



**South Valley University
Faculty of Arts
Department of French
First Year**

***Modern European Language
(English Language)***

**Department of French
1st. Year (Distinguished Program)**

Compiled by

Dr. Nabil Abdel Fattah

Qena Faculty of Arts –

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Preface

Modern European Language (English Language) is a course which introduces students to intermediate English language. It aims at improving all English Language Skills. It offers further work on language – grammar, vocabulary and pronunciation – and the language skills of listening, reading, speaking and writing with a view to developing the students' learning and critical thinking abilities. Learners are encouraged to take an active approach to developing their knowledge of new lexis and structures, and use the language naturally in a communicative way. Upon the completion of this course, students will be able to: listen for general ideas and supporting details, use different reading strategies, such as skimming and scanning to better read passages, .describe different situations, feelings, and write paragraphs.

Best Wishes & Regards

Dr. Nabil Abdel Fattah

A LONG WALK HOME

by Jason Bocarro

I grew up in the south of Spain in a little community called Estepona. I was 16 when one morning, my father told me I could drive him in remote village-called Mijas, about 18 miles away, on the condition that I take the car in to be serviced at a nearby garage. Having just learned to drive and hardly ever having the opportunity to use the car I readily accepted. I drove Dad into Mijas and promised to pick him up at 4p.m., then drove to a nearby garage and dropped off the car. Because I had a few hours to spare, I decided to catch a couple of movies at a theater near the garage. However, I became so immersed in the films that I completely lost track of time. When the last movie had finished, I looked down at my watch. It was six o'clock. I was two hours late!

I knew Dad would be angry if he found out I'd been watching movies. He'd never let me drive again. I decided to tell him that the car needed some repairs and that they had taken longer than had been expected. I drove up to the place where we had planned to meet and saw Dad waiting patiently on the corner. I apologized for being late and told him that I'd come as quickly as I could, but the car had needed some major repairs. I'll never forget the look he gave me.

"I'm disappointed that you feel you have to lie to me, Jason."

"What do you mean? I'm telling the truth".

Dad looked at me again. "When you did not show up, I called the garage to ask if there were any problems, and they told me that you had not yet picked up the car. So you see, I know there were no problems with the car." A rush of guilt ran through me as I feebly confessed to my trip to the movie theater and the real reason

for my tardiness. Dad listened intently as a sadness passed through him.

"I'm angry, not with you but with myself. You see, I realize that I have failed as a father if after all these years you feel that you have to lie to me. I have failed because I have brought up a son who cannot even tell the truth to his own father. I'm going to walk home now and contemplate where I have gone wrong all these years".

"But Dad, it's 18 miles to home. It's dark. You can't walk home".

My protests, my apologies and the rest of my utterances were useless. I had let my father down, and I was about to learn one of the most painful lessons of my life. Dad began walking along the dusty roads. I quickly jumped in the car and followed behind, hoping he would relent. I pleaded all the way, telling him how sorry I was, but he simply ignored me, continuing on silently, thoughtfully and painfully. For 18 miles I drove behind him, averaging about five miles per hour.

Seeing my father in so much physical and emotional pain was the most distressing and painful experience that I have ever faced. However, it was also the most successful lesson. I have never lied to him since.

-
1. **on the condition that I take:** if I took
 - 2 **to be serviced:** to be checked for problems and repaired if necessary
 - 3 **had a few hours to spare:** had a few free hours
 - 4 **immersed:** interested in, fascinated by
 - 5 **lost track of time:** didn't pay attention to the time
 - 6 **the look he gave me:** the way he looked at me
 - 7 **confessed to:** told the truth
 - 8 **contemplate:** think seriously about

9 **let my father down:** disappointed my father

10 **relent:** do what he said he wouldn't do i.e., ride home in the car)

After You Read

Understanding the Text

A. Events in the Story

1. Order the events. Number the events in the story "A Long Walk Home" from the first (1) to the last (10)

..... He apologized to his father for being late

..... He went to a movie theater.

..... He dropped the car off at a garage to be serviced.

..... He realized his father knew he was lying.

..... He realized it was six o'clock and his father was waiting for him.

..... He followed his father the whole 18 miles home.

..... He picked up the car at the garage and then went to pick up his father.

..... He told his father a lie.

..... Jason drove his father into town and dropped him off.

..... He tried to persuade his father to get into the car.

2. In your own words, retell the story "A Long Walk Home".

B. Consider the issues. Work with a partner to answer the questions below.

1. What do you think Jason said when he apologized to his father for being late?

2. What is your opinion of the way Jason's father responded to his son's lie?

3. Jason said that he learned something from this experience.

Besides learning not to lie, what do you think he learned?

Using context

When you read, you can use context (the surrounding words and ideas) to guess the meaning of many unfamiliar words.

A. In the sentences below, use context to guess the meaning of the italicized words. Circle the letter of your answer.

1. I was 16 when one morning, my father told me I could drive him into a remote village called Mijas, about 18 miles away, on the condition that I take the car in to be serviced at a nearby garage.

- a. building b. restaurant c. repair shop

2. Having just learned to drive, and hardly ever having the opportunity to use the car, I readily accepted.

- a. quickly b. quietly c. sadly

3. Because I had a few hours to spare, I decided to catch a couple of movies at a theater near the garage.

- a. find b. watch c. ignore

4. My protests, my apologies, and the rest of my utterances were useless.

- a. friends b. clothes c. words

B. See how much information you can get from context. Use the words and ideas in the rest of the sentence to guess the missing word(s). There are many possible answers.

1. When I **got** to the garage to pick up the car, they said it wasn't ready yet.

2. I went to a nearby..... to watch a couple of movies

3. When I..... at my watch, I saw that it was already six o'clock.

4. I..... the movie theater as soon as the movie had finished.

Building Vocabulary

Phrasal verbs

Phrasal verbs have two or three parts: a verb and one or two other words like *down, up, off, or out*. Many phrasal verbs are difficult to understand because the two or three words together have a special meaning.

I *grew up* in the south of Spain.

I *let* my father *down* when I lied to him.

A. Underline the phrasal verbs in the sentences below. Then use context to guess the meaning of each verb. Share your answers with a partner

1. When Jason's father found out that his son had been watching movies, he was very upset.
2. Jason didn't pick the car up until after six o'clock.
3. Jason didn't show up at four o'clock to get his father because he was at the movie theater watching a film.
4. After Jason dropped the car off at the garage, he went to the movies.
5. Parents are responsible for bringing up their children,

B. Use a phrasal verb from the reading to answer each question below.

1. What did Jason do before he went to the theater?

.....

2. Why did Jason's father call the garage?

.....

3. Why did Jason's father feel like a failure?

.....

Language Focus

Past perfect

Form: had + past participle

Meaning: The past perfect is used to show that one thing happened before another in the past.

I drove up to the place where we had planned to meet.

Dad found out that I had gone to the movies.

A. Complete the sentences below with the past perfect form of the verb in parentheses.

1. I knew Dad would be angry if he found out that I(go) to the movies
2. I told my father that it(take) a lot longer to fix the car than we.....(expect).
3. My father knew I was lying because he..... already.....(call) the garage to find out if there was a problem.
4. My father felt that he (fail) as a father.
5. I lied to my father when he asked me where I (be).

B. Simple past or past perfect? Underline the correct verb form in parentheses. Compare your answers with a partner's.

1. When I (arrived/had arrived) at our meeting place, I saw my father waiting patiently.
2. Jason picked up the car from the garage after he (saw/had seen) a couple of movies
3. Dad walked down the dusty road and I (followed/had followed) behind him.

4. Dad knew I was lying because he (called/had called) the garage two hours before.

5. My father (believed/had believed) that he had failed as a father.

A YOUNG, BLIND WHIZ' ON COMPUTERS

by Tom Petzinger

from **The Wall Street Journal**

Sometimes, a perceived disability job. Though he is only 18 years old and blind, Suleyman (pronounced gok-yi-it) is among the top computer technic programmers at InteliData Technologies Corp., a large company with several offices across the United States.

"After a merger last October, two disparate computer the were driving us crazy," recalls Douglas Braun, an InteliDat president. "We couldn't even send e-mail to each other." In weeks, Mr. Gokyigit, a University of Toledo sophomore who part-time at IntellData's office in the city, created the soft needed to integrate the two networks. "None of the company's 350 other employees could have done the job in three months." save Braun. "Suleyman can literally 'see' into the heart of the computer

Mr. Gokyigit's gift, as Mr. Braun calls it, is an unusual ability conceptualizes the innards of a machine. "The computer permits me to reach out into the world and do almost anything I want to do," says Mr. Gokyigit, who is a computer science engineering major with straight As.

Like most blind people who work with computers, Mr. Gokyigit uses a voice-synthesizer that reads the video display on his monitor in a mechanical voice. Devices that produce Braille screen displays are also available, but Mr. Gokyigit says they "waste time." Instead, he depends on memory. Turning the synthesizer to

top speed, he remembers almost everything he hears, at least until a project is completed. While the synthesizer talks, Mr. Gokyigit mentally "maps" the computer screen with numbered coordinates (such as three across, two down) and memorizes the location of each icon on the grid so he can call up files with his mouse.

The young programmer is also at home with hardware, thanks partly to a highly developed sense of touch. Mitzi Nowakowski, an office manager at InteliData, recalls how he easily disconnected and reconnected their computer systems during a move last year. "Through feel, Suleyman can locate connectors, pins and wires much faster than most other people with sight," she says.

Several months ago, on a trip to San Francisco, Mr. Braun had difficulty accessing to the company's mainframe using his laptop. He needed specific numbers to get into four InteliData files. Instead of asking someone to manually search a thick logbook of computer addresses, he called Mr. Gokyigit, who had committed the logbook to memory and produced the proper numbers in ten seconds, Mr. Braun says.

Much of the student programmer's speed comes from his ability to block out¹² distractions while at the computer. When typing, he listens intently to the synthesizer. His long, thin fingers fly over the keyboard. "Nothing seems to shake his concentration," says Mrs. Nowakowski, his immediate boss.¹³

Mr. Gokyigit is the only company employee on call¹⁴ 24 hours a day. "We consider him our top troubleshooter, ¹⁵" says Mr. Braun.

1. **whiz**: very talented person

2. **perceived disability**: something you think of as a disability or negative thing

3 **merger**: a combining of two or more companies into one

4 **two disparate computer networks**: two groups of computers that can't communicate with each other

5 **to conceptualize**: to form an idea of

6 **the innards of**: the inside of

7. **grid** : a pattern of evenly spaced vertical and horizontal lines

8 **at home with**: comfortable with; good with

9 **locate**: find the position of

10 **accessing**: getting into; getting information from

11 **logbook** : written record of information

12 **block**: out ignore

13 **his immediate boss** : the person he reports directly to

14 **on call**: available to go to work on bio

15 **troubleshooter**: problem solver

Understanding the Text

A. True or False? Read the statements about Suleyman Gokyo write T(True) or F (False). Then correct the statements that are not true.

1. He uses a Braille screen display to read the video display on his computer monitor. (F) because he used voice- synthesizer not Braille screen display

2. He is in his second year at the university and he is majoring in computer science engineering. ()

3. He is an excellent student. ()

4. He is on call twelve hours a day. ()

5. He was able to help the vice-president locate a computer address because he keeps all the addresses in his logbook. ()

6. He can solve both hardware and software problems. ()

B. Consider the issues. Work with a partner to answer to answer the questions below.

1. Choose three adjectives to describe Suleyman Gokyigit. Then tell why you chose each word

ADJECTIVES	REASONS
------------	---------

1.....
.....
2.....
.....
3.....
.....

2.What are Suleyman's talents and abilities?

3. What can Suleyman do better than those with sight?

4. In addition to computer programming, what jobs do you think Suleyman would be good at? Why?

Inferencing

An inference is a logical conclusion drawn from evidence.

Evidence

Your friend is crying.

Inference

Your friend is sad. OR Your friend just got some bad news. Evidence

Inference You friend is in the Your friend is not well. OR hospital.

Your friend had an accident.

A. Match the Evidence with one or more logical Inferences. Write the numbers in the blanks on the right.

EVIDENCE	INFERENCES
----------	------------

1. Your friend doesn't answer the phone. () Your friend is thirsty. Your friend isn't hungry
2. You see your friend drink several glasses of water. () Your friend is going somewhere special.
3. Your friend doesn't want to eat anything for lunch. () Your friend isn't at home.
4. Your friend is dressed nicely. () Your friend doesn't feel well.

Building Vocabulary

Compound nouns: noun + noun

The names for some things are made up of two nouns. The first noun is usually singular even when the second noun is plural.

mousepad

computer programs

voice-synthesizers

A. Create a compound noun using two nouns from the box below to

complete each sentence. The compound noun might be one word two words, or hyphenated.

office

work

synthesizer

programmers

book

top

computer

manager

video

net

lap

log

1. Many computers connected to each other are called a computer.....
2. A.....video display in a mechanical voice.

3. Mitzi Nowakowski's job at InteliData is.....
- 4..New software is created each day by.....
5. A..... is a portable computer sometimes only the size of a book.
6. Suleyman had committed InteliData's thick.....full of computer addresses to memory.

B. Find a compound noun in the article to complete each sentence below.

1. You need a.....to type words into a computer.
2. Because Suleyman is so skilled at locating problems and solving them, he is respected as the company's number one.....
3. Suleyman's major at the University of Toledo is.....engineering.
4. Suleyman is considered among the best.....and programmers at his company.
5. Although Braille.....are available, Suleyman prefers to use a voice-synthesizer

Language Focus

Reduced Clauses

We often shorten a clause with the pronouns who, which, or that when followed by the verbs is, are, was and were. Simply omit the pronoun and the verb to be.

Mitzi Nowakowski, **who is an office manager at InteliData**, works with Mr. Gokyigit. = Mitzi Nowakowski, an office manager at InteliData, works with Mr. Gokyigit.

Gokyigit prefers the voice-synthesizer to the Braille screen displays that are used to help the blind read with their fingertips. = Golyigit prefers the voice-synthesizer to the Braille screen displays used to help the blind read with their fingertips.

Cross out words to create a reduced clause. The first one is done for you.

1. Suleyman Gokyigit is one of the top computer technicians at InteliData Technologies Corp., which-is a large software company.
2. InteliData, which is an American company, has about 350 employees.
3. Mr. Gokyigit, who is a University of Toledo sophomore, works part-time at InteliData's office in the city,
- .4.Two computer networks that were developed for disparate systems drove the managers of InteliData crazy.
5. "After a merger last October, two disparate computer networks were driving us crazy," recalls Douglas Braun, who is anInteliData vice president.
6. The computer permits me to reach out into the world and do almost anything I want to do," says Mr. Gokyigit, who is a computer science engineering major.

Dolphins

Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

1. It is clear from the passage that dolphins ----.

- A) don't want to be with us as much as we want to be with them
- B) are proven to be less intelligent than once thought
- C) have a reputation for being friendly to humans
- D) are the most powerful creatures that live in the oceans
- E) are capable of learning a language and communicating with humans

2. The fact that the writer of the passage thinks that we can kill dolphins more easily than they can kill us ----.

- A) means that they are better adapted to their environment than we are
- B) shows that dolphins have a very sophisticated form of communication
- C) proves that dolphins are not the most intelligent species at sea
- D) does not mean that we are superior to them
- E) proves that Dolphins have linguistic skills far beyond what we previously thought

3. One can infer from the reading that ----.

- A) dolphins are quite abundant in some areas of the world
- B) communication is the most fascinating aspect of the dolphins
- C) dolphins have skills that no other living creatures have such as the ability to think
- D) it is not usual for dolphins to communicate with each other
- E) dolphins have some social traits that are similar to those of humans

Erosion in America

Erosion of America's farmland by wind and water has been a problem since settlers first put the prairies and grasslands under the plow in the nineteenth century. By the 1930s, more than 282 million acres of farmland were damaged by erosion. After 40 years of conservation efforts, soil erosion has accelerated due to new demands placed on the land by heavy crop production. In the years ahead, soil erosion and the pollution problems it causes are likely to replace petroleum scarcity as the nation's most critical natural resource problem.

1. As we understand from the reading, today, soil erosion in America ----.

- A) causes humans to place new demands on the land
- B) is worse than it was in the nineteenth century
- C) happens so slowly that it is hardly noticed
- D) is the most critical problem that the nation faces
- E) is worse in areas which have a lot of petroleum production

2. The author points out in the passage that erosion in America ----.

- A) has damaged 282 million acres ever since settlers first put the prairies and grasslands under the plow
- B) has been so severe that it has forced people to abandon their settlements

- C) occurs only in areas with no vegetation
- D) can become a more serious problem in the future
- E) was on the decline before 1930s

3. It is pointed out in the reading that in America ----.

- A) petroleum is causing heavy soil erosion and pollution problems
- B) heavy crop production is necessary to meet the demands and to prevent a disaster
- C) soil erosion has been hastened due to the overuse of farming lands
- D) water is undoubtedly the largest cause of erosion
- E) there are many ways to reduce erosion

The Effects of Stress

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.

1- Which of the following is not a common problem caused by stress?

