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English Language For Non-Specialists

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English Language for Non-Specialists

Part One: Comprehension

Voluntary Service

All over the world young people (and many not young) give up their time in the evenings, at weekends, and in their holidays to work voluntarily for their fellowmen. Sometimes they may give up several, a year or two years. The kind of work they undertake varies enormously, depending on the needs and opportunities in each place and the abilities of the volunteers. For instance, in Bolivia and many other countries volunteers have taught adults to read and write, in Ghana they have helped villagers to build their own roads, schools, markets and street-drain; in the USA they help old people paint their houses; an international team of volunteers has worked on a collective farm in the Soviet Union. After natural disasters such as earthquakes, avalanches, or floods volunteers help repair the damage; after wars volunteers help rebuild the shattered cities. This service is organized by many different bodies: local, national, and international, religious, non-religious, sometimes political but usually non-political. A group of volunteers working and living together is known as a volunteers working camp. The oldest organization founded specially for running voluntary working camp is *Service Civil International*. The name is

French and has nothing to do with the civil service; *service civil* is civilian as opposed to military service; S.C.I. was started in 1920 by a Swiss engineer, Pierre Ceresole. S.C.I. is non-religious and non-political; it has branches and groups in four continents. The British branch, one of the oldest and the largest, is called International Voluntary Service. Here's an extract from one of I.V.S.'s information sheet:

let's face it now: Let's face the problem that surround us now. Ugliness and dirt. Mental and physical disease. Racial intolerance, old age, and poverty. We can't just leave it to the State or to other people. We have to do something. And now.

But How? Volunteers can't usually mend a broken or a broken mind or transform the standard of living of the very poor. But they can help to get rid of physical, mental and social misery. And they can show those less unfortunate that some people care. *But do they?* Yes. I.V.S. volunteers in over a hundred units in Britain from Cornwall to Aberdeen carry out a variety of work in their communities. Some examples – from a thousand:

- Making parks out of wasteground in a mining village near Leeds and clearing oil from beaches in Cornwall.
- Helping to start and run a club for physically handicapped children in Lewisham.
- Teaching immigrant mothers English in Liverpool.

-Painting old people's houses in Glasgow.

International workcamps: all over Europe and in Africa, Asia and America, each year about 1.200 British volunteers work in Britain and abroad and 1.100 foreign come to Britain for two or three weeks. Not just to dig and build, though many do that. But also to care for the sick, the aged, the mentally handicapped, and the young. *Emergencies:* Like you, we do not know when natural or man-made disasters are going to take place. But within days of flood hitting Florence in 1968 we had sent volunteers to join an international team of 6600 helping in the relief work, clearing the mud and rescuing the art treasures.

1-The main point about voluntary service, as it is described here is that one works:

A-for one's fellowmen. B-without earning anything

C-with one's own hands. D-in one's spare time.

2-Which of these events is a natural disaster?

A-race riot. B-a bomb attack.

C-a tidal wave. D-a civil war.

3-The kind of work described in Ghana is known as:

A- national service.
development

B-community

C-rural animation.
education

D-adult

4-Voluntary service organizations:

A-are always international
occasionally political.

B-are

C-are usually connected with churches.
invariably non-political.

D-are

5-An example of mental disease is

A-schizophrenia.

B-tuberculosis.

C-cancer.

D-poliomyelitis.

6-One of the problems facing I.V.S. mentioned in the
paragraph headed *Yes: let's face it now* is:

A-juvenile crime.

B-Undernourishment.

C-colour A prejudice.
unemployment.

D-

7-In the paragraph headed *But How?* I.V.S. admit that
they usually can't:

A-Cheer up the invalid and lonely.
needing great professional skill or economic power.

B-do jobs

C-take part in the construction work.
concern for people's unhappiness.

D-show their

8-How would you best describe I.V.S. in Cornwall and
Leeds?

A-Reconstruction.

B-construction.

C-decoration.

D-pollution.

9-The work of the international workcamps fall into two main types:

A-manual and social.
educational.

B-medical and

C-practical and theoretical.
mental.

D-physical and

10-An emergency is something:

A-well planned and efficient.
and horrifying.

B-supernatural

C-extraordinary and exceptional. D-unfortunate and unexpected.

Passage 2

Venice is different from other Italian towns in several ways. The place became a trading centre of importance on manmade islands in the lagoon more than 1.000 years ago. Gradually it built up a chain of possessions reaching to the Aegean and the Black Sea. Later it began to gain land on the Italian mainland. One of the great commercial, financial, and cultural centres of the Renaissance. Venice declined after the 16th, its old buildings remaining in the complicated system of islands and canals fortunately preserved with little change to the present . A causeway carrying a railway was completed to the town as early as 1846 and modern portworks were later built to revive its trade in newly unified Italy.

