adverb (d) Preposition
4. 4. The ambulance is parked right outside the yard, next to the
beehive. (a) Noun (b) Adjective (c) Adverb (d) Preposition
5. 5. The politician repented of his past mistakes. (a) Noun (b)
Adjective (c) Adverb (d) Preposition
6. 6. Turn right past the store with the neon sign in the window. (a)
Noun (b) Adjective (c) Adverb (d) Preposition

7. 7. Did you hear that song before? (a) Conjunction (b) Adjective (c) Adverb (d) Preposition
8. 8. Always follow through with what you start. (a) Interjection (b) Conjunction (c) Adverb (d) Preposition
9. 9. The remark went right through one ear and out the other. (a) Noun (b) Adjective (c) Conjunction (d) Preposition
10. 10. The gardener mowed the lawn after he reread Lady Chatterly's Lover. (a) Conjunction (b) Adjective (c) Adverb (d) Preposition

ANSWER KEY

True-False Questions 1. T 2. T 3. F 4. F 5. T 6. F 7. T 8. T 9. F 10. T 11. F 12. F 13. T 14. T 15. T

Completion Questions 1. proper nouns 2. the 3. definite article 4. Predicate adjectives 5. Conjunctions 6. seven 7. in pairs 8.

name groups 9. I 10. Yours 11. add emphasis 12. Interrogative
pronouns 13. verb 14. mental 15. transitive 16. intransitive 17.
“Who?”/“What?” 18. Linking verbs 19. to be 20. adjective

Multiple-Choice Questions 1. a 2. b 3. c 4. d 5. b 6. d 7. c 8. c 9. d

10. A

Use Correct Pronoun Reference

The meaning of a pronoun comes from its antecedent, the noun or pronoun to which it refers. Your speech and writing will be confusing if your pronoun reference is unclear.

Carelessly placed pronouns can create unintentionally funny sentences as well as confusing ones. Consider the difference between what the writer thinks he or she said and what is really being said in the following sentences:

Last week, a wart appeared on my right thumb, and I want it removed. (Are you removing the wart or the thumb?) Guilt and unkindness can be emotionally destructive to you and your friends. You must get rid of them. (Are you getting rid of the guilt or your friends?)

There are three ways to prevent pronoun confusion.

1. A pronoun must clearly refer to a single antecedent.
2. Place pronouns close to their antecedents.
3. Make a pronoun refer to a definite antecedent.

Let's look at each guideline in detail.

The way a word is used in a sentence determines what part of speech it is.

1. A pronoun must clearly refer to a single antecedent. A common writing and speech problem occurs when the same pronoun refers to more than one antecedent. For instance, in the last example in the previous section, *them* can refer to *guilt*, *unkindness*, or *your friends*. Remember that a pronoun replaces a noun. To make sure that your writing and speech are clear, always use the noun first

before you use the pronoun. Clarify the sentence by replacing the unclear pronouns with nouns. That way, all the remaining pronouns will clearly refer to a single antecedent. Guilt and unkindness can be emotionally destructive to you and your friends. You must get rid of them. Here are two ways you could rewrite this sentence: Guilt and unkindness can be emotionally destructive to you and your friends. You must get rid of these issues. Guilt and unkindness can be emotionally destructive to you and your friends. You must get rid of these destructive emotions.

2. Place pronouns close to their antecedents. If too many phrases come between a pronoun and its antecedent, the sentence can be difficult to read and understand. This can happen even if the intervening material is logically related to the rest of the sentence.

Consider the following sentence: After meeting a few guests, the President entered the reception. At that point, Senator Chin and the other elected officials began to pose for pictures. Even so, he did not join them. In this sentence he is too far away from its antecedent, the President. One solution is to replace he with the President. The other solution is to rewrite the sentences to move the pronoun closer. After meeting a few guests, the President entered the reception. At that point, Senator Chin and the other elected officials began to pose for pictures. Even so, the President did not join them. After meeting a few guests, the President entered the reception. He did not join Senator Chin and the other elected officials, even though they began to pose for pictures.

2. Make a pronoun refer to a definite antecedent. Be sure all pronouns refer to only one antecedent. The pronouns it, this, that, and which

are especially prone to unclear pronoun reference. Consider the following sentence: I told my friends that I was going to be a rock star, which annoyed my mother. The following form is better because it is less ambiguous: My mother was annoyed because I told my friends that I was going to be a rock star.

Collocations

Abject poverty.....

A dreadful / horrible accident.....

Infectious disease.....

Incurable disease.....

Horrendous disaster.....

Dire consequences.....

طالب مجتهد.....

ماء فاتر

ثروة هائلة ، ضخمة.....

طعام ذو قيمة غذائية.....

ملابس آخر موضة.....

مصدر موثوق

قرار لا رجعة عنه

البائنة [نهائي/ لا رجعة عنه] طلاق
.....

Fearless warrior

Hopeless case..... حالة ميؤوس منها

Reckless driver..... سائق متهور

Formal announcement إعلان رسمي

Illegible handwriting

Potable water

Edible food

Navigable river..... نهر صالح للملاحة

دليل قاطع.....

Permanent / temporary residence / دائمة إقامة مؤقتة

قيود صارمة / شديدة

A countless number of

أليفة (مروضة),

غير أليفة / غير مروضة

تحليل مفصل.....

An..... journey رحلة شاقة

Anfact حقيقة لا يمكن إنكارها

.....تنبؤ دقيق (في محله).....

.....**ation**..... تنفس صناعي

Irresistible temptation.....

Verbal communication اتصال شفهي