- (A) physical problems
- (B) anecdotal problems
- (C) mental problems
- (D) emotional problems

2- According to the essay, which of the following parts of the body does not have physical problems caused by stress.

(A) the arms

(B) the stomach

(C) the lungs

(D) the heart

3- Which of the following show how stress can affect the emotions? Click on the box beside each correct answer and then click on "Check".

(A) it can make people feel nervous

(B) it can cause panic attacks

(C) it can make people feel elated

(D) it can make people feel angry

4- Which of the following can result from long-term stress? Click on the box beside each correct answer and then click on "Check".

(A) bliss

(B) depression

(C) alcoholism

(D) whimsy

5- Choose the best answer to explain how alcoholism is caused by stress.

(A) alcohol is used to relieve stress

(B) alcohol is popular

(C) alcohol is a chemical

(D) alcohol is similar to medicine

6-Which of the following is not caused by long-term stress?

(A) bloating

(B) addiction

(C) anorexia

(D) alcoholism

7-Choose all of the answers that can complete this sentence: Stress can affect the respiratory system by.....

- (A)causing stomach problems
- (B) causing asthma
- (C) a loss of carbon dioxide
- (D) causing breathing problems

8-Symptoms of emotional stress include _____.

- (A) feeling joyous
- (B) feeling hungry
- (C)feeling thirsty
- (D) feeling tired

Digital Habits Across Generations

Read an article about how people at different ages use computers and smartphones to practise and improve your reading skills.

Before reading Do the preparation task first. Then read the text and do the exercises. Preparation task

Match the definitions (1–8) with the vocabulary (a–h).

Vocabulary Definitions

Vocabulary

Definitions

- | | |
|----------------------------|---|
| 1. to miss out on | a. websites and apps like Facebook, Twitter and Instagram |
| 2. addiction | b. in a funny or strange way because it's unexpected |
| 3. constantly | c. different from |
| 4. to be cut off from | d. to not get the benefits of |
| 5. unlike | e. needing something too much or in an unhealthy way |
| 6. social media | f. people who are the first to buy or use new technology |
| 7. ironically | g. all the time without a break |
| 8. early adopters | h. to have no access to |

Reading text:

Digital habits across generations

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s. Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.' Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.' Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.' Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in

the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.' Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

Task 1 Are the sentences *true* or *false*? Answer

1. More people aged 55 or more use Facebook than people aged 65 or more. ()
2. Grandparents typically use Facebook less than their grandchildren. ()
3. Sheila feels grateful to social media. ()
4. Peter found his own smartphone use affected how he felt about how much his children used their phones.()
5. Peter has changed how much he uses his phone during the working day. ()
6. Peter feels that the changes make him a better parent. ()

CULTURE SHOCK

by Bob Weinstein

from The Boston Globe

Saying Tamara Blackmore experienced culture shock when she arrived here last September is an understatement. It was more culture trauma' for this adventurous student who left Melbourne Monash University to spend her junior year at Boston College. Blackmore, 20, was joined at BC by 50 other exchange students from around the world. Like the thousands of exchange students who enroll in American colleges each year, Blackmore discovered firsthand there is a sea of differences between reading about experiencing America firsthand. She felt the difference as soon as she stepped off the plane.

As soon as she landed in Boston, Blackmore could feel the tension in the air. She was about to taste a lifestyle far more hectic than the one she left. "Driving in Boston is crazy," says Blackmore. "It took me a while to get used to the roads and the driving style here. I was always afraid someone was going to hit me. It was particularly tricky since the steering wheel was on the wrong side of the car. In Australia, it's on the right side." Beyond the cars and traffic jams, Blackmore said it took a while to get used to so many people in one place, all of whom seemed like they were moving at warp speed.

"There are only 18 million people in Australia spread out over an entire country," she says, "compared to more than six million people in the state of Massachusetts alone. We don't have the kind of congestion you have in Boston. There is a whole different perception of space".

The pressing problem for Blackmore was making a quick adjustment to the

American lifestyle that felt like it was run by a stopwatch. For this easygoing Australian, Americans seemed like perpetual-motion machines. "Americans are very time-oriented," Blackmore says. "Everything is done according to a schedule. They're always busy, which made me feel guilty about wanting to just sit around and occasionally watch television. Australians, on the other hand, value their leisure time. The pace there is a lot slower because we don't feel the need to always be busy. It's not that Australians are lazy, it's just that they have a different concept of how time should be spent. Back home, I used to spend a lot more time just talking to my friends."

It didn't take long for Blackmore to adjust to American rhythms. "I felt the pressure to work harder and do more because everyone was running around doing so much," she says. When BC students weren't huddled over books, Blackmore found it odd that they were compulsively jogging, running, biking, or doing aerobics in order to be thin. "Compared to home, the girls here are very skinny," she says. "Before I got here, I heard a lot of stories about the pressure to be thin and that many young American women have eating disorders. I'll go out with a friend and just tuck into a good meal and have a good time, whereas an American girl would just pick at her food".

When it comes to drinking, Blackmore says Australians have a lot more freedom. "We're more casual about drinking at home," she says, "whereas there are many rules and regulations attached to when and where you can drink in the United States," not to mention a legal drinking age of 21 compared with Australia's legal drinking age of 18.

But it's BC's laid-back and friendly learning environment that sets it apart from her Melbourne college experience. "Generally speaking, learning facilities are a lot

better in Boston," she says. "In Australia, students and teachers have little contact outside the 55 classroom. It's a formal and depersonalized relationship. College is a place you go for a few hours every day and then go home. Your social life and school life are separate".

It's just the opposite at BC, according to Blackmore. "BC students and faculty are like one big happy family," she says. "There is a real sense of team spirit. It's like we're all in this together. Going to school here is a lifestyle, whereas at home we're just a number. We attend school to get a degree so we can graduate, get a job, and get on with our lives."

Another pleasant shocker¹² was the close and open relation American students enjoy with their teachers. It's a sharp contra Australia, where college students keep a discreet but respect distance from their teachers. "I was surprised when I hear students go out to dinner with their lecturers, she says. "We don't do that back home. Professors deal with hundreds of students and you're lucky if they remember your name".

When Blackmore returns to Australia at the end of the school year she'll have plenty of memories, most of them good ones. BC, like many American colleges, has gone out of its way to create a memorable experience for Blackmore and its other exchange students.

-

1. **culture trauma** extreme form of "culture shock"

2. **discovered firsthand** learned by directly seeing or experiencing

3. **sea of difference** very big difference

4. **taste a lifestyle** experience a way of life
5. **moving at warp speed** traveling very, very quickly
6. **perpetual-motion machines** machines that never stop moving
7. **adjust to American rhythms** get used to American lifestyles
8. **tuck into a good meal** enjoy a meal (Australian expression)
9. **pick at her food** eat only a small amount of food on her plate
- 10 **laid-back** relaxed
- 11 **get on with our lives** move ahead in our lives.
12. **shocker** surprise

Understanding the Text

A. Multiple choice. For each item below, circle the two answers that best complete each statement.

1. The purpose of the reading is to.....
 - a. demonstrate that Americans study hard and exercise a lot
 - b. show one student's thoughts on cultural differences between Australia and the United States
 - c. point out some ways in which foreigners experience culture shock in the United States
 - d. argue that everyone should spend a year as a foreign exchange student
2. Tamara Blackmore says that.....in Australia
 - a. students and teachers sometimes become good friends
 - b. students make a clear separation between their academic and social lives
 - c. professors often do not know their students' names
 - d. universities are not as good
3. Blackmore says that American professors.....their students.

- a. have dinner with
 - b. enjoy warm relationships with
 - c. jog, run, and bike with
 - d. are smarter than
4. When it comes to drinking alcohol, Blackmore feels that.....
- a. there are stricter rules in America than in Australia
 - b. the drinking age in Australia is too low
- C. Americans drink more than Australians
- d. Australians are more relaxed about alcohol than Americans
5. Blackmore would probably agree that.....
- a. Americans are better drivers than Australians
 - b. American professors take a greater interest in their students than Australian professors
- C. Australians are more relaxed than Americans
- d. American women enjoy good food more than Australian women
6. The overall tone of the reading is.....and.....-
- a. humorous
 - b. thoughtful
 - c. upsetting
 - d. informative

Chemical Elements

Elements make up everything in the world. Elements are the basic substances that we cannot divide into simpler substances. We group elements by the things they have in common – what they look

like, how they react with other substances, if they conduct electricity, etc. We group elements into nine official groups. The element, “Hydrogen” is in a group by itself. It is different from all the other elements.

Hydrogen is a basic substance. 90% of all atoms in the universe are hydrogen atoms. Hydrogen atoms are the lightest atoms. Hydrogen got its name from the scientist Lavoisier. Lavoisier noticed that hydrogen atoms are always present in water. The word root “Hydro” means water. Therefore, it was intuitive to represent hydrogen with the letter H.

The second group is the alkaline-earth metals. You can find these elements in the earth’s crust. They react with water. This group of elements contains elements such as Calcium. Calcium is a basic substance found in substances like milk and chalk. It is a member of the second group of elements. Some other members of the second group are beryllium and magnesium. The third group is the alkali metals. These elements react very strongly with water. They might even explode if they touch water. This group of elements contains elements such as Sodium. Sodium is an element found in table salt. Scientists represent sodium with the letters Na. Some other members of the third group are lithium and potassium. The fourth group of elements includes metals. It is the largest group of elements. It includes iron, silver, gold, nickel, platinum and titanium. Elements in this group conduct electricity.

They are hard and shiny. Members of this group are called the transition metals. The fifth group of elements is the actinides. The elements in this group are radioactive metals. Most of the members of this group are synthetic elements. They are non-natural elements. They are

made in special labs. Some members of this group are uranium and plutonium.

The sixth group of elements is the lanthanides. Some people call this group the rare–earth elements. Some people call them the inner–transition elements. These metals are silver or silvery–white.

They conduct electricity very well. They tarnish when they come into contact with air. The seventh group consists of the nonmetals. Carbon is a member of this group. Every living thing depends on carbon. Oxygen is also a member of this group. We take in oxygen and exhale carbon

dioxide (which is a combination of carbon and oxygen) when we breathe. The eighth group consists of the inert gases. They are called inert gases because they do not react easily with other substances. Most of these gases are present in lighting. When a current of electricity goes through neon, it glows red. Some other members of this group are argon and xenon. This group is sometimes called Group Zero or Group 0. The ninth group consists of the poor metals. These metals are different from the metals in the fourth group because these metals are soft. These metals melt easily. They also mix well with other metals to form alloys. Both lead and aluminum are poor metals. The last group consists of the semi-metals. The members of this group are like metals in some ways. They are also like non-metals in some ways. Some semi-metals are arsenic and bismuth. Depending on which other substances touch them, they can be conductors of electricity or they can insulate, or protect, substances from electricity. Some scientists call the semi-metals “double metals” because of their structure.

1)) What did Lavoisier notice about hydrogen??

- A. That it was always in water.
- B. That it was the lightest atom.
- C. That 90% of all atoms in the universe

are hydrogen atoms.

- D. That it is a basic substance.
- E. All of the above are correct.

22)) Where can calcium be found??

- A. In milk.
- B. In chalk.
- C. In the earth's crust.
- D. All of the above are correct.
- E. Both A and B are correct.

33)) What do the third, fourth, fifth, and sixth groups have in common ? A. They all tarnish in the air.

- B. They are all present in water.
- C. They are all synthetic.
- D. They are all metals.

E. They are all inert.

44)) Why are uranium and plutonium grouped together? A. They are found in the earth's crust.

B. They are radioactive.

C. They are metals.

D. Both A and C are correct.

E. Both B and C are correct.

55)) Why are lead and aluminum grouped together ? A. They mix with other metals.

B. They are soft metals.

C. They melt easily.

D. All of the above are correct.

E. Both A and C are correct.

6) The best synonym for intuitive is

A. non-natural.

B. inclined.

C. automatic.

D. simple.

E. passionate.

7) Something synthetic is.....

A. non-natural.

B. manmade.

C. artificial.

D. All of the above are correct.

E. Both B and C are correct.

8) When you exhale, you.....

A. breathe out.

B. take out.

C. consist of.

- D. Both A and B are correct.
- E. Both B and C are correct.

9) Inert means.....

- A. non-reactive.
- B. radioactive.
- C. reactive.
- D. shiny.
- E. hard.

10) An alloy is.....

- A. a combination of carbon and oxygen.
- B. a mixture of metals.
- C. a chemical laboratory.
- D. a soft metal.
- E. a non-metal.

11) The best synonym for insulate is

- A. melt.
- B. protect.
- C. conduct.
- D. combine.
- E. represent.

Mosquitoes

Slap! Swat! How do those annoying mosquitoes find you? Is it your wonderful personality or is it something else which attracts them? And why are you so rarely able to swat them before they fly off to another feast? There are about 3,500 species of mosquitoes in the world. Not all of them are in your back yard, although sometimes it seems that the summer evening air is filled with them. There are about 200 species of mosquitoes in the United States — about 80 species have been identified in Florida, which is an ideal breeding area. The word “mosquito” means “little fly” in Portuguese. Mosquitoes are members of the scientific order Diptera, the “True Flies.” Like other “True Flies,” they have wings. But they are different from some True Flies; their wings have scales. These tiny scales help eliminate the effects of friction. This helps the mosquitoes skim quickly and efficiently through the air, making them almost impossible to swat. The familiar high-pitched, annoying buzz of the mosquito comes from the sound of its wings beating 600 times per second! If you want to control the spread of these pesky insects, it is important to know how they live and breed. As you will see, much of their life is spent in water, so getting rid of standing water plays a large role in controlling mosquitoes. There are four stages in the lifetime of a mosquito: egg, larva, pupa, and adult. Mosquito eggs need water to hatch. Different species of mosquitoes prefer different places to lay their eggs. Some prefer to lay their eggs in standing water, such as water in old tires or buckets. Others like to lay their eggs in areas with a lot of organic material, like leaves and grass, so they lay their eggs in marshes and swamps. Some prefer fresh water; some like saltwater. Mosquito larvae are called “wigglers” because they move with jerking movements of their bodies. They spend most of their time under the surface of the water, feeding on leaves and grass. They must have air to stay alive, so they wiggle to the surface. The larvae shed their skin four times as they grow and progress to the third stage, which is the pupa. Mosquito pupae also need air to stay alive. They continue to feed on grasses and leaves under the surface of the water, but they must come up for air. After several days in the pupa stage, the pupae mature into adult mosquitoes.

Adult mosquitoes emerge after several days of growth. Some mosquitoes reach maturity in as few as 5 days, but most require 10–14 days before they reach

maturity. Variations in maturity time is due to differences in species and differences in the temperature of the environment.

Adult mosquitoes mate within a few days of their emergence as adults. They eat fruit, nectar, and any other sources of sugar they can find. Female mosquitoes need blood in order for their eggs to develop. After the female has her meal of blood, she rests for two or three days before she lays her eggs. The cycle of eating and laying eggs continues for one or two weeks, which is the lifetime of a mosquito.

Now you know that it is the female mosquitoes which bite you. But how do they find you — their meal of blood?

Mosquitoes seek out warmth and movement — both properties of human beings and other animals. They also seek carbon dioxide, which is exhaled by humans and other animals. So while it is not exactly your wonderful personality which attracts them, the social activities of conversation and laughter — which involve movement and the exhalation of carbon dioxide — are what attract these annoying little insects!

Questions:

1) Why do mosquitoes' wings have scales??

- A. The scales reduce the effects of friction.
- B. The scales make the mosquitoes fly more efficiently.
- C. The scales help the mosquitoes float in water.
- D. Both A and B are correct.
- E. Both A and C are correct.

2) Why do mosquitoes bite you??

- A. They need blood to live.
- B. Their eggs need blood to develop.
- C. They need blood to become mature.
- D. Both A and C are correct.
- E. Both B and C are correct.

3) Where do mosquitoes lay their eggs??

- A. In standing water.
- B. In moist soil.
- C. In fresh water.
- D. In salt water.
- F. Both C and D are correct.
- E. All of the above are correct.

4)) At what point are mosquitoes called wigglers??

- A. When they are larvae
- B. When they are pupae
- C. When they are adults
- D. When they lay eggs
- E. Both A and B are correct

5) How do mosquitoes find you??

- A. They are attracted to carbon dioxide.
- B. They are attracted to movement.
- C. They are attracted to warmth.
- D. Both A and C are correct.
- E. All of the above are correct.

6) If something is annoying it is.....

- A. quick.
- B. evasive.
- C. bothersome.
- D. careless.
- E. impenetrable.

7) What is the best synonym for ideal ??

- A. sweet
- B. nice
- C. perfect
- D. identical

E. interesting

8) If you eliminate something,, you.....

A. make it smaller.

B. get rid of it.

C. add to it.

D. design it.

E. Both A and B are correct.

9) What are organic materials??

A. Natural materials

B. Man-made materials

C. Factory-made products

D. Both B and C are correct

E. None of the above

10) What is the surface off the water??

A. The deep part of the water

B. The bottom of the water

C. The top of the water

D. Both A and B are correct

E. None of the above

11) Maturity means.....