The modern city of Venice is divided into three main parts; the old city with its canals and no wheeled traffic, magnificent palaces and churches and picturesque but decaying side streets; the fashionable seaside resort of the Lido, reached only by ferry boat; and the modern port (Porto Marghera) and town (Mestre) on the mainland. Porto Marghera is now one of the leading ports of Italy and has been able to expand as an industrial area with chemicals, metals, and engineering works. As an outlet for north-east Italy. Venice has revived in an impressive way. The future of the old

town itself is less bright, for enormous restoration of foundations as well as buildings themselves is necessary if this unique monument is to be preserved at all for the future.

Venice is one of the few cities in the world through which you can stroll far away from the smell of petrol and free from the constant annoyance of having to cross streets full of traffic. Nevertheless, it is easy to go on wandering in circles in the heat. Fortunately good maps are given away in most hotels and if there are a few seats in the square there are always churches which are always deliciously cool. On the other hand, in the cafes, the drinks – alcoholic or non-alcoholic- are straight off the ice. If you are lost anywhere near the Grand Canal, take a steamer to St. Mark's, the Academia or the Rialto, each of which excellent points for departure.

As we cut through the water of the small canal I was fascinated by the play of the sunlight on the water, and excited by the knowledge that we were surrounded by this backwater of the sea. How peaceful it was.

I-Venice first became important in the years:

- | | |
|------------------|-------------------|
| A- 1000-800 B.C. | B-800-1000 A.D. |
| C-1200-1400 A.D | D-1400-1600 A.D.. |

2- During the Middle Ages and the Renaissance the Venetian Empire:

A-energetic

B-businesslike

C-peaceful

D-leisurely

8-One of the chiefest attractions of Venice is the absence of :

A-people.

B-streets.

C-pollution

D-cars

9-It is easy to go on wandering in circles shows that the street plan of Venice is:

A-Straightforward

B-complicated

C-old-fashioned

D-simple.

10-What effect did the light on the water and the buildings have on the writer? He was:

A-depressed

B-oppressed

C-impressed.

D-suppressed.

Harrods

Welcome to Harrods – a different world for a million reasons. Harrods is the largest store in Europe with goods displayed in 60 windows and 5 hectare of selling space. In one year over 14 million purchase are made in the 214 departments where you can buy anything from a pin to an elephant – if you can convince the manager of the Pet Department that you are a suitable elephant owner, that is ! It is Harrods policy to stock a wide and exciting range of merchandise in every department to give the customer a choice of goods which is unique in its variety and which no other store can match. Harrods stocks 100 different whiskies, including 57 single malts, 450 different cheeses, 500 types of shirts and 9.000 ties to go with them, 8.000 dresses and 150 different pianos. Harrods also offers a number of special services to its customers including a bank, an insurance department, a travel agency, a funeral service and London’s last circulating library. 40 million \$ worth of goods are exported annually from Harrods and the Export Department can deal with any customer purchase or order and will pack and send goods to any address in the world. Recently, six bread rolls were sent to New York, a handkerchief to Los Angeles, a pound of sausages to a yacht anchored in the Mediterranean, and a Persian carpet to Iran. Harrods

has a staff of 4,000 rising to 6.000 at Christmas time. It sells 5 million different products, not all of which are actually kept in stock in the store itself. To handle this enormous range, a new computerized warehouse. It will be the largest warehouse in Britain and the second largest in Europe and will deal with a wider range of goods than ant other distribution centre in the world. Thanks to its modern technology, a customer will be to order any product in the world from any assistant in the shop. The assistant will be able to check its availability immediately on a computer screen, decide with the customer on a suitable delivery date and time and then pass the order directly to the warehouse through the computer. The time of delivery will be guaranteed to within one hour. For many of London visitors Harrods is an important stop on their sightseeing programme. Henry Harrod's first shop was opened in 1849, but the building as it stands today was started in 1901 and it has become one of London's landmarks. It has many items of architectural interest: the plaster ceilings are original, as is the famous Meat Hall with its Victorian wall tiles, and the light fittings on the ground floor date back to the 1930s.