A. babyhood.

B. childhood.

C. adulthood.

D. All of the above

E. None of the above

12) AA variation is a((n)).....

A. difference.

B. inconsistency.

- C. agreement.
- D. Both A and B are correct.
- E. Both B and C are correct.

The Scientific Method

The basic **scientific method** includes the steps scientists use and follow when trying to solve a problem or prove or disprove a theory. The methods are used by scientists all over the world. This is done so scientists can work together to solve some of the same problems.

There are usually five steps which are a part of the scientific method. The steps can occur in any order, but the first step is usually **observation**. An observation is the use of one or more of the five senses, which include seeing, hearing, feeling, smelling, and tasting. The five senses are used to learn about or identify an event or object the scientist wants to study. For example, while observing a spider a scientist may observe the pattern or size of the spider's web.

The second step of the scientific method is the question being researched, the **hypothesis**. It is the question that is turned into a statement about an event or object the scientist would like to research. A good hypothesis includes three things: The explanation for the observations, it is able to be tested by other scientists, and it will usually predict new outcomes or conclusions. The scientist observing the spider building the web may have a question about the strength of the web. An example of the hypothesis might be: The larger the spider, the stronger the web. This hypothesis includes the explanation for the observation, it can be tested, and new conclusions may be reached.

The third step of the scientific method is the **experiment**. An experiment is a test which will either challenge or support the hypothesis. The hypothesis will then be true or false. Using the spider hypothesis, a scientist may experiment by measuring spider webs in relation to a spider's size. Often, even when a hypothesis is disproved much can still be learned during the experiment. For example, while measuring the strength of spider webs the scientist may discover something new about them.

The final step in the scientific method is the **conclusion**. The conclusion will either clearly support the hypothesis or it will not. If the results support the hypothesis a conclusion can be written. If it does not support the hypothesis, the scientist may choose to change the hypothesis or write a new one based on what was learned during the experiment. In the example, if the scientist proves that larger spiders build stronger webs, then that is the conclusion. If it was not proven, the scientist may change the hypothesis to: The size of a spider does has no bearing on the strength of its web.

The scientific method is used for simple experiments students may do in the classroom or very complex or difficult experiments being done all over the world. The spider experiment may be done by any scientist in the world.

In summary, the **scientific method** includes the steps scientists use to solve a problem or to prove or disprove a theory. There are four basic steps involved with the scientific method. The usual steps include **observation, hypothesis, experiment, and conclusion**. The steps may not always be completed in the same order. Following the four steps, the results of the experiment will either support the hypothesis or will not support the hypothesis. Scientists are always free to change or write a new hypothesis and start the four steps all over again. The scientific method is used for simple experiments or for more difficult experiments.

1) Which of the following is the best definition of the scientific method?

- A: A method used by scientists to try and find the answers to questions.
- B: Used by scientists only throughout the world.
- C: A method to prove the right answer to a question by a scientist.
- D: The steps scientists use and follow when trying to solve a problem or to prove or disprove a theory.

2) Which of the steps in the scientific method would a scientist use for seeing, hearing, feeling, smelling, and tasting?

- A: Conclusion
- B: Observation
- C: Experiment
- D: Hypothesis

3) Which of the following is the best example of a hypothesis?

- A: Do hamsters live longer than birds?
- B: Cars and trucks usually use the same amount of gasoline.
- C: I think dogs make better pets for everyone.
- D: Brand B lightbulb will burn longer in a lamp than Brand X lightbulb.

4) Which statement is true?

- A: An experiment is a test which will either challenge or support a hypothesis.

- B:** An experiment is a test which must always prove the hypothesis.
- C:** An experiment is only used when trying to prove a hypothesis.
- D:** An experiment does not have to be part of the scientific method.

5) Fill in the blank with one of the choices. If the results of an experiment support the hypothesis a(n) _____ can be written.

- A:** Observation
- B:** New hypothesis
- C:** Conclusion
- D:** Experiment

6) The scientific method

- A:** Can be used for simple experiments or more difficult experiments
- B:** Can be used only for simple experiments at home or in the classroom
- C:** Can only be used for experiments carried out by scientists
- D:** Can only be used for very difficult experiments

Photosynthesis

All living things need food and energy to survive. The food-making and energy process for plants to survive is called **photosynthesis**. Plants make food and produce oxygen through photosynthesis. The process is complex but with the sun, water, nutrients from the soil, oxygen, and chlorophyll, a plant makes its own food in order to survive.

Chlorophyll is a green chemical inside a plant that allows plants to use the Sun's energy to make food. Without chlorophyll a green plant would not be able to survive.

The following are the steps in photosynthesis:

1. The sunlight is absorbed through a plant by its leaves, or other green parts.
2. The water and nutrients from the soil are absorbed through the roots of the plant.
3. The chlorophyll inside the plant's leaves traps the energy from the sunlight.
4. Carbon dioxide in the air enters through the leaves of the plants. (**Carbon dioxide** is carbon and oxygen combined.)
5. Inside the chlorophyll there are **chloroplasts** which contain water and the carbon dioxide from the air.
6. The chloroplasts are like tiny manufacturing plants. The water and carbon dioxide from the air combine to make sugar and water. Basically, it is the food for the plant to survive and grow.
7. Sugar is then made and released into the veins of the leaf and it spreads

throughout the rest of the plant.

8. The oxygen the plant has made is then released into the air.

The entire process is called photosynthesis, and without it people and other animals would not be able to live and grow. This is the reason it is important for the survival of trees and plants. They give off oxygen which help people and other animals to breathe.

The plants also give people and animals food to eat. The food could be the different kinds of fruit or the many varieties of vegetables from apples and oranges to green beans and peas.

When people and animals eat this food from the plants it also gives them the energy to live and grow. Without plants, animals and people would not be able to survive.

During the fall in certain parts of the world photosynthesis no longer takes place. When this happens the leaves begin to turn different colors. The leaves may turn yellow, orange or maybe even red, or a combination of those colors. Surprisingly, these colors are the original colors of the leaves.

In the spring and summer there is too much green color from the chlorophyll for the leaves to be seen as their original colors. As the temperature drops, though, the leaves of trees, other than evergreens, stop making the chlorophyll. The chlorophyll begins to vanish and the leaves begin to change colors.

In summary, **photosynthesis** is the food-making and energy process for plants to

survive. A plant's leaves contain **chlorophyll** which is a green chemical inside a plant that allows plants to use the Sun's energy to make food. **Chloroplast** inside the chlorophyll contain water and the carbon dioxide from the air to make the food for the plant to survive. Without photosynthesis, the plants would not be able to live and grow.

1) Which of the following statements is true?

- A:** Chloroplasts are the green chemicals inside a plant that allows plants to use the Sun's energy to make food.
- B:** Chlorophyll is a green chemical inside a plant that allows plants to use the Sun's energy to make food.
- C:** Chlorophyll is a green chemical inside the roots of a plant that allows plants to use the Sun's energy to make food.
- D:** Chlorophyll is a green chemical absorbed into a plant that allows them to use the Sun's energy to make food.

2) Fill in the blank with the correct answer. Carbon dioxide, which is carbon and oxygen combined, in the air enters through the _____ of the plants.

- A:** Roots
- B:** Chlorophyll
- C:** Leaves
- D:** Energy

3) Food for a plant to survive is

- A:** Sugar and water
- B:** Carbon and oxygen
- C:** Chlorophyll
- D:** Chloroplasts

4) Which of the following in plants are like tiny manufacturing plants?

- A:** Chloroplasts
- B:** Chlorophyll
- C:** Leaves
- D:** Roots

5) In the fall leaves begin to turn different colors because

- A:** There is less oxygen in the air for the plants
- B:** There is too much chlorophyll in the leaves of the plant
- C:** The carbon dioxide in the air cannot reach the leaves of the plant
- D:** The temperature begins to drop and leaves cannot produce chlorophyll

6) The color of a leaf with chlorophyll is

- A:** Red
- B:** Green
- C:** Orange
- D:** Yellow

Once in a Blue Moon

Have you ever heard someone use the phrase “once in a blue moon?” People use this expression to describe something that they do not do very often. For example, someone might say that he tries to avoid eating sweets because they are unhealthy, but will eat chocolate “once in a blue moon.” Or someone who does not usually like to go to the beach might say “I visit the shore once in a blue moon.” While many people use this phrase, not everyone knows the meaning behind it.

The first thing to know is that the moon itself is never actually blue. This is just an expression. The phrase “blue moon” actually has to do with the shape of the moon, not the color.

As the moon travels around the earth, it appears to change shape. We associate certain names with certain shapes of the moon. For example, when we can see a small part of the moon, it is called a crescent moon. A crescent is a shape that looks like the tip of a fingernail. When we cannot see the moon at all, it is called a new moon. When we can see the entire moon, it is called a full moon. Usually, there is only one full moon every month. Sometimes, however, there will be two full moons in one month. When this happens, the second full moon is called a “blue moon.

Over the next 20 years, there will only be 15 blue moons. As you can see, a blue moon is a very rare event. This fact has led people to use the expression “once in a blue moon” to describe other very rare events in their lives.

Questions

1) Which of the following would be a good example of someone doing something

“once in a blue moon”?

- A. Mary likes to go to the mountains every weekend. Mary goes to the mountains once in a blue moon.
- B. Tom rarely remembers to take out the trash. Tom takes out the trash once in a blue moon.
- C. Cindy hates to wash the dishes. Nevertheless, she does it every day. Cindy washes the dishes once in a blue moon.
- D. Ming sometimes forgets to do his homework. Ming forgets to do his homework once in a blue moon.

2) When does a blue moon happen in nature?

- A. when there are two full moons in one month
- B. when the moon has a blue color
- C. when we cannot see the moon at all
- D. when we can only see a small part of the moon

3) Using the passage as a guide, it can be understood that which of the following sentences does not contain an expression?

- A. Thomas has lost his mind.
- B. An apple a day keeps the doctor away.
- C. I'll mow the grass after I finish my homework.
- D. It's never a bad time to start something new.

4) As described in paragraph 3, what is another example of something that has a crescent shape?

- A. your thumb
- B. a distant star
- C. the letter "C"
- D. the letter "H"

5) In the final paragraph, the author states: "Over the next 20 years, there will only be 15 blue moons." This means that over the next 20 years, a blue moon will happen

- A. once a year
- B. less than once a year
- C. more than once a year
- D. not enough information is provided

6) As used in the final paragraph, which is the best antonym for rare?

- A. common
- B. strange
- C. colorful
- D. infrequent

7) In the final paragraph the author writes, "As you can see, a blue moon is a very rare event." The purpose of this statement is to

- A. answer an earlier question

- B. provide an example
- C. support an upcoming conclusion
- D. challenge a previous statement

“What Number?”

Becca and Kai played together all day. The two friends played outside in the morning. They rode bikes and scooters. They ate lunch on the porch. Becca’s mom made sandwiches and lemonade. They played hide-and-seek in the house right after lunch. Then they did not know what to do.

“I know! Let’s play the number game,” said Becca.

“What number am I thinking of?” “Is it five?” asked Kai.

“No, it is higher than five,” Becca said.

“Okay, is it one hundred?”

“No, it is lower than one hundred,” Becca said.

“Let’s see,” said Kai. “Is it sixty?”

Becca gave Kai a hint. “It is between twenty and thirty.”

“Hmm, is it twenty-five?”

“No, but you are very close!” Becca said.

“Well, is it higher or lower than twenty-five?”

“It is lower,” Becca said.

“Okay, I think I know. Is it twenty-two?”

“Yeah! You guessed it.” Becca said. “Good job!”

1)) Where did Becca and Kai play today?

- A. at school
- B. at the park
- C. at Kai's house

D. at Becca's house

2)) What did Becca and Kai do in the morning?

I. They rode bikes.

II. They played outside.

III. They played hide-and-seek.

A. I only

B. I and II

C. II and III

D. I, II, and III

3)) Where did Becca and Kai eat lunch?

A. in the kitchen

B. by the swing

C. at the park

D. on the porch

4)) Whose idea was it to play the number game?

A. It was Kai's idea.

B. It was Mom's idea.

C. It was Becca's idea.

D. It was Kai and Becca's idea.

5)) What was Kai's second guess?

- A. five
- B. twenty-two
- C. sixty
- D. one hundred

6)) Why does Kai guess one hundred?

- A. It is lower than twenty-two.
- B. It is higher than sixty.
- C. It is higher than five.
- D. It is lower than sixty.

7) Kai's guess of twenty-five was close because

- A. twenty-five is a big number
- B.. it is near the number Becca was thinking about
- C. it is far away from the number Becca was thinking about
- D. it is lower than the number Becca was thinking about

8) What does it mean to give someone a hint?

- A. to give someone a clue
- B. to make a question hard
- C. to tell someone to give up
- D. to give someone the answer

9)) What number was Becca thinking about?

- A. nineteen
- B. twenty
- C. twenty-one
- D. twenty-two

10) What other number could Becca have been thinking about?

- A. ten
- B. fifteen
- C. twenty-three
- D.. twenty-eight

Blizzard in Birmingham

The Turner kids were not accustomed to snow. The most they ever got in their southern city of Birmingham was an inch or so per year. Even that was quite infrequent—it never snowed more than once or twice each winter. And on the few occasions that it did snow, it was always too warm for the snow to accumulate. The temperature almost never got below freezing.

What was funny was that even the slightest bit of snow was enough to cancel school and close businesses. No one knew how to drive in the stuff. It was never enough for young Lily Mae Turner, though, because the snow that came was always too sparse to build a snowman or to go sledding. But one night, in March of 1993, something magical happened.

An unexpected blast of cold air from Canada and moist air from the Caribbean converged on the eastern part of the United States to create the “Storm of the Century.” All that the Turner kids knew was that when they woke up Saturday morning, there was 17 inches of unbelievable snow on their front lawn and as far as the eye could see. The Turner parents were in shock. Most folks in town were ill-prepared for such a storm. They had no shovels to dig their way out and no salt to keep from slipping.

They had no idea what to do. While the adults seemed paralyzed with disbelief, the Turner kids set about having the time of their lives. Lily Mae discovered that a rope tied to a metal trash can lid made a perfect sled. John Henry figured out that if he put his feet in plastic grocery bags before putting on his rain boots, his feet stayed warm for a longer time. Rachel made snow angels in every part of the yard.

Together, all the

kids made a huge snowman and dressed it in their dad’s hat and jacket. (Mr. Turner didn’t own a scarf!) For three straight days, the Turner kids had a splendid time. On Tuesday, the temperature hit 70 degrees, and life for these Southerners went back to normal.

Questions:

1) As used at the beginning of the story, what does accustomed mean?

- A. used to
- B. aware of
- C. scared of
- D. interested in

2) As used at the beginning of the story, which is the best antonym for infrequent?

- A. common
- B. long
- C. rare
- D. surprising

3) Which other title would best fit this passage?

- A. “1993”
- B. “A Cold March”
- C. “Magical Snow”
- D. “Ill-Prepared Parents”

4)) The author may have described the storm as magical because

- A. Lily Mae believed the snow was magic
- B. it was such an unusual thing to happen that it felt like magic
- C. there was no other explanation for why the storm occurred
- D. the author wanted to cast doubt on whether the storm actually took place

5)) How are the children different than the adults in this passage?

- A. The kids stayed warm, while the adults were very cold.
- B. The kids knew the storm was coming, while the adults did not.
- C. The kids went out and had fun, while the adults did not know what to do.
- D. The adults still had to go to work, while the kids stayed home.

6)) What conclusions can be drawn about what the weather is typically like in Birmingham during the month of March?

- I. It is warm.
 - II. It does not snow.
 - III. It is windy.
- A. I only
 - B. I and II
 - C. II and III
 - D. I, II, and III

7)) What can be said about the Turner kids' ideas for playing in the snow without the usual snow gear?

- I. They were creative.
 - II. They were effective.
 - III. They were complicated.
- A. I only
 - B. I and II
 - C. II and III
 - D. I, II, and III

8)) "What was funny was that even the slightest bit of snow was enough to cancel school and close businesses." "No one knew how to drive in the stuff."

Which of the following punctuation marks could best be used to combine the above sentences?

- A. a comma (,)
- B. a semicolon (;)
- C. an ellipsis (...)
- D. a hyphen (-)

9)) What was going on outside of Birmingham during the snowstorm?

- A. The rest of the country was also dealing with snow.
- B. Nothing—Birmingham was the only area affected by the storm.
- C. The Eastern United States was also hit by the storm.
- D. The passage does not provide enough information to say.

10) As used at the end of the story, which is the best antonym for splendid?

- A. great

- B. perfect
- C. happy
- D. terrible

Clean Water Act

Josiah Hodge collapsed in a seat at the Café du Monde restaurant in New Orleans. He put his head in his hands and let out a deep sigh. Josiah had come to New Orleans to do a public service. He had come up with the idea to develop a play for children affected by Hurricane Katrina, and he had secured a modest grant from the government to do so. But he hadn't accounted for the major hindrance he would face: blistering heat in August with no clean water to drink. Buying water for his crew of 38 volunteers for weeks on end would be far too expensive to do on his shoestring budget, and he had no one to turn to on such short notice for help. Josiah feared he would have to close up the production and return home. As he sipped on a glass of soda, he found it ironic that water, which flooded this city and left many residents without homes or hope, would now be his downfall as he tried to spread the joy of theater to its children. "Hello, sir," a man at the table next to him said. "What brings you to New Orleans?" Josiah shook his head. Later, he would find it amusing that this man knew just by looking that Josiah was not a local. For now, he was just tired and irritated. "Look, I don't mean to be rude, but I've had a bad day," Josiah said. "I don't much feel like talking."

"What brings you to town?" the man said, pleasantly. Josiah grudgingly talked a bit about his work as a theater director in Manhattan

and his dream to bring a top-flight play to the children of New Orleans.

The next day, as Josiah left a blazing hot outdoor studio, he noticed the same man from the restaurant, parked on the street. A shock of fluffy white hair framed his dark face, making him look almost saintly.

"Look, sir, what do you want?" "To help." "How?"

“What do you need?”

“What I really need is clean water. That’s all I need.” Josiah turned and walked away. He had been rude, he knew, but he was so frustrated by this problem. When he arrived back at his hotel room that evening, the front desk clerk handed Josiah an unmarked envelope. Inside was a check for \$2,000. The memo line read, “For water.” Josiah was flabbergasted. Who was this man? As he pondered his good fortune, the phone rang in his hotel room. “Will that get you some water?” a voice said on the other end. “Why, yes, yes it will,” Josiah said. “Thank you so much for your generosity.” “My wife and I would like to take you to dinner.”

Josiah could not refuse! This man was his savior, and his curiosity had gotten the best of him. Who was this benefactor?

At dinner, Etienne Fanchon and his wife, Adelaide, formally introduced themselves. Mr. Fanchon never graduated from high school, but inherited 5 acres of land from his father upon his death. For years, Mr. Fanchon grew cucumbers on the land, barely making a living. One day, a neighbor offered Fanchon a bag of money if Mr. Fanchon would let him bury three old trucks at the back of his property. Mr. Fanchon took the bag and agreed. Later, he could not believe how much money was in the bag. “And just for letting him bury some trucks!” The next morning, Mr. Fanchon said, he woke up, picked all the cucumbers off his land, and converted the 5 acres into a waste management facility. He is now one of New Orleans’ few multimillionaires. “So, I have all this money now and live to help others,” said Mr. Fanchon. “That is why I’ve helped you.”

Questions:

1)) Which best describes Josiah's mood at the beginning of this passage?

- A. tired and vindictive
- B. angry and conniving
- C. pensive and high-strung
- D. frustrated and overwhelmed

2) Which of the following best describes Josiah's mood after he gets the check?

- A. surprised and curious
- B. confused and questioning
- C. excited and nervous
- D. suspicious and cautious

3)) The climax of this story happens when

- A. Josiah opens the envelope
- B. Mr. Fanchon shows up at the studio
- C. Mr. Fanchon describes how he got so rich
- D. Josiah accepts Mr. Fanchon's invitation to dinner

4) In the middle of the story, the author writes, "A shock of fluffy white hair framed his dark face, making him look almost saintly." Which of the following literary devices is used in this quotation?

- A. euphemism, characterized by the replacement of a harsh or direct word or phrase with a vague or milder word or phrase

B. allegory, characterized by an extended metaphor in which concrete things represent abstract ideas

C. foreshadowing, characterized by hinting at what is to come

D. satire, characterized by the making fun of a human flaw or weakness to make a larger point

5) As used in the beginning of the story, which is the best antonym for hindrance?

A. assistance

B. obstacle

C. profit

D. friend

6) In paragraph 3, the author uses the term “shoestring budget.” This means to

A. accept help when it is offered

B. have to rely on luck

C. operate with little money

D. have extreme patience

7) As used in the beginning of the story, which is the best antonym for irritated?

A. acclimated

B. bashful

C. melancholy

D. pacified

8) What lesson does Josiah learn in this passage?

- A. It is okay to be somewhat rude on first meeting someone.
- B. Help can come from the most unlikely of places.
- C. Frustration can often cloud one's judgment.
- D. Theater programs are an excellent way to help those in need.

9) Why does Josiah grudgingly talk to Mr. Fanchon in the Cafe du Monde?

- A. He is hungry.
- B. He is irritated and does not feel like being bothered.
- C. He decided conversation might make him feel better.
- D. He wanted to spread the word about his theater program.

10) In this passage, how are Josiah and Mr. Fanchon alike?

- A. Both are patient.
- B. Both lack ambition.
- C. Both are quick to show emotion.
- D. Both have philanthropic interests.

Cultural Behaviour in Business

Much of today's business is conducted across international borders, and while the majority of the global business community might share the use of English as a common language, the nuances and expectations of business communication might differ greatly from culture to culture. A lack of understanding of the cultural norms and practices of our business acquaintances can result in unfair judgements, misunderstandings and breakdowns in communication. Here are three basic areas of differences in the business etiquette around the world that could help stand you in good stead when you next find yourself working with someone from a different culture.

When discussing this topic in a training course, a German trainee and a British trainee got into a hot debate about whether it was appropriate for someone with a doctorate to use the corresponding title on their business card. The British trainee maintained that anyone who wasn't a medical doctor expecting to be addressed as 'Dr' was disgustingly pompous and full of themselves. The German trainee, however, argued that the hard work and years of education put into earning that PhD should give them full rights to expect to be addressed as 'Dr'.

This stark difference in opinion over something that could be conceived as minor and thus easily overlooked goes to show that we often attach meaning to even the most mundane practices. When things that we are used to are done differently, it could spark the strongest reactions in us. While many Continental Europeans and Latin Americans prefer to be addressed with a title, for example Mr or Ms and their

surname when meeting someone in a business context for the first time, Americans, and increasingly the British, now tend to prefer using their first names. The best thing to do is to listen and observe how your conversation partner addresses you and, if you are still unsure, do not be afraid to ask them how they would like to be addressed.

A famous Russian proverb states that 'a smile without reason is a sign of idiocy' and a so-called 'smile of respect' is seen as insincere and often regarded with suspicion in Russia. Yet in countries like the United States, Australia and Britain, smiling is often interpreted as a sign of openness, friendship and respect, and is frequently used to break the ice.

In a piece of research done on smiles across cultures, the researchers found that smiling individuals were considered more intelligent than non-smiling people in countries such as Germany, Switzerland, China and Malaysia. However, in countries like Russia, Japan, South Korea and Iran, pictures of smiling faces were rated as less intelligent than the non-smiling ones. Meanwhile, in countries like India, Argentina and the Maldives, smiling was associated with dishonesty.

An American or British person might be looking their client in the eye to show that they are paying full attention to what is being said, but if that client is from Japan or Korea, they might find the direct eye contact awkward or even disrespectful. In parts of South America and Africa, prolonged eye contact could also be seen as challenging authority. In the Middle East, eye contact across genders

is considered inappropriate, although eye contact within a gender could signify honesty and truthfulness.

Having an increased awareness of the possible differences in expectations and behaviour can help us avoid cases of miscommunication, but it is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships. Although national cultures could play a part in shaping the way we behave and think, we are also largely influenced by the region we come from, the communities we associate with, our age and gender, our corporate culture and our individual experiences of the world. The knowledge of the potential differences should therefore be something we keep at the back of our minds, rather than something that we use to pigeonhole the individuals of an entire nation.

Are the following sentences true or false?

1. When doing business internationally, there is a possibility that we might misinterpret what each other is saying even though we are speaking the same language.

True

False

2. To the German trainee, having a PhD is equivalent to being a medical doctor.

True

False

3. Sometimes, the smallest things can trigger a huge emotional response in us, especially when they are things we are not used to.

True

False

4. In the research done on the perceptions of smiles, people from different countries were asked to rate photos of smiling faces and non-smiling ones.

True

False

5. Making eye contact can be interpreted in different ways in different cultures but is almost always a positive thing.

True

False

6. The writer recommends keeping possible cultural differences in the forefront of our minds when doing business with people from different cultures.

True

False

Circle the correct answer.

1. The British trainee felt that people who want to be addressed as 'Dr' must be ...

a. hard-working.

b. conceited and self-important.

c. doing a medical degree.

d. from Germany.

2. If you are not sure how to address someone, you should ...

- a. use the title you see on their business card.
- b. make your decision based on cultural stereotypes about their country.
- c. address them the way you'd like to be addressed.
- d. ask them what they would like you to call them.

3. There might be a misunderstanding if an American smiles at a Russian business associate because the Russian might think that the American is ...

- a. being fake.
- b. challenging their authority.
- c. trying to break the ice.
- d. disrespectful.

4. The Japanese, South Koreans and Iranians might interpret a smiling face as being ...

- a. friendlier.
- b. less open.
- c. not as intelligent.
- d. dishonest.

5. Americans and British people sometimes use eye contact to show that they ...

- a. like the speaker.
- b. are really listening to what is being said.
- c. are honest and truthful.
- d. are attending to every need of the speaker

6. The last paragraph warns the reader not to ...

- a. engage in international business.
- b. let national cultures shape the way we behave and think.
- c. let miscommunication damage our business relationships.
- d. overgeneralize using our knowledge of cultural stereotypes

Grammar

Run-on Sentences

Practice

Rewrite these sentences. Correct the errors and rewrite them.

A- Some people think I'm in lucky position two companies have offered me jobs One job is in my uncle s travel company in Cairo the other is with an airline company in London.

.....

.....

.....

.....

.....

B- there are two building that are suitable for the company one is a building called panorama house it is located near the city centre the second building is called central park and is much smaller then panorama house but I personally prefer the first building because it much closer to the city centre.

.....

.....

.....

.....

.....

.....

The group of sentences in A and B are inappropriately structured because they are run-on sentences. What does a run-on sentence mean? How can we avoid composing a run-on sentence?

Run-on sentences are two or more sentences that are joined together without a conjunction or correct punctuation. There are three ways to correct this problem:

1- Use punctuation, usually a period [.] to separate two sentences
Run-on sentences: Salwa loves to cook she is always in the kitchen.
Correct Sentence: Salwa loves to cook. She is always in the kitchen.

2-Use a coordinating conjunction (and, but, for, so, or, nor, or yet) to connect the two sentences. Run-on sentence: The movie was boring we watched it. Correct Sentence: The movie was boring, but we watched it.

3- Use a subordinating conjunction (because, after, before, etc.) Run-on sentence: I'm very hungry I didn't eat breakfast. Correct Sentence: I'm very hungry because I didn't eat breakfast.

Practice

A. First, identify each group of the words below. Write R for run-on sentences or C for complete sentence. Second, rewrite the run-on sentences and change them into complete sentences:

1- I like my dentist he is very gentle.

.....
.....

2- My son bought two T-shirts he thought they were so cool.

.....
.....

3- It was too cold yesterday to swim we stayed in the chalet all day.

.....
.....

4- When Adel finishes work he'll join us at the party.

.....
.....

5- Ali's family live in Alexandria but he moved to Aswan to find a better job.

.....
.....

6- Hasan called to say his computer is making strange noise he thinks it is broken.

.....
.....

7- She has a very good memory her sister on the other hand does not.

.....
.....

Sentence Fragments

Practice

1- Read carefully the paragraph below.

There are missing words and some sentences are grammatically incorrect. Rewrite the paragraph, add the missing words, and correct the grammatical mistakes.

Have to make difficult decision, next year want to going to college to continue my studies. Me likes very much to study in a business college. However, it too expensive and far from my neighborhood. I think needing to buy a car but if I buy a car can't to pay the college fees. What should doing/

.....

.....

.....

.....

.....

.....

.....

You cannot read the paragraph above well because some sentences are grammatically incorrect, some of them are without a subject, and others without a verb. They're incomplete sentences, they're just fragments. What do fragments mean? And how should we avoid them?

A sentence: A group of words that contains a subject and a verb, and expresses a complete thought.

A Sentence Fragment: Sentence that does not contain a subject or a verb, it is only a fragment (incomplete sentence)

Example: because it was raining yesterday..... (incomplete thought)
Even if this clause has a subject and a verb, it is not a complete sentence because it does not make sense by itself. There are two possible ways to correct this mistake:

1- Make the dependent clause a complete sentence by removing the word 'because' Sentence Fragment: Because it was raining yesterday.
Complete Sentence: It was raining yesterday.

2- Attach the dependent clause to an independent clause: Sentence Fragment: Because it was raining yesterday. Complete Sentence: I did not go to school because it was raining yesterday.

Practice

1- Write C in front of each complete sentence and F in front of each sentence fragment. Then, rewrite the fragments to be complete sentences.

1- I love visiting my grandfather he is very kind.

.....

2- Hockey a very dangerous sport if you don't have the right

equipment.

.....

3- Because I couldn't understand this homework.

.....

4- And ran out of gas on my way to work.

.....

5- Whenever my friend has time.

.....

6- Even if he had a bad cold and hadn't slept well for two nights.

.....

7- When my friend told me was the best movie he had ever seen.

.....

Adjectives

What is an adjective?

Adjectives are words that describe the qualities or states of being of nouns: *enormous, doglike, silly, yellow, fun, fast*. They can also describe the quantity of nouns: *many, few, millions, eleven*.

Adjectives modify nouns

Most students learn that adjectives are words that modify (describe) nouns. Adjectives do not modify verbs or adverbs or other adjectives.

- 1- Margot wore a **beautiful** hat to the pie-eating contest.
- 2- **Furry** dogs may overheat in the summertime.
- 3- My cake should have **sixteen** candles.
- 4- The **scariest** villain of all time is Darth Vader.

In the sentences above, the adjectives are easy to spot because they come immediately before the nouns they modify.

Here's a tip: Want to make sure your writing always looks great? Grammarly can save you from misspellings, grammatical and punctuation mistakes, and other writing issues on all your favorite websites.

But adjectives can do more than just modify nouns. They can also act as a complement to linking verbs or the verb *to be*. A linking verb is a verb like *to feel*, *to seem*, or *to taste* that describes a state of being or a sensory experience.

- 1- That cow sure is **happy**.
- 2- It smells **gross** in the locker room.
- 3- Driving is **faster** than walking.

The technical term for an adjective used this way is *predicate adjective*.

Uses of adjectives

Adjectives tell the reader how much—or how many—of something you’re talking about, which thing you want passed to you, or which kind of something you want.

- 1- Please use **three white flowers** in the arrangement.
- 2- *Three* and *white* are modifying flowers.

Often, when adjectives are used together, you should separate them with a comma or conjunction. See “Coordinate Adjectives” below for more detail.

- 1- I’m looking for a **small, good-tempered dog** to keep as a pet.
- 2- My new dog is **small and good-tempered**.

Degrees of comparison

Adjectives come in three forms: *absolute*, *comparative*, and *superlative*.

(1) **Absolute adjectives** describe something in its own right.

- 1- A **cool** guy
- 2- A **messy** desk
- 3- A **mischievous** cat
- 4- **Garrulous** squirrels

(2) **Comparative adjectives**, unsurprisingly, make a comparison between two or more things. For most one-syllable adjectives, the comparative is formed by adding the suffix *-er* (or just *-r* if the adjective already ends with an *e*). For two-syllable adjectives ending in *-y*, replace *-y* with *-ier*. For multi-syllable adjectives, add the word *more*.

- 1- A **cooler** guy
- 2- A **messier** desk
- 3- A **more mischievous** cat
- 4- **More garrulous** squirrels

(3) **Superlative adjectives** indicate that something has the highest degree of the quality in question. One-syllable adjectives become superlatives by adding the suffix *-est* (or just *-st* for adjectives that already end in *e*). Two-syllable adjectives ending in *-y* replace *-y* with *-iest*. Multi-syllable adjectives add the word *most*. When you use an article with a superlative adjective, it will almost always be the definite article (*the*) rather than *a* or *an*. Using a superlative inherently indicates that you are talking about a specific item or items.

- 1- The **coolest** guy

- 2- The **messiest** desk
- 3- The **most mischievous** cat
- 4- The **most garrulous** squirrels

Coordinate adjectives

Coordinate adjectives should be separated by a comma or the word *and*. Adjectives are said to be coordinate if they modify the same noun in a sentence.

- 1- This is going to be a **long, cold** winter.
- 2- Isobel's **dedicated** and **tireless** efforts made all the difference.

But just the fact that two adjectives appear next to each other doesn't automatically mean they are coordinate. Sometimes, an adjective and a noun form a single semantic unit, which is then modified by another adjective. In this case, the adjectives are not coordinate and should not be separated by a comma.

- 1- My cat, Goober, loves sleeping on this **tattered woolen** sweater.
- 2- No one could open the **old silver** locket.

In some cases, it's pretty hard to decide whether two adjectives are coordinate or not. But there are a couple of ways you can test them. Try inserting the word *and* between the adjectives to see if the phrase still seems natural. In the first sentence, "this tattered and woolen sweater" doesn't sound right because you really aren't talking about a sweater that is both tattered and woolen. It's a *woolen sweater* that is *tattered*. *Woolen sweater* forms a unit of meaning that is modified by *tattered*.

Another way to test for coordinate adjectives is to try switching the order of the adjectives and seeing if the phrase still works. In the second sentence, you wouldn't say "No one could open the silver old locket." You can't reverse the order of the adjectives because *silver locket* is a unit that is modified by *old*.