I Decide whether the following statements are false or true:

- 1- The Pet Department will sell an elephant to any consumer who can afford one.
- 2- Other stores are unable to match Harrods' range of merchandise.
- 3- There are 500 shirts for sale in Harrods.
- 4- Harrods stocks 100 different brands of malt whiskey.
- 5- You can borrow books from Harrods.
- 6- You can arrange for a dead body to be buried in Harrods.
- 7- A customer once asked to have a handkerchief sent to the U.S.A.
- 8- Harrods exports over \$3 million worth of goods a month.
- 9- A greater variety of products will go through the new warehouse than any other in the world.
- 10- To obtain a product that isn't in the store, a customer has to go to the warehouse.
- 11- Harrods employs over 6.000 regular staff.
- 12- When the new computerized system is operating any product will be delivered an hour after you have placed the order.
- 13- The wall tiles in the Meat Hall were made in 1849.

14- The restaurants at Harrods are good but very expensive.

15- You can eat as much as you like at the 'Grand Buffet Tea' for a fixed price.

Chapter II

Exercise

Complete the sentences below with the best choice

1. I pet my _____.

- a. car b. can c. cat d. none of the
above

2. I brush my _____.

- a. heart b. teeth c. toe d. none of the above

3. Adrienne bought some _____.

- a. coffee b. Canada c. captains d. none of the above

4. Megan wore a _____.

- a. dress b. drip c. drain d. none of the
above

5. I boiled an _____.

- a. elephant b. eel c. egg d. none of the
above

6. Emily mailed a _____.

- a. letter b. latrine c. lettuce d. none of the
above

7. I cross my _____.

- a. hair b. c. harbor d. heart

8. Heather rode the _____.

a. bank b. bunny c. bus d. none of the above

9. She laughed out _____.

a. loud b. load c. loan d. none of the above

10. He climbed a _____.

a. tent b. tree c. turtle d. none of the above

11. Linda read a _____.

a. book b. look c. took d. none of the above

12. I sliced a _____.

a. sauce b. noodles c. tomato d. none of the above

13. She went to _____.

a. church b. cheese c. cherry d. none of the above

14. He found a _____.

a. Quaker b. quarter c. quirk d. none of the above

15. I forgot my _____.

a. keys b. feet c. blood d. none of the above

16. Stephanie opened a _____.

a. winding b. windmill c. window d. none of the above

17. He brought Jane some _____.

a. flour b. floors c. flowers d. none of the above

18. He took out the _____.

a. garbage b. grange c. garage d. none of the above

19. I heard the _____.

a. cold b. picture c. sound d. none of the
above

20. I smelled the _____.

a. noise b. sunlight c. smoke d. none of the
above

Complete the sentences below with the best choice.

1. _____ my first choice for the job.
a. Your b. You're c. Yore d. none of the
above
2. The canoe had an _____.
a. or b. ore c. oar d. none of the
above
3. Kaity's puppy dug a big _____.
a. whole b. hoal c. hole d. none of the
above
4. The baby was _____ tired.
a. Knott b. not c. knot d. none of the
above
5. No one _____ the answer.
a. knew b. gnu c. new d. none of the
above
6. The kids were _____.
a. board b. bored c. boarded d. none of the
above
7. The brave _____ fought the dragon.
a. night b. nite c. knight d. none of the
above
8. _____ my wife's name.
a. Mary's b. Merries c. Marries d. none of the
above
9. Rapunzel had long _____.
a. hare b. hair c. hear d. none of the
above
10. His dog has _____.

a. flees b. fleece c. fleas d. none of the
above

11. Brittany doesn't like to _____.

a. weight b. wate c. wait d. none of the
above

12. Please _____ with me.

a. bare b. bear c. bair d. beer

13. Put that box in the _____.

a. seller b. cellar c. sellar d. none of the
above

14. Of _____ I will!

a. coarse b. corse c. course d. corpse

Complete the sentences below with the best choice.

1. Monica was _____ about the weather.
a. antihappy b. prehappy c. unhappy d. none of the above
2. I need to _____ the freezer.
a. unfrost b. defrost c. antifrost d. none of the above
3. Bob needs to _____ his paper.
a. exwrite b. unwrite c. rewrite d. none of the above
4. Darci is the _____ choice for the job.
. best b. betterest c. goodest d. none of the above
5. Steve is the _____ man I know.
a. hairier b. hairy c. hairiest d. none of the above
6. Sue's house is _____ than mine.
a. cleanest b. clean c. cleaner d. none of the above
7. I have the _____ trouble with math.
a. more b. moster c. most d. none of the above
8. Mom has the _____ space in her attic.
a. less b. lesser c. least d. none of the above
9. There are two _____ in the backyard.
a. bunnys b. bunnies c. bunny's d. none of the above

10. Myrita saw some _____ by the road.
a. deer's b. deer c. deers d. none of the
above
11. Violet lost her _____.
a. glasses b. glassez c. glass's d. none of the
above
12. I have to get _____ at the store.
a. banana's b. bananaz c. bananas d. none of the
above
13. _____ dial is not working.
a. Its b. It's c. Its' d. none of the above
14. They _____ fun to be around now.
a. is b. was c. are d. none of the above
15. He has _____ to the dentist.
a. going b. gone c. goed d. none of the above

Choose the correct word to complete each sentence.