Adjectives vs. adverbs

As mentioned above, many of us learned in school that adjectives modify nouns and that adverbs modify verbs. But as we've seen, adjectives can also act as complements for linking verbs. This leads to a common type of error: incorrectly substituting an adverb in place of a predicate adjective. An example you've probably heard before is:

1- I feel **badly** about what happened.

Because "feel" is a verb, it seems to call for an adverb rather than an adjective. But "feel" isn't just any verb; it's a linking verb. An adverb would describe *how* you perform the action of feeling—an adjective describes *what* you feel. "I feel badly" means that you are bad at feeling things. If you're trying to read Braille through thick leather gloves, then it might make sense for you to say "I feel badly." But if you're trying to say that you are experiencing negative emotions, "I feel bad" is the phrase you want.

It's easier to see this distinction with a different linking verb. Consider the difference between these two sentences:

1- Goober smells badly.

2- Goober smells bad.

“Goober smells badly” means that Goober, the poor thing, has a weak sense of smell. “Goober smells bad” means Goober stinks—poor us.

When nouns become adjectives and adjectives become nouns

One more thing you should know about adjectives is that, sometimes, a word that is normally used as a noun can function as an adjective, depending on its placement.

For example:

Never try to pet someone’s **guide** dog without asking permission first.

Guide is a noun. But in this sentence, it modifies *dog*. It works the other way, too.

Some words that are normally adjectives can function as nouns:

Candice is working on a fundraiser to help the **homeless**.

In the context of this sentence, *homeless* is functioning as a noun. It can be hard to wrap your head around this if you think of adjectives and nouns only as particular classes of words. But the terms “adjective” and “noun” aren’t just about a word’s form—they’re also about its function.

Adjective usage advice

We’ll end with a few words about adjectives and style. It’s one thing to know how to use an adjective; it’s another to know when using one is a good idea. Good writing is precise and concise. Sometimes, you need an adjective to convey exactly what you mean. It’s hard to describe a red sports car without the word “red.” But,

often, choosing the right noun eliminates the need to tack on an adjective. Is it a big house, or is it a mansion? A large crowd, or a throng? A mixed-breed dog, or a mutt? A dark night, or just . . . night? Always remember to make every word count in your writing. If you need an adjective, use it. But if it's not pulling its weight, delete it.

Adjectives ending in '-ed' and '-ing'

Do you know the difference between *bored* and *boring*?

Look at these examples to see how adjectives ending in *-ed* and *-ing* are used.

*I was really **bored** in that presentation.*

*That was a really **boring** presentation.*

Adjectives that end in *-ed* (e.g. *bored, interested*) and adjectives that end in *-ing* (e.g. *boring, interesting*) are often confused.

-ed adjectives

Adjectives that end in *-ed* generally describe emotions – they tell us how people feel.

I was so bored in that lesson, I almost fell asleep.

He was surprised to see Helen after all those years.

She was really tired and went to bed early.

-ing adjectives

Adjectives that end in *-ing* generally describe the thing that causes the emotion – a boring lesson makes you feel bored.

Have you seen that film? It's really frightening.

I could listen to her for hours. She's so interesting.

I can't sleep! That noise is really annoying!

Here are some adjectives that can have both an *-ed* and an *-ing* form.

annoyed *annoying*

bored *boring*

confused *confusing*

disappointed
d *disappointing*

excited *exciting*

frightened *frightening*

interested *interesting*

surprised *surprising*

tired *tiring*

worried *worrying*

Adverbs

What Are Adverbs?

Adverbs are words that describe verbs. For example:

- He left quickly.

(In this example, "left" is the verb, and the adverb "quickly" describes how the verb was done.)

- She talks loudly.

(Here, "talks" is the verb, and the adverb "loudly" describes how the verb is done.)

Lots of adverbs end "-ly."

Understanding adverbs is a little more complicated than that though. Not all adverbs tell us **how** a verb is done. Adverbs can also tell us **when**, **where**, **how often**, and **how much** a verb is done. Adverbs can also be used with adjectives and even other adverbs.

What is an adverb?

An adverb is a word that can modify a verb, an adjective, or another adverb. Lots of adverbs end "-ly." For example:

- She swims **quickly**.

(Here, the adverb "quickly" modifies the verb "swims.")

- She is an **extremely** quick swimmer.

(The adverb "extremely" modifies the adjective "quick.")

- She swims **extremely quickly**.

(The adverb "extremely" modifies the adverb "quickly.")

What do adverbs do?

When an adverb modifies a verb, it tells us how, when, where, why, how often, or how much the action is performed. Here are some examples of adverbs modifying verbs:

- How: He ran **quickly**.
- When: He ran **yesterday**.
- Where: He ran **here**.
- How often: He ran **daily**.
- How much: He ran **fastest**.

Not all adverbs are one word.

In the examples above, every adverb is a single word, but an adverb can be made up of more than one word. For example:

- How: He ran **at 10 miles per hour**.

(The bold text is an adverbial phrase.)

- When: He ran **when the police arrived**.

(The bold text is an adverbial clause.)

- Where: He ran **to the shops**.

(adverbial phrase)

- Why: He ran **to fetch some water**.

(This is an adverbial phrase. Look at the list above. There are no single-word adverbs that tell us why.)

- How often: He ran **every day**.

(adverbial phrase)

- How much: He ran **quicker than me**.

(adverbial phrase)

Interactive Examples of Adverbs

Here are some interactive examples to help explain the difference between single-word adverbs, adverbial phrases, and adverbial clauses. (In these examples, the subjects are blue, and the verbs are green. Note that only the adverbial clauses have a subject and a verb.)

- Show Simon your project

tomorrow

.

- He lost his double chin

thereafter

.

- Anne waited

apprehensively

.

- Mark will sit

there

.

More about Adverbs

When beginners first learn about adverbs, they are often told that adverbs end "-ly" and modify verbs. That is, of course, true, but adverbs do far more than that description suggests. Here are three key points about adverbs:

- **(Point 1) Adverbs modify verbs, but they can also modify adjectives and other adverbs.**

For example:

- She sang an insanely sad song extremely well.

(In this example, "insanely" modifies the adjective "sad," "extremely" modifies the adverb "well," and "well" modifies the verb "sang.")

- **(Point 2) Although many adverbs end "-ly," lots do not.**

For example:

- fast, never, well, very, most, least, more, less, now, far, there

- **(Point 3) In real-life sentences, lots of adverbs are phrases or clauses (i.e., not single words).**

For example:

Single-Word Adverb	Adverbial Phrase	Adverbial Clause
Sell it quickly.	Sell it as soon as possible.	Sell it before the market closes.

Adverbs Modifying Verbs

An adverb that modifies a verb usually tells you how, when, where, why, how often, or how much the action is performed. (NB: The ones that end "ly" are usually the ones that tell us how the action is performed, e.g., "quickly," "slowly," "carefully," "quietly.")

Here are some examples of adverbs modifying verbs:

- Anita placed the vase carefully on the shelf.

(The word "carefully" is an adverb. It shows how the vase was placed.)

- Tara walks gracefully.

(The word "gracefully" is an adverb. It modifies the verb "to walk.")

- He runs fast.
(The word "fast" is an adverb. It modifies the verb "to run.")
- You can set your watch by him. He always leaves at 5 o'clock.
(The word "always" is an adverb. It modifies the verb "to leave.")
- The dinner guests arrived early.
(Here, "early" modifies "to arrive.")
- She sometimes helps us.
(Here, "sometimes" modifies "to help.")
- Will you come quietly, or do I have to use earplugs? (Comedian Spike Milligan)
(Here, "quietly" modifies "to come.")
- I am the only person in the world I should like to know thoroughly.
(Playwright Oscar Wilde)
(Here, "thoroughly" modifies "to know.")

Adverbs Modifying Adjectives

If you examine the word "adverb," you could be forgiven for thinking adverbs only modify verbs (i.e., "add" to "verbs"), but adverbs can also modify adjectives and other adverbs. Here are some examples of adverbs modifying adjectives:

- The horridly grotesque gargoyle was undamaged by the debris.
(The adverb "horridly" modifies the adjective "grotesque.")
- Peter had an extremely ashen face.
(The adverb "extremely" modifies the adjective "ashen.")
- Badly trained dogs that fail the test will become pets.

(The adverb "badly" modifies the adjective "trained.")
 (Note: The adjective "trained" is an adjective formed from the verb "to train."
 It is called a participle.)

- She wore a beautifully designed dress.

(The adverb "beautifully" modifies the adjective "designed.")

Adverbs Modifying Adverbs

Here are some examples of adverbs modifying adverbs:

- Peter Jackson finished his assignment remarkably quickly.

(Here, the adverb "quickly" modifies the verb "to finish." The adverb "remarkably" modifies the adverb "quickly.")

- We're showing kids a world that is very scantily populated with women and female characters. They should see female characters taking up half the planet, which we do. (Actress Geena Davis)

(In this example, the adverb "scantily" modifies the adjective "populated."
 The adverb "very" modifies the adverb "scantily.")

More about Adverbs

Types of Adverb

When an adverb modifies a verb, it can often be categorized as one of the following:

Type	Examples
	An adverb of manner tells us how an action occurs.
Adverb of Manner (how)	<ul style="list-style-type: none"> • The lion crawled stealthily. • Will you come quietly, or do I have to use earplugs? (Comedian Spike Milligan)
	(NB: Lots of adverbs of manner end "-ly.")
Adverb of Time (when and how)	An adverb of time tells us when an action occurs or how often.

often)

- I tell him daily.
- What you plant now, you will harvest later. (Author Og Mandino)

(NB: Adverbs of time that tell us how often something occurs (e.g., "always," "often," "sometimes") are also known as "adverbs of frequency.")

An adverb of place tells us where an action occurs.

Adverb of Place
(**where**)

- I did not put it there.
- Poetry surrounds us everywhere, but putting it on paper is, alas, not so easy as looking at it. (Artist Vincent Van Gogh)

An adverb of degree tells us to what degree an action occurs.

Adverb of Degree
(aka Adverb of
Comparison)
(**how much**)

- He works smarter.
- Doubters make me work harder to prove them wrong. (Businessman Derek Jeter)

These are the main four categories. We'll discuss the others shortly. Don't forget that adverbs can also modify adjectives and other adverbs.

- To expect the unexpected shows a thoroughly modern intellect. (Playwright Oscar Wilde)

(The adverb "thoroughly" modifies the adjective "modern.")

- If a thing is worth doing, it is worth doing very slowly. (Burlesque entertainer Gypsy Rose Lee)

(The adverb "very" modifies the adverb "slowly.")

Even More about Adverbs

Adverbial Phrases and Clauses

In all the examples above, the adverbs have been single words, but multi-word

adverbs are common too. Adverbs commonly come as phrases (i.e., two or more words) or clauses (i.e., two or more words containing a subject and a verb). Below are some examples of multi-word adverbs. This list also includes adverbs of condition, adverbs of concession, and adverbs of reason.

Type

Examples

An adverb of manner often starts with a preposition (e.g., "in," "with") or one of the following: "as," "like," or "the way." (These are called subordinating conjunctions.)

Adverb of Manner

- Money speaks, but it speaks with a male voice. (Author Andrea Dworkin)

(This is called a prepositional phrase. It's also an adverbial phrase.)

- People who say they sleep like a baby does usually don't have one. (Psychologist Leo J. Burke)

An adverb of time often starts with a preposition or one of the following subordinating conjunctions: "after," "as," "as long as," "as soon as," "before," "no sooner than," "since," "until," "when," or "while."

Adverb of Time

- A company like Gucci can lose millions in a second. (Gucci CEO Marco Bizzarri)
- After the game has finished, the king and pawn go into the same box. (Italian proverb)

An adverb of place often starts with a preposition or one of the following subordinating conjunctions: "anywhere," "everywhere," "where," or "wherever."

Adverb of Place

- Opera is when a guy gets stabbed in the back and, instead of bleeding, he sings. (Ed Gardner)
- Some cause happiness wherever they go; others whenever they go. (Playwright Oscar Wilde)

An adverb of degree often starts with one of the following subordinating conjunctions: "than," "as...as," "so...as," or "the...the."

Adverb of Degree
(aka Adverb of
Comparison)

- Nothing is so contagious as enthusiasm. (Poet Samuel Taylor Coleridge)
- Be what you are. This is the first step toward becoming better than you are. (Writer Julius Charles Hare)

Read more about comparatives of adverbs (like "more cleverly").

An adverb of condition tells us the condition needed before the main idea comes into effect. An adverb of condition often starts with "if" or "unless."

Adverbs of
Condition

- If the facts don't fit the theory, change the facts. (Theoretical physicist Albert Einstein)
- Age doesn't matter, unless you're a cheese. (Filmmaker Luis Bunuel)

An adverb of concession contrasts with the main idea. An adverb of concession often starts with a subordinating conjunction like "though," "although," "even though," "while," "whereas," or "even if."

Adverbs of
Concession

- Although golf was originally restricted to wealthy, overweight Protestants, today it's open to anybody who owns hideous clothing. (Comedian Dave Barry)
- A loud voice cannot compete with a clear voice, even if it's a whisper. (Writer Barry Neil Kaufman)

An adverb of reason gives a reason for the main idea. An adverb of reason usually starts with a subordinating conjunction like "as," "because," "given," or "since."

Adverbs of Reason

- I don't have a bank account because I don't know my mother's maiden name. (Comedian Paula Poundstone)
- Since we cannot change reality, let us change the eyes

which see reality. (Greek author Nikos Kazantzakis)

Why Should I Care about Adverbs?

Here are the six most common writing issues related to adverbs.

(Issue 1) Use adverbs ending "-ly" sparingly.

Professional writers (particularly fiction writers) don't like adverbs that end "-ly." They consider them unnecessary clutter. If you were to attend a fiction-writing course, you would be taught to craft words that render "-ly" adverbs redundant. On that course, you would undoubtedly be shown this quote:

- The road to hell is paved with adverbs. (Author Stephen King)

As Stephen King advocates, if you choose the right verb or the right dialogue, you don't need an adverb. Compare these two examples:

- Extremely annoyed, she stared menacingly at her rival.

(Critics on that course would trash this.)

- Infuriated, she glared at her rival.

(This is far sharper.)

Here are the three good reasons to kill a "-ly" adverb:

(1) The adverb is a tautology (i.e., needless repetition of an idea).

- She smiled happily.

(2) The adverb is "spoon feeding" the reader.

- She smiled disappointedly.

(By the time your readers reach this sentence, they should know from context that it's a disappointed smile. The trick is to show them, not literally tell them, that she's disappointed. It's far more engaging. Less is more.)

Spoon-feeding with an adverb happens most commonly with verbs like said, stated, and shouted (known as verbs of attribution).

- "Ow, pack that in," Rachel shrieked angrily.

(You can scrap the adverb if it's implicit from the dialogue or context.)

(3) The adverb is only there because of a badly chosen verb.

- Sitting dejectedly in its cage, the parrot looked utterly unhappy.

(This would cause a click-fest as those critics armed their red pens.)

- Looking miserable, the parrot lay on the floor of its cage.

(This is sharper. Your readers will know that parrots don't ordinarily lie on the floor.)

Avoiding adverbs is a self-imposed restraint that many writers follow. It's like a game. Upon completing their work, professional writers will often do a text search for "ly " (note the space) to find adverbs and to re-justify their use before submission. Remember though that if your adverb is part of the story, keep it.

- Your son is surprisingly handsome.

(Issue 2) Delete "very" and "extremely."

Professional writers hate adverbs such as "extremely," "really," and "very" (called intensifiers). For them, using an intensifier demonstrates a limited vocabulary. It's a fair point. If you choose the right words, you can avoid intensifiers.

Don't write... Go for something like...

very bad	atrocious
extremely hungry	ravenous
really old	ancient
incredibly tired	exhausted

Many writers assert that intensifiers are so useless, you should delete them even if you can't find a more descriptive word.

- Ireland is great for the spirit but ~~very~~ bad for the body. (Actor Hugh Dancy)

(The deletion kills a word but no meaning.)

Writer Mark Twain shared this view:

- Substitute "damn" every time you're inclined to write "very". Your editor will delete it, and the writing will be just as it should be.

Here's a good tip. Press "CTRL H". Put "very" in the Find box. Put nothing in the Replace box. Click Replace All.

(Issue 3) When an adverb modifies an adjective, don't join them with a hyphen. When an adverb modifies an adjective, don't join the two with a hyphen.

- I don't sleep with happily married men. (Actress Britt Ekland) ✓
- Ironically, he described himself as "a professionally-qualified grammarian". ✗

(Don't join the adverb and the adjective with a hyphen.)

Remember that not all adverbs end "-ly."

- The beginning is the most-important part of the work. ✗(translation of Greek philosopher Plato)

As covered next, this no-hyphen rule applies only to adverbs that are obviously adverbs (e.g., ones that end "-ly").

(Issue 4) When an adverb that could feasibly be an adjective modifies an adjective, use a hyphen.

A few adverbs (e.g., "well" and "fast") look like adjectives. To make it clear your adverb is not an adjective, you can link it to the adjective it's modifying with a hyphen. The hyphen says "these two words are one entity," making it clear they're not two adjectives.

- She's a well-known dog. ✓

(The hyphen makes it clear that the dog is famous (i.e., well-known) as opposed to well (i.e., healthy) and known (i.e., familiar).)

- He sold me six fast-growing carp.

(The hyphen makes it clear the carp are ones that grow quickly and not growing ones that can swim quickly.)

This issue crops up occasionally with "well," and "well" is almost never used as an adjective (meaning healthy) in a chain of other adjectives. So, in real life, there's

almost never any ambiguity caused by these adjectivey-looking adverbs. Therefore, the following rule will cover 99% of situations: use a hyphen with "well" when it precedes an adjective.

- It's a well-known tactic. ✓

(This is not really about avoiding ambiguity. It's more about protecting readers from a reading-flow stutter caused by the feasibility of ambiguity.)

- It's a widely known tactic. ✓

(Don't use a hyphen with normal adverbs. They don't cause reading-flow stutters.)

Read about hyphens in compound adjectives.

(Issue 5) Make it clear what your adverb is modifying.

Whenever you use an adverb (a single-word or multi-word one), do a quick check to ensure it's obvious what it refers to. Here are some examples of badly placed adverbs.

- Singing quickly improved his stammer.

(It's unclear whether quickly modifies singing or improved. This is called a squinting modifier.)

- Peter told us after Christmas that he plans to diet.

(Here, after Christmas sits grammatically with told but logically with plans. This is called a misplaced modifier.)

- I recorded the hedgehog feeding its hoglets cautiously.

(It's unclear whether cautiously modifies recorded or feeding.)

Usually a badly placed modifier can be fixed by putting it nearer to the verb it's modifying. (The top two examples can be fixed by moving the shaded text to the end. The third can be fixed by moving "cautiously" either to the left of "recorded" or to the left of "feeding," depending on the intended meaning.)

Read more about squinting modifiers.

Read more about misplaced modifiers.

It's worth mentioning limiting modifiers (e.g., "hardly," "nearly," "only") because these commonly create logic flaws or ambiguity.

- I only eat candy on Halloween. No lie. (Actor Michael Trevino) ✘

(Logically, this means all he does on Halloween is eat candy; therefore, he doesn't work, sleep, or drink on that day. In everyday speech, we all get away with misplacing "only," but we should try to be more precise in our writing.)

- I eat candy only on Halloween.

(This is sharper. As a rule of thumb, the best place for "only" is never to the left of a verb.)

The two examples below are correct, but they mean different things.

- Lee copied nearly all 10 of your answers.

(This tells us Lee copied most of the answers.)

- Lee nearly copied all 10 of your answers.

(Here, Lee might have copied none to nine.)

It's worth spending a second to ensure your limiting modifiers are well positioned. (Issue 6) Use a comma after a fronted adverbial.

When an adverbial phrase or clause is at the start of a sentence, it is usual to follow it with a comma.

- In colonial America, lobster was often served to prisoners because it was so cheap and plentiful.
- One April day in 1930, the BBC reported, "There is no news."
- If you're called Brad Thor, people expect you to be 6 foot 4 with muscles. (Author Brad Thor)

When the adverbial is at the back, the comma can be left out. Each of these could be re-written without comma and with the shaded text at the end.

When the adverbial is at the front, it's not a serious crime to omit the comma, but you should use one because it aids reading. When the adverbial is short (one or two words), your readers won't need helping, so you're safe to scrap the comma if you think it looks unwieldy.

- Yesterday I was a dog. Today I'm a dog. Tomorrow I'll probably still be a dog. Sigh! There's so little hope for advancement. (Cartoonist Charles M. Schulz via Snoopy)

Practice

1- Use the words in brackets as adjective or adverb in the gaps.

1. He reads a book. (quick)
2. Mandy is a girl. (pretty)
3. The class is loud today. (terrible)
4. Max is a singer. (good)
5. You can open this tin. (easy)
6. It's a day today. (terrible)
7. She sings the song . (good)
8. He is a driver. (careful)
9. He drives the car . (careful)
10. The dog barks . (loud)
11. The bus driver was injured. (serious)
12. Kevin is clever. (extreme)
13. This hamburger tastes . (awful)
14. Be with this glass of milk. It's hot. (careful)
15. Robin looks . What's the matter with him? (sad)
16. Jack is upset about losing his keys. (terrible)
17. This steak smells . (good)
18. Our basketball team played last Friday. (bad)
19. Don't speak so . I can't understand you. (fast)
20. Maria opened her present. (slow)

2- **Fill in the correct comparative and superlative forms into the gaps.**

Positive	Comparative	Superlative
excited		
happy		
few		
humorous		
jealous		
nice		
angry		

3- **Complete the sentence using the comparative form of the adjective. Start with the first noun. Use the comparative form of the adjective. Mind the example.**

1. Dan / Harry (young)

2. French / English (difficult)

3. Moscow / London (big)

4. Lisa / Tony (tall)

5. the black car / the white car (cheap)

6. Robert / Henry (happy)

7. dogs / cats (intelligent)

8. my room / your room (nice)

9. Tokyo / Paris (busy)

10. the girls / the boys (quiet)

The Present Simple Tense

The Present Simple Tense (also called the Simple Present Tense)

Simple present tense with 'be':

The verb 'be' is different from the other verbs in this tense. Let's look at 'be' first:

Here's the positive form (positive means a normal sentence, not a negative or a question. This is sometimes called 'affirmative'):

Positive Form	Positive Short Form
I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
we are	we're
they are	they're

For example:

- I'm Scottish.
- She's hungry.
- They're always late.

Next, here's the negative. It's very easy. You only add 'not':

Negative form	Negative short form
I am not	I'm not

you are not	you aren't
he is not	he isn't
she is not	she isn't
it is not	it isn't
we are not	we aren't
they are not	they aren't

For example:

- I'm not cold.
- He isn't from Spain.
- We aren't at home.

Here's the 'yes / no' question form:

Yes / o Questions

am I ?

are you ?

is he ?

is she ?

is it ?

are we ?

are they ?

For example:

- Am I next in the queue?
- Are you from Tokyo?
- Is he at the library at the moment?

If you'd like to make a 'wh' question, you just put the question word at the front:

Where am I ?

What are you ?

Why is he ?

Who is she ?

When are we ?

How are they ?

For example:

- Where are you from?
- Who is that girl?
- Why are they still at work?

Present simple tense with other verbs:

With all other verbs, we make the present simple in the same way.

The positive is really easy. It's just the verb, with an extra 's' if the subject is 'he', 'she', or 'it'. Let's take the verb 'play' as an example:

Positive (of 'play')

I play

you play

he plays

she plays

it plays

we play

they play

For example:

- I play tennis every week.
- He likes chocolate.
- They usually go to the cinema on Fridays.

Don't forget the 's'! Even really advanced students do this!

For a few verbs, there is a spelling change with ‘he’, ‘she’ and ‘it’ before the ‘s’. For

example, ‘study’ becomes ‘studies’. (See spelling changes PDF for more information).

There are also few verbs which are irregular in the present simple:

- 'have' becomes 'has'
- 'do' becomes 'does'
- 'go' becomes 'goes'

To make the negative form, you need to use ‘do not’ (don't) or ‘ does not’ (doesn't):

Negative (of 'play')	Negative Short Form
I do not play	I don't play
you do not play	you don't play
he does not play	he doesn't play
she does not play	she doesn't play
it does not play	it doesn't play
we do not play	we don't play
they do not play	they don't play

For example:

- You don't study very much.
- Julie doesn't like sport.
- We don't live in London.

We use 'do' or 'does' before the subject to make the 'yes / no' question:

Yes / no questions

do I play ?

do you play ?

does he play ?

does she play ?

does it play ?

do we play ?

do they play ?

For example:

- Do you work in an office?
- Does John play cricket every weekend?
- Do they like travelling?

Just like with 'be', if you'd like to make a 'wh' question, you put the question word at the front:

Where do I play ?

What do you play ?

Why does he play ?

Who does she play ?

When do we play ?

How do they play ?

For example:

- Where do you live?
- What does she like to eat?
- Why do they work so hard?

When should we use the Present Simple?

Present Uses:

1: We use the present simple when something is generally or always true.

- People need food.
- It snows in winter here.
- Two and two make four.

2: Similarly, we need to use this tense for a situation that we think is more or less permanent. (See the present continuous for temporary situations.)

- Where do you live?
- She works in a bank.
- I don't like mushrooms.

3: The next use is for habits or things that we do regularly. We often use adverbs of frequency (such as 'often', 'always' and 'sometimes') in this case, as well as expressions like 'every Sunday' or 'twice a month'. (See the present continuous for new, temporary or annoying habits).

- Do you smoke?
- I play tennis every Tuesday.
- I don't travel very often.

4: We can also use the present simple for short actions that are happening now. The actions are so short that they are finished almost as soon as you've said the sentence. This is often used with sports commentary, or in demonstrations.

- He takes the ball, he runs down the wing, and he scores!
- First I put some butter in the pan and turn on the cooker.

Future Uses

5: We use the present simple to talk about the future when we are discussing a timetable or a fixed plan. Usually, the timetable is fixed by an organisation, not by us.

- School begins at nine tomorrow.
- What time does the film start?
- The plane doesn't arrive at seven. It arrives at seven thirty.

6: We also use the present simple to talk about the future after words like 'when', 'until', 'after', 'before' and 'as soon as'. These are sometimes called subordinate clauses of time.

- I will call you when I have time. (Not 'will have'.)
- I won't go out until it stops raining.
- I'm going to make dinner after I watch the news.

Conditional Uses

7: We use the present simple in the first and the zero conditionals. (See the conditionals section for more information.)

- If it rains, we won't come.
- If you heat water to 100 degrees, it boils.

Present Simple Exercises

Exercises (1)

1. My sister (read) a book.
2. Frank (like) dogs.
3. My parents (do) the shopping.
4. We sometimes (meet) in front of the cinema.
5. Uncle George (go) to the doctor's.
6. Our friends (play) football in the park.

7. She (go) to the park every Friday.
 8. He (ride) his bike every day.
 9. We (have) the best ideas.
 10. Carol (say) goodbye.
 11. She (be) the best singer in our class.
 12. My sister (live) in a big house.
 13. The children (eat) hamburgers.
 14. Bill (have) got two notebooks.
 15. I (be) at home.
-

Exercises (2)

Exercises Verb to Be -

Complete the sentences with the forms of to be in the present simple (am, is, are).

1. I at home.
2. She not at home in the morning.
3. We in the park.
4. This my new laptop.
5. Our friends on their summer holidays.
6. Uncle George a good football player.
7. The dog under the table.
8. He very funny.
9. The shoes white.

10. You right.
 11. Susan good at tennis.
 12. They in the house.
 13. His T-shirts cool.
 14. My sister a good swimmer.
 15. She in Italy.
-

Exercises (3)

Present Simple Negation - Exercise

Use short forms (isn't, don't,...).

1. We have some milk. We any milk.
2. Mother sews Jenny's jeans. Mother Jenny's jeans.
3. I hate Maths lessons. I Maths lessons.
4. My brother likes eating oranges. My brother eating oranges.
5. My parents often watch westerns. My parents often westerns.
6. Children like ice cream. Some children ice cream.
7. The monkey wants some bananas. The monkey some bananas.
8. They are hungry. They hungry.
9. We get up early on Sundays. We up early on Sundays.
10. Peter is sometimes very tired. Peter sometimes very tired.
11. I am a good pupil. I a good pupil.
12. School always starts at seven o'clock. School always at seven o'clock.

13. Kate always has her piano lesson on Fridays. Kate always her piano lesson on Friday.
14. In summer it's sometimes very hot. In summer it sometimes very hot.
15. Mum washes all my dirty clothes. Mum all my dirty clothes.
16. Peter has got a brother. Peter a brother.
17. The frog is under the caravan. The frog under the caravan.
18. They are cool. They cool.
19. Dad buys a new car. Dad a new car.
20. The boys play football. The boys football.
-

Exercises (4)

Present Simple Negation -

Fill in don't or doesn't into the gaps.

1. Sarah like reading books.
2. Rita's mother watch horror movies.
3. We often go to the cinema.
4. Kevin like spinach and beans.
5. The children play in the garden very often.
6. They study for their tests very much.
7. She play football.
8. My cat catch mice.
9. I want to get up early in the morning.
10. We have to wear school uniforms.

11. His sister like watching TV shows.
 12. My brother and I go to work by bus.
 13. My parents eat anything for breakfast.
 14. He usually eat anything for dinner.
 15. My neighbours go on holidays in winter.
-

Exercises (5)

Present Simple Questions - Exercise

Form the questions.

Example: I am hungry. - Are you hungry?

1. Peter goes to the party.

?

2. His schoolbag is brown.

?

3. Mary can ski.

?

4. I meet my friends.

?

5. The teacher hands out the books.

?

6. Pat is a clever boy.

?

7. The monkey takes the banana.

?

8. Tony is hungry.

?

9. Tim goes to school.

?

10. They are at Sarah's party.

?

11. You like apples.

?

12. Winter begins in December.

?

13. They are at home.

?

14. Tom can play football.

?

15. His mother speaks Spanish.

?

Structuring a Paragraph

What is a Paragraph? Definition, Examples of Paragraphs

Paragraph definition: A paragraph is a unit of writing in a larger body of work. A paragraph expresses a particular topic or theme.

What is a Paragraph?

A paragraph is a component of fictional prose and non-fiction writings.

When writing essays, research papers, books, etc., new paragraphs are indented to show their beginnings. Each new paragraph begins with a new indentation.

The purpose of a paragraph is to express a speaker's thoughts on a particular point in a clear way that is unique and specific to that paragraph. In other words, paragraphs shouldn't be mixing thoughts or ideas. When a new idea is introduced, generally, a writer will introduce a new paragraph.

Basic Paragraph Structure: How to Layout a Paragraph

In non-fiction writing, a body paragraph is any paragraph that comes between the introduction and the conclusion.

A good body paragraph will have the following:

****Topic Sentence**

What is a topic sentence? A topic sentence is the first sentence of the body paragraph. Simply put, the topic sentence introduces the topic of the paragraph. A good topic sentence will be broad enough to allow for explication but narrow enough that it does not require a paragraph that is too long.

****Supporting Sentences**

What is a supporting sentence?

The supporting sentences of a paragraph are the sentences between the topic sentence and the concluding sentence. The supporting sentences “support” the topic sentence. That is, they explain and elaborate the point of the paragraph.

**** A Concluding Sentence**

What is a concluding sentence? **The concluding sentence is the last sentence in the paragraph. It should succinctly end the paragraph and transition to the next paragraph, if appropriate.**

A good paragraph contains many elements. Here are just a few of them.

****Unity, Coherence**

As mentioned above, the ideas in a paragraph should logically fit together. Furthermore, they should flow from one idea to the next.

A paragraph should be organized in a way that it builds appropriately. This could be by sequence of ideas or events. Additionally, transitions should be used from one sentence to the next that connect the ideas and concepts.

****Adequate Development**

In order for a paragraph to be considered “adequate” or “sufficient,” the paragraph should be well-developed. The reader should not be left wanting more information.

Similarly, the paragraph should include enough evidence to support its topic sentence.

****Transitions**

Good paragraphs have transitions between preceding and proceeding paragraphs. These transitions are logical and verbal.

One paragraph should logically flow to the next. The ideas in a body of work should be organized so each paragraph transitions well to the next. It should not be choppy.

Additionally, verbal transitions within and between paragraphs should help the reader move seamlessly through the piece of writing.

****How Long is a Paragraph?**

There is no set length to a paragraph. Some paragraphs are only one sentence in length. However, a short paragraph like that should be left only to the expert writer—or a specific style of writing. You wouldn’t find a single-sentence paragraph in a research paper or academic journal.

Paragraphs need to be long enough to express any given idea (long enough to thoroughly explain the topic sentence).

Research papers may call for paragraphs ten sentences or longer.

The overall topic of the writing and content will determine the length of a paragraph. Unfortunately, there is no single number of sentences to a good paragraph.

A general rule of thumb is to begin with a topic sentence; develop that topic well with evidence, examples, and explanations; and conclude the paragraph appropriately.

Summary:

Define paragraph: the definition of paragraph is *a group of sentences in which a single topic is developed.*

In summary, a paragraph is:

- a unit of writing
- used in non-fiction and fictional prose
- a part of writing that expresses a certain topic

Types of Paragraphs

The four different **types of paragraphs** are **descriptive, narrative, expository, and persuasive**. These four types allow you to write about absolutely anything that you want! By understanding these different types of paragraphs and what they are used for, the English world is your oyster. Read on to learn more about these paragraphs and how you will use them.

Many ESL students get nervous when it comes to writing in English. However, if you spend the time to learn the basics and become comfortable with the smaller parts of writing in English, the bigger parts become easier.

****The descriptive paragraph**

The descriptive paragraph describes something and shows the reader what a thing or a person is like. The words chosen in the description often appeal to the five senses of touch, smell, sight, sound, and taste. Descriptive paragraphs can be artistic and may deviate from grammatical norms.

An example of a descriptive paragraph:

The lights grow brighter as the earth lurches away from the sun, and now the orchestra is playing yellow cocktail music, and the opera of voices pitches a key higher. Laughter is easier minute by minute, spilled with prodigality, tipped out at a cheerful word. The groups change more swiftly, swell with new arrivals, dissolve and form in the same breath; already there are wanderers, confident girls who weave here and there among the stouter and more stable, become from a sharp,

joyous moment the center of a group, and then, excited with triumph, glide on through the sea-change of faces and voices and color under the constantly changing light.

This excerpt is taken from *The Great Gatsby* by F. Scott Fitzgerald. In this paragraph you can hear, see, and feel the setting in which the story takes place. When you practice writing a descriptive paragraph yourself, you should address all aspects of the physical world.

****The narrative paragraph**

The narrative paragraph tells a story. There's a sequence of action or there's a clear beginning, middle, and end to the paragraph.

An example of a narrative paragraph:

It's been almost ten years since I first ran for political office. I was thirty-five at the time, four years out of law school, recently married, and generally impatient with life. A seat in the Illinois legislature had opened up, and several friends suggested that I run, thinking that my work as a civil rights lawyer, and contacts from my days as a community organizer, would make me a viable candidate. After discussing it with my wife, I entered the race and proceeded to do what every first-time candidate does: I talked to anyone who would listen. I went to block club meetings and church socials, beauty shops and barbershops. If two guys were standing on a corner, I would cross the street to hand them campaign literature. And everywhere I went, I'd get some version of the same two questions.

This opening paragraph from Barack Obama's *The Audacity of Hope* tell an interesting story about how a man entered the arena of politics. It has a beginning, a middle, and an end, and it raises the reader's curiosity about what will happen next.

****The expository paragraph**

The expository paragraph explains something or provides instruction. It could also describe a process and move the reader step by step through a method. This type of paragraph often requires research, but it's possible that the writer is able to rely on his or her own knowledge and expertise.

An example of an expository paragraph:

All toilet flush tanks work about the same. When the toilet is flushed, the trip handle lifts the tank ball, opening the outlet and letting water flow into the bowl. When the tank is nearly empty, the ball falls back in place over the outlet. The float falls with the water level, opening the water-supply inlet valve just as the outlet is being closed, and the tank is refilled through the filler tube. Water also flows through the bowl refill tube into the overflow pipe to replenish trap-sealing water. As the water level in the tank nears the top of the overflow pipe, the float closes the inlet valve, completing the cycle.

This paragraph from Reader's Digest *Complete Do-it-yourself Manual* gives detailed information about how the water moves through a toilet when it is flushed. It's instructive, and if you like this kind of thing, it may even be interesting.

****The persuasive paragraph**

This type of paragraph tries to get the reader to accept a particular point of view or understand the writer's position. This is the type of paragraph that many teachers focus on because it's useful when building an argument. It often requires the collection of facts and research.

An example of a persuasive paragraph:

Immigration contributes to the overall health of the American economy. Despite recent concerns related to the costs created by illegal and some legal immigration to the United States, this country has largely benefited from the skills, talents, and ambition that immigrants bring with them. American businesses gain from a good source of affordable labor, while towns and cities are revitalized by immigrant families who strengthen communities through civic participation the generation of new economic activity. The United States must continue to welcome new arrivals and help those who already here; otherwise, the country will lose the advantages it has over other industrialized countries who compete against us in the global marketplace and seek to recruit from a vast pool of unskilled and skilled global workers.

This is the paragraph that appeared on the page describing what a paragraph is. Your teacher wrote it. I have an opinion about a particular topic, and in this paragraph I want the reader to accept or consider my position. The persuasive paragraph is, perhaps, the most difficult to write but there is a good method I can show you in order to be successful in writing one.

Practice

1- Read attentively the paragraph below:

Parents should guide their children in growing up. While children are still young, they should be assigned a few simple responsibilities, such as to keep themselves clean and shouldn't wait for their parents to tell them to do so. Later, parents should help their children learn to manage some of their affairs, like deciding on their bedtime and budgeting or planning their pocket money on a regular basis. When they become teenagers, parents have to guide them to the most important decisions in their lives. For instance, which college they should join, which major to choose, and how to choose decent friends or colleagues. Parents, then, have an obligation to prepare and guide their children to accept responsibilities, to manage their own affairs and to make career decisions. These three steps are very important to succeed in life.

Answer the following questions briefly:

1- Look at the first sentence that opens the paragraph, what can you say about it if you compare it to the rest of the sentences?

.....
.....

2- What's the main idea of the paragraph?

.....
.....

3- Is there in the paragraph a sentence which states the main idea? Where is it stated?

.....
.....
4- There are three main sentences that explain the main idea, write them down. What can you say about the way they are ordered?
.....
.....

A-The main idea in a paragraph is called: Topic Sentence

Topic Sentence

1- is the most general statement of the paragraph.
2- usually comes at the beginning of the paragraph.
3- is always a complete sentence which states the **topic and its focus:**
Topic: The main idea.
Focus: The main emphasis.
Look at these two topic sentences. They have the same topic sentence (nuclear power), but the focus in topic sentence A is different from the focus in topic sentence B.
A: Nuclear power is our greatest hope for solving the energy crisis.
B: Nuclear power is a huge threat to life on the planet.

The sentences that support the topic sentence in the paragraph are called “**Supporting Sentences**”.

The sentence that summarizes the topic sentence and supporting sentences are called a “**clincher or a concluding sentence**”.

Paragraph

Most English writing is organized into paragraphs. A paragraph is a group of sentences that develop one main idea. It usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences in the paragraph explain the main idea; they add details and give support. These sentences are called supporting sentences. A paragraph also has a concluding sentence or clincher. It is the last sentence of the paragraph.

ad the model paragraph below and study its main parts:

Topic

Supporting

Concluding

The students in the class come from many different parts of the world. Some are from European countries, such as France, Spain, and Italy. Others are from Middle Eastern countries, like Saudi Arabia and Egypt. **Still other students were** born in Asian countries, including Japan and Korea. **The largest** number of students is from Latin American countries, like Mexico, Venezuela, and Peru. **The class is in an interesting mix of people from many different countries.**

3- Organizing Ideas

Moving from General to Specific & Ordering ideas according to importance

To compose an effective paragraph, you need to move from general to specific. Also, you need to organize the supporting sentences according to their order of importance; First, the least important idea, then more important, and finish it with the most important idea. This method of ordering is called rank order: to show rank order, we use these words and phrases:

First,

Second,

Third and the most important,

Topic Sentence (General)

Indent the paragraph

.....

Supporting Sentence 1 + details

Supporting Sentence 2 + details

order of importance

Supporting Sentence 3 + details

Use transitions to connect Sentences

Clincher: concluding sentence (Specific)

Practice

A- The topic sentence is the most important sentence in the paragraph. It states the main idea and introduces the reader to the topic. Therefore, choose the best topic sentence for each group of supporting sentences. Write it down on the line provided.

1- I usually go skiing every weekend in the winter even though it is expensive. I love the feeling of flying down a mountain. The views are beautiful from the top of a mountain and along the trails. Even the danger of falling and getting hurt can't keep me away from the slopes on a winter day.

a- Skiing is expensive.

b- Skiing is my favorite sport.

c- Skiing is dangerous.

2- I enjoy summer sports like water skiing and baseball. The weather is usually sunny and hot, so I can go to the beach almost every day. Gardening is my hobby and I spend many summer days working in my garden. Unfortunately, the days pass too quickly in summer.

a- I like to garden in the summer

b- Summer is my favorite season.

c- Summer is too short.

3- North Americans send cards for many occasions. They send cards to family and friends on birthdays. They also send thank you cards; get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send them through the mail but turning on the computer and sending cards over the Internet is also popular.

a- Sending cards is very popular in North America

b- Birthday cards are the most popular kind of card.

c- It is important to send thank-you cards.

B- Write a topic sentence for each paragraph. Make sure your topic expresses the main idea of the paragraph.

1-

.....

It is always sunny and warm. The beaches are gorgeous, with soft white sand and beautiful water. There are many fine restaurants in Sharm El-Sheikh, and most of the hotels offer terrific entertainment nightly. It's no wonder that Sharm is my first

choice for a vacation destination.

2-

He has collected stamps and coins ever since he was a child. He is very proud of his valuable collections. Ahmad also enjoys painting and drawing. Recently he has become interested in gardening. Out of all his hobbies, Ahmad's favorite one is reading. He usually reads at least one book every week. Ahmad keeps busy with all of his hobbies.

3-

I can't wait to come home from school and eat the delicious meals she has prepared. She is famous for her pure Egyptian dishes and local desserts. She always tries new recipes and different ingredients. No one in the world can cook in the way my mother does.

C- The supporting sentences develop the main idea in the topic sentence. They add details to the topic. Therefore, read the following paragraphs and underline the supporting sentences.

1- Using of the Internet has grown very quickly. In 1983, there were 562 computers connected to the Internet. By the turn of the century, there were 72.3 million computers online. Experts say that the Internet is now growing at a rate of approximately 40% a year. As time goes on, the Internet is becoming more and more popular.

2- Vegetables and fruits are an important part of a healthy diet. First, fruits and vegetables are packed with the vitamins and minerals you need to keep your body functioning smoothly. Additionally, they give you the carbohydrates you

need for energy. Fruits and vegetables have lots of fiber to help your digestive system to work properly. Finally, many scientists believe that the nutrients in fruits and vegetables can help fighting diseases. If you eat a diet rich in fruits and vegetables, you'll be on the road to better health.

D- Every supporting sentence in a paragraph must relate to the main idea stated in the topic sentence. A sentence which does not support the main idea is irrelevant to the topic. Now read these paragraphs and cross out the irrelevant sentences.

1- The students in the class come from many different parts of the world. Some are from European countries, such as France, Spain, and Italy. Others are from Middle Eastern countries, like Saudi Arabia and Egypt. Still other students were born in Asian countries, including Japan and Korea. The largest number of students is from Latin American countries like Mexico, Venezuela, and Peru. The class is in an interesting mix of people from many different countries.

2- Cats are wonderful house pets. They are very lovely and friendly. Cats are also clean. They don't eat much, so they are not expensive. Unfortunately, some people are allergic to their hair. Cats look beautiful and they can give you fun in your home.

E- Supply the relevant supporting sentences for the following topic sentences. Use rank order words to show the order of importance. TS is for Topic sentence, and SP is for supporting sentence.

1- TS: Traveling overseas is interesting

SP 1-

SP 2 -

SP 3 -

.....

2- TS: Reading English newspapers helps students improve their English.

SP 1-.....

SP 2-.....

SP 3-.....

3- TS: Television influences our lives in many ways.

SP 1-.....

SP 2-.....

SP 3-

.....

F- Write an appropriate clincher/concluding sentence for each paragraph below:

1- There are many reasons why I like wearing a school uniform. First of all, it saves time, I don't have to spend time picking out my clothes every morning. Wearing a uniform also saves money, it's cheaper to purchase a few uniforms than to go out and buy lots of school clothes. In addition to that, I don't have the pressure of keeping up with the latest styles. Most importantly, wearing a school uniform gives me a sense that I belong. I really think it adds to the feeling of school spirit and community.

.....

2- There are many reasons why I am against wearing my school uniform. Firstly, I don't like the style of the uniform. The navy blazer and plaid skirt are too conservative for me. Secondly, the uniform isn't comfortable. I prefer to wear

baggy pants and a sweater instead of a skirt and jacket. Thirdly, I want the freedom to express my individuality through my style of dressing.

.....

Assignment

G- The following paragraph has a topic sentence and supporting sentences. Complete the paragraph by adding your own specific details to clarify each supporting sentence.

There are many ways to economize on a trip to.....and still have a good time. First, you can shop around for the best air tariff.....

.... Once you get there, you do not need to stay in the most expensive hotels.

.....

..... You can also economize on food.

.....

.....

..... Finally, you should take advantage of all the free cultural and historical offerings.

.....

.....

H- Ordering Ideas According to importance.

While developing the topic sentence through supporting sentences, remember to use the specific signal words below to guide the reader from one idea to the next.

<p>First, Second,Third,</p> <p>Firstly, Secondly, Most importantly,</p> <p>For one thing,For another thing,The third and most importantly, ...</p>

Practice

1- Use the appropriate rank order words or phrases to order the supporting sentences that support the following topic sentence: the qualities of a good teacher. Make sure you structure the sentences accurately.

TS. Quality teaching requires from the teacher to have three main features:

SS.1-.....have enough knowledge about the subject.

SS. 2-..... care about students.

SS. 3-..... have the ability to explain clearly.

2- Now develop the paragraph below. The topic sentence has been given; use the supporting sentence above but remember to include the appropriate rank order words.

A good teacher usually has several important qualities.

.....

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Opinion Paragraph

1- Read the paragraph below and answer the questions that follow.

In my opinion, children of immigration should be taught in their native language. First of all, these children will feel more comfortable in a strange school if they hear and speak their native language. In addition, they will be able to understand subjects like math, history, and science more easily if they are taught in their native language and do not have to struggle with the new language. Finally, students who use their native language in school are better able to keep their cultural identity.

a- What is the author's opinion?

.....

b- What are the three reasons which the author included to support his opinion?

1-

2-

3-.....

2- Read the following sentences. Circle the word or phrase in parentheses which you think it express your opinion well.

1- It is..... for mothers with small children to work outside of the house. [good, harmful].

2- Smoking.....be banned in restaurants. [should, should not]

3- Nuclear energythe best way to meet our energy needs. [is, is not].

4- Womenbe required to serve in the army. [should, should not].

5- Prayerbe allowed in the public schools. [should, should not].

6- Itacceptable to use animals for laboratory experiments. [is, is not]

3- Write an opinion topic sentence for each of the statements in the

previous activity. Use the appropriate phrases from the list below:

Stating Your Opinion Phrases

If you are sure	If you are not sure
It's undeniable.....	It seems to me that....
I'm absolutely sure.....	I suppose that.....
I'm quite certain that.....	I'm not really sure, but.....
Of course, It's undeniable.....	I think/ guess It seems to me that....
There's no doubt that.....	As far as I can see.....
It's likely.....	From my point of view.....
Undoubtedly,	In my opinion,

Example:

1- In my opinion, it is good for mothers with small children to work outside of the house.

2-.....

3-.....

4-.....

5-.....

6-.....

7-.....

1- **Read each statement on the left with its correct part on the right and add an appropriate preposition: in, of, from, to, on.**

....1- I have strong views	a- my opinion.
....2- Most people believe	b- the proposed changes.
....3- I was in favor	c- marriage.
....4- What does she think	d- my mind.
.... 5- This is absurd,	e- life after death.
.... 6- He's quite wrong,	f-the new teacher?
....7- Well, that's just silly,	g- our point of view.

5- Do you agree or disagree with the statements below? Write a topic sentence expressing your opinion. Use the appropriate phrase from the following list: Agree / Disagree / Contradict

I agree with the because.....	I'm afraid. I don't agree because....
Well, I think so, too because.....	I disagree with.....
I approve of..... because.....	I don't think so because.....
I am in agreement with.....	I don't believe.....
I am in favor of.....	I doubt that.....
I	It could be right, but I think.....
advocate.....	I disapprove of.....
	I totally oppose
	that.....

1- Mothers with young children should work outside the house.

.....

2- Smoking should not be banned in public places.

.....

3- Nuclear energy is the best way to meet our energy needs.

.....

4- Women should be required to serve in the army.

.....

5- Prayer ought not to be allowed in schools.

.....

6- Students are not allowed to use their mobile phones while taking exams.

.....

6- Rewrite these sentences using the verbs and expressions in parentheses.

1- I've always suspected that ghosts don't really exist. [doubt]

.....

2- My viewpoint has always been that people should rely on themselves more.
[advocate].

.....

3- Salwa is convinced that the teacher has been unfair to her. [As far as I can see...]

.....

4- I had a very strong feeling that I had been in that place before. [It seems to me]

.....

5- I think we should have tried again to solve this exercise. [From my point of view,
.....]

.....

6- I don't think Ali will pass the final exam this semester. [It is unlikely].

.....

7- Rewrite the following sentences that keep the same meaning.

1. You should take the train instead of the bus.

- If.....

2. I'm sure that someone forgot to lock the door.

- Someone must.....

3. They bought this house ten years ago.

- They have.....

4. The course finished with a big party.

- At the end.....

5. We invited a pop star onto the chat show, but he didn't turn up.

- The pop star

6. Although she said that she would come, I don't think she ever will.

- Despite.....

7. The plane had hardly left the airport when the accident happened.

- No sooner

8. You feel tired now because you didn't sleep very well last night.

-Had

9. When did you start the project?

- How long

10. Their wedding will be held in a lovely church.

- The church

Structuring Opinion Paragraph

To compose an effective opinion paragraph to convince the reader about one's opinion, the writer has to open his paragraph with a topic sentence which states his point of view. The topic sentence which presents the point of view should be developed through three reasons; (evidence, argument) and each reason has to be developed at least through two or three supporting sentences that illustrate the

reason. Eventually, an opinion paragraph always ends with a logical conclusion that is based on the three developed reasons. Consider the outline below.

1. **Topic Sentence: (point of view)**
2. **Supporting Sentence 1: Reason one.....**
3. **Supporting Sentence 2: Reason two.....**
4. **Supporting Sentence 3: Reason three.....**
5. **Conclusion:**

Conclude your paragraph with a logical deduction on the basis of the reasons 1,2, and 3. The conclusion summarizes the three reasons. You may briefly include your comment on the topic

3- Some Essential Steps to Compose an Effective Opinion Paragraph.

1-Use Rank Order to organize the reasons which develop your Point of View.

After brainstorming and planning your opinion and the 3 reasons to develop it, support each reason with three unified supporting sentences. The most important is that the three reasons should be ordered according to importance: from the least important to the most important. To make the rank order clear and obvious while you are developing the supporting sentences, use specific words and expressions such as:

First of all,

Next,

Third and the most important,

Note:

Rank order words and expressions are always followed by a comma if they come at the beginning of a sentence, but **then** and **now** are never followed

by a comma even if they come at the beginning of a sentence

2- Use Transition signals to join the supporting sentences: therefore, though, even though, similarly.....

3-Use formal expressions to state your point of view

I think.....

I believe..... In my point of view,

In my opinion,

I suppose that.....

As far as I can see,

Practice

Develop the three sentences below through three main reasons. Use the appropriate phrase to state your opinion and the rank order words to organize the reasons (supporting sentences) according to importance.

1- Smoking shouldn't be banned in public places.

Your Opinion [TS]:

Reason1:

Reason 2:

Reason 3:

.....

A Sample of Opinion Paragraph

The law in many societies opposes euthanasia, or mercy killing, and doctors are never allowed to end the lives of some patients who suffer while there is no hope

for them to keep alive. [**GENERAL INTRODUCTION**] In my opinion, euthanasia should be allowed for three main reasons. [**POINT OF VIEW**]

First, allowing euthanasia stops the suffering of the patient's family. [**REASON1**]. In fact, when some nurses give the terminally ill patient only minimum care, the family must spend some time to care for the special needs of their loved one. For example, Nancy was kept alive on life-support machines for eight years. There was no hope to recover from her incurable illness. However, during those years, her parents visited her regularly. Second, the medical costs are very high. Today the cost of a hospital room is very expensive, and this costly medical care can cause financial problems for the family. [**REASON 2**] For example, an eighty-two-year-old woman who was sleeping in hospital was in a coma for about four years. Since there was no chance for her recovery, her family asked the medical staff to withhold the medical treatment because they could not keep paying too much money. Third and the most important, these patients have no chance of recovery. [**REASON 3**] They can never have normal lives and must be kept alive by life-support machines, such as respirations to help them breathe, and feeding tubes to provide them with food. They are clearly more dead than alive. For instance, after Samuel, an infant, had swallowed a balloon, he stopped breathing. The balloon was removed, but the lack of oxygen had caused brain damage and left him in a constant coma. As a result, Samuel was unable to breathe without the aid of a respirator, and there was no hope for his recovery.

Finally, if the seriously ill patients have no chance to recover, they should be allowed to die because the medical costs are too high and spending too much money when there is no hope for recovery is useless. [**CLINCHER or**

CONCLUDING SENTENCE]

Practice

1- State your opinion about the following statements concerning TV. State your opinion first and support it with two main reasons. Use proper opinion expressions and transition signals.

A- Parents should check the TV programs their children watch. What do you think?

In my opinion,

.....
..... First,

.....
..... Second,

Third and the most important,

Finally,

B- There is nothing important you can learn while you're watching TV. Do you agree or disagree?

In my opinion,

.....
.....

First,

.....
.....

Second,

.....
.....

Third and the most important,

.....
.....

To conclude,

.....
.....

.....

C- Government needs to control the programs on TV. What do you think?

As far as I can see,

.....
.....

First,

.....
.....

Second,

.....

.....

.....

Third and the most important,

.....

.....

Eventually,

.....

.....

.....

Letter Writing

1. Friendly Letter

1- Read carefully the following friendly letter and correct all the errors related to the layout (the form), punctuation, spelling and grammar. Write down the correct version.

Dear Sara

Berkley is a very good city I really like it here! There's always a lot to do. Every day after school I usually go to telegraph avenue and my favorite coffee shop to meet my friends. On the evening, there are always something interesting to do in the town or on the university campus, such as sea a movy or hear some live music on Saturday, my friends and me take the bus to san Francisco for the day It is a beautiful place.

I love the shops and restaurants, and it's a great city for just walking around in golden gate park We often go to Chinatown to have lunch, and then we go shopping on the afternoon On Sunday I like to play tennis with my friends or we watch a sports event, like a football game or a baseball game, on TV at home I think American football is very exciting.

Well, that's all for now, take care. I look forward to hear from you soon

Susan

.....
.....
.....

Formal Letter

A Sample

Your address:

P.O. Box 1234,

Cairo- Egypt

Date:

October,10, 2000

The addressee's name& position & address

The Personnel Manager,

Safety Insurance Corporation,

Premium Building,

Riyadh, KSA.

Subject: Applying for a job

Dear Sir,

I would like to apply for the post of junior secretary advertised in today's Arab News. **[Opening Paragraph]**

Concerning my educational background and my job history, after leaving school with a Senior Certificate in English, mathematics, and three other subjects, I succeeded in securing a post as filing clerk with ABC Uptown Distributors. Meanwhile, I used to attend evening classes in office routine and typewriting at Highland College, and I gained certificates in both. Accordingly, I was promoted to the post of typist and then went back to Highlands College to learn shorthand. In fact, I achieved a certificate at 100 w.p.m. In addition to that, I have acted as a

temporary secretary during periods of illness and holidays. A couple of months ago, I successfully completed a diploma course on private secretarial from Professional Institute.

Recently, I am 20 and I have been with my present employer for nearly three years. Although I will be sorry to leave, I feel I must do so to progress in my career. Actually, my manager, Mr. Mohamed, is aware of this and is willing to provide me with enough testimony about my performance and record. **[Body]**

Eventually, I am looking forward to receiving a favorable reply and calling me for an interview to submit copies of credentials and any further information you may need. **[Conclusion]**

Yours respectfully,

**Signature &
Name**

Practice

1- Below are the parts of a business letter about requesting information on travel agency courses. However, the parts are all mixed up. First, read each part of the letter; second, put the parts in order and write the number of the line.

Dear Sir or Madam

Sender's signature

Sender's name

date

Sender's address

Subject: Requesting Information about Travel Agent Courses.

Sincerely Yours,

California School of Tourism 2555 Lindo Lane Espinacas, California 90022

I look forward to hearing from you as soon as possible I am writing in response to your ad. As for my experience, I have been a guide in travel agency for the last three years. I saw it in Travel magazine, and I am very interested in taking a travel agent course this summer at your school. I think I meet the requirements mentioned in the ad. I have already an airline ticketing course. I studied at the San Fernando School of Hotel management for three months.

I would also like an application form and information about tuition.

Before I worked at the travel agency, I worked at the Castro Hotel in san Francisco for eight months.

Would you please send me more information about the times and the dates of the travel agent training courses?

2- Combine the sentences above in a layout of a business letter. Punctuate appropriately.

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You are not satisfied with your salary at the company you have been working for nearly 2 years. Write to your manager requesting salary increase. Compose a business letter of about 150 words on formal style. Explain the reasons that have forced you to apply for an increase of your current salary.

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Drill (1)

I. Choose the Correct Answer:

1- The man saw a beautiful vase inantique shop the other day.

- a) a b) an c) no article

2- She is one of the mostchildren I know.

- a)happy b) happier c) more happy d) happiest

3-you like to see the menu?

- a) Do b) Had c) Would d) Would rather

4- I am notto take a holiday this year.

- a) go b) going c) goes d) to go

5- My neighborsfor 25 years. They'll never move.

- a) have lived b) has lived c) lived d) live

6-Boa Sr.in 2010 at the age of about 85.

- a) died b) dies c) die d) to die

7- How many other languagesshe speak?

- a) has b) is c) do d) did

8- Dentist Dr. Ushenna Okoye..... up every day at 4.30 a.m.

- a)get b) gets c) getting d) to get

9- Many short sleepers, like Dr.Okoye, areand successful in life.

- a)energy b)energetics c) energetic d)is energy

10- In contrast, there are long sleepers- people who regularlyten hours or more a night.

- a) sleep b)sleeps c) sleeping d) to

sleep

11- I..... the internet everyday at work.

- a) **is using** b) **uses** c) **to use** d) **use**

12-does a game last?

- a) **How** b) **Which** c) **How long** d) **How many**

13-.....of game is Parchessi?

- a) **How long** b) **How many** c) **What kind** d) **Why**

14-What did you.....in your last English lesson?

- a) **did** b) **started** c) **study** d) **was**

were

15-When your first English lesson?

- a) **did** b) **started** c) **study** d) **was**

16-In Britain in the 14th century sugar was nine timesthan milk.

- a) **expensive** b) **more expensive** c) **the expensivest** d) **expensiver**

17- This Mobile is than that one.

- a) **good** b) **better** c) **well** d) **less cheap**

18- I would like to America one day.

- a) **visiting** b) **visited** c) **visit** d) **to visit**

19- Are you to stay at home this evening?

- a) **plan** b) **planning** c) **to plan** d) **plans**

20-.....you going to buy a car ?

- a) **Do** b) **Have** c) **Is** d) **Are**

21- I'd ratheron a walking holiday.

- a) **go** b) **going** c) **to go** d) **goes**

22- He'd like toamong the world.

a) travel b) travelling c) travelled d) travel

23- Sheleft the country.

a) have b) am c) are d) has

24- Iwith my aunt last year.

a) stayed b) has stayed c) staying d) to stay

25- Khalidhis first business in 2001.

a) have started b) started c) starting d) to start

26- I'm usually at home in.....evening.

a) a b) an c) the d) no article

27- The Nile islongest river in the world.

a) a b) an c) the d) no article

28- Ali and Ahmed firstten years ago.

a) meet b) are meeting c) met d) will meet

29-Why don't you evensport?

a) playing b) played c) play d) to play

30-Everyonethat Scotsman John Baird invented the first television.

a)know b)knows c)knowing d) to know

II. Correct the wrong verbs.

1- Lionel Messi (**are**) one of the most famous footballers in the world.

.....
2- 21- He wants (**has taken**) a taxi to the airport.

.....
3- I (**liking**) to say something, please.

.....
4- From 2005, it (**become**) possible to watch T.V on your mobile phone.

.....
5- Comic Relief is an organization which (**raise**) money for charities in the U.K and Africa.

.....
III. Arrange the following :

1- sleepers / the / are / long / Babies / biggest

.....
2- a motorway / were / in the / to build / Italian engineers / the first / world

.....
3- the 19th century / slept / ten / In / people / for / hours

4- plays / very / Ahmed / football / well

.....

5- has / Al Madinah / in / for / Samira / lived / years / ten

.....

Drill (2)

I. Circle the subject, underline the verb and draw brackets around the addition information.

1-Students go to college for education.

2- We live in Al Madinah.

3- the boys play in the playground.

4- Ahmed watches T.V. in the evening.

5- The father does not drive at night.

II. Provide the following sentences with the appropriate conjunctions and, but and or.

1-Do you want to come with me.....should I wait here?

2-Nihal might go to Wild Wadishe might go to the Dreamland Aqua Park.

3- Ali and Ahmed wanted to play tennis.....it was raining.

4- Students in the university have a lot of homeworkdo a lot of tests.

5- Hanan went to the shopping mall.....bought a lot of things.

III. Jumbled sentences. Write the words in the correct order to make sentences. Don't forget the capital letter and period.

1- college / place / a / is / wonderful
.....

2- teaches / Arabic / college / at / Ali
.....

3- mall / the / go / to / friends / my
.....

.....
4- speaks / English / she / well

.....
5-Building / in / library / M2 /the /is
.....

IV. Writing sentences: Complete the sentences with the sentences with your own ideas.

1- I visit

2- My friend

3-Our neighbors

4-The teacher

5-Her mother

V. Completing Sentences Finish the sentences in a suitable way. Add a coma where necessary.

1-Is your uncle coming today or

2-I want to go home but

3- My brother lives near here and.....

4- Mariam might stay at home tomorrow or

5- Fahed likes watching T.V but

VI. Change each sentence of the following into two separate simple sentences and do the necessary changes.

1-Samira hates fast cars, but her brother likes them.

a).....

b).....

2- Fuel is cheap in Saudi Arabia, but it causes air pollution.

a).....

b).....

3-Ahmed is talking and laughing.

a).....

b).....

4- The weather in Dubai is humid, but Al Ain has a dry climate.

a).....

b).....

5- Adel read the story and understood it well.

a).....

b).....

VII. Writing Sentences. Write five different compound sentences using the conjunctions: and , but and or.

1-.....

2-.....

3-.....

4-.....

5-
.....

VIII. Write five different simple Sentences:

1-.....

2-.....

3-.....

4-.....

5-.....

Drill (3)

1. In each topic sentence, circle the topic. Then underline the controlling idea.

- 1- Mecca is the only place that Moslems can go to make Omera or Haj.
- 2- My brother had a frightening experience as a young man.
- 3- Text messaging has become popular among teenagers.
- 4- Effective time management requires four easy reasons.
- 5- College students drop classes for three reasons.

II. For each set of sentences, write TS next to the topic sentence. Write SS next to the supporting sentences.

- 1-a) If uniforms are required, students will not wear T-shirts with offensive messages.
.....b) Uniforms prevent students from wearing improper clothing.
.....c) All high schools should require their students to wear uniforms.
.....d) Students who wear uniforms do not have to worry about the latest fashions.
.....e) Students do not need to worry about matching colors or styles.
- 2-a) Mosquitoes are attracted to heat.
.....b) Mosquitoes will fly several miles to find food.
.....c) Only the female mosquito bites.
..... d) Mosquitoes have poor eye-sight but use heat to find blood.
.....e) Mosquitoes are interesting insects.
- 3-a) Part-time jobs teach students skills they need for the future.
.....b) They also learn about job responsibilities.
.....c) Students learn how to be on time.
.....d) They learn about working with others.
.....e) students learn about business.

- 4-.....a) The collection includes music from Spain, Ethiopia, and Egypt.
b) I also enjoy going to concerts by m
c) Last month I went to a concert by a famous musician from Korea.
d) I have a collection of world music on my MP3 player.
e) One of my hobbies is listening to international music.
- 5-.....a) The first type of hotel is an airport hotel.
b) Many airport hotel guests are passengers whose fights were delayed or cancelled.
c) There are two types of hotels in most major cities .
d) The second type of hotel in a downtown hotel .
e) Guests of downtown hotels include tourists and business people .

III. Circle the word that best describes each of the concluding sentences.

- 1- If you follow these steps, you will never lose keys again.
 a) prediction b) opinion c) warning
- 2-Students who are not careful with credit cards can go into debt quickly.
 a) prediction b) opinion c) warning
- 3-Antlaya, Turkey is one of the most beautiful cities in the world.
 a) prediction b) opinion c) warning
- 4-You will be able to fold a beautiful paper crane with only a little practice
 a) prediction b) opinion c) warning
- 5-The desert is a beautiful but dangerous place to hike, so do your research and prepare carefully.
 a) prediction b) opinion c) warning

IV. Provide the following definitions with the appropriate terms.

- 1-is the sentence which introduces the topic. It also tells what the writer ill say about the topic.

2-means that all the sentences in the paragraph are relevant because they relate to the topic.

3-.....means that all the sentences in the paragraph are arranged very well.

4-..... are the sentences which follow the topic sentence and support it.

5-is the last sentence which concludes the paragraph.

V. Read and edit the paragraph. There are five mistakes with adjectives

I have a new digital camera, and I am very excited about using it because it has so many features useful. I do not need to spend a lot of time focusing it. It has focus automatic. People do not have to wait along time for me to take their picture. In addition, its lens are powerful. I can photograph a person and scenery. Both are clear when I print the finals pictures. Another feature allows me to delete pictures blurry. I save a lot of money because I do not have to print pictures ugly. I am very excited about my camera new. It is easy, and I can take pictures interestings with it. I expect to have a lot of fun with it.

VI. Complete each sentence with the correct form of a verb from the box.

watches / watch	does not agree/ do not agree	performs / perform
-----------------	------------------------------	--------------------

drives / drive	shares / share	studies / study
----------------	----------------	-----------------

1- Marcos and Ito work together twice a week.

2-My favorite bandat the state fair every year.

3-The president of the organization.....with the committee's recommendation.

4-One of my sisterstoo much television.

5-Korea and China a border.

6- HeEnglish and economics at the university.

VII. Finish the sentences with a form of the verb be and one or more adjectives to describe the following people.

1- My teacher

2-My classmates

3- His parents

4-My cousins and I

5- Her sister

VIII. Writing

Write a paragraph on *One* of the following:

1- A Place you like it

2- Your Friend

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*Continuing Studies Building University of Victoria Campus 3800 Finnerty Road /
Victoria BC | Canada*