1. Her condition ... and she died.

a. deteriorated b. improved c. approved d. disapproved

2. The patient made a full ...

a. remission b. recovery c. permission d. none of the above

3. I have been in ... health for months and feel very fit.

a. poor b. awful c. good d. fair

4. It was a month before I ... the illness.

a. got over b. got better c. got the joke d. got the sack

5. He seems to be rather his diet is bad and he never exercises.

a. unhealthy b. unwell c. sick d. ill

6. The clown pulled silly faces to make the children laugh.

The word silly in this sentence means:

a. funny b. bad c. tricky d. scary

7. The sentence below does not have any punctuation.

Choose the option with the correct punctuation.

a. i am a good runner b. I am a good runner

c. Im a good runner. d. I'm a good runner.

8. Emily has three dogs and two cats. They are all brown, but one of the dogs has spots. His name is Spot.

Which of the following is true?

- a. Emily has three animals in total.
- b. Emily has more cats than dogs.
- c. One of Emily's cats is black.
- d. All of Emily's dogs have spots.

Part Three

Grammar and Exercise

Parts of Speech

In the English language, words can be considered as the smallest elements that have distinctive meanings. Based on their use and functions, words are categorized into several types or parts of speech. The 9 major parts of speech in English grammar are: [noun](#), [pronoun](#), [verb](#), [adjective](#), [adverb](#), [conjunction](#), [preposition](#), [interjection](#), and [determiners](#)

1. NOUNS

This part of a speech refers to words that are used to name persons, things, animals, places, ideas, or events.

Examples:

- *Ahmed Helmy* is very versatile. (A person)
- *Dogs* can be extremely cute. (An animal)
- It is my *birthday*. (An event)

Proper and Common Nouns

ProperNouns

Proper nouns always start with a capital letter and refers to specific names of persons, places, or things.

Examples: Mercedes, McDonalds, Lord of the Rings

CommonNouns

Common nouns are the opposite of proper nouns. These are just generic names of persons, things, or places.

Examples: car, burger, movies

Concrete and Abstract Nouns

Concrete Nouns

This kind refers to nouns which you can perceive through your five senses.

Examples: desk, fumes, board, chair, building, stars, cloud

Abstract Nouns

Unlike concrete nouns, abstract nouns are those which you can't perceive through your five senses.

Examples: happiness, grudge, bravery

Countable and Uncountable Nouns

Countable Nouns

It refers to anything that is countable, and has a singular and plural form.

Examples: cat, video, ball, pencil, house

⇒ **The basic rule is to add s to make a noun plural.**

⇒ **If the noun ends in s, x, ch, sh, o, z, we add es to make a plural noun**

Dish == dishes Watch === watches box ===
boxes

⇒ **We delete the final y when preceded by a consonant and we add ies**

Cry == cries

Irregular Plural Nouns

Irregular nouns form plurals in unusual ways. Dictionaries will give you the plural spelling if it is irregular.

one fish two fish	one child ... two children
-------------------------	----------------------------

one sheep ... two sheep	one foot ... two feet
one deer two deer	one tooth ... two teeth
	one man ... two men

- **Some nouns exist only in the plural form.**

pants, binoculars, shorts, tweezers, scissors

Uncountable Nouns

This is the opposite of countable nouns.

Examples: rice, flour, oil, water, sadness

- ⇒ **The uncountable noun is singular**

Intelligence is an important quality of police officers.

- ⇒ **Uncountable nouns need to have “counters” to quantify them.**

Examples of Counters: kilo, cup, galloon

A kilo of rice ... A cup of water two gallons of oil

Quantifiers with Countable and Uncountable Nouns

1- Quantifiers Used with Singular Countable Nouns

- **Every:** You make me laugh **every** time you lie.
- **Each:** I will talk to **each** person individually.
- **Either:** Shevchenko could shoot very well with his **either** foot.
- **Neither:** He is lucky, **neither** foot showed anything wrong.

2- Quantifiers Used with Plural Countable Nouns

- **A Few:** I gave him **a few** candies.
- **Fewer:** **Fewer** shops accept checks nowadays.
- **Many:** They got married **many** years ago.
- **Great Many:** Both sides had **great many** casualties in that war.
- **Several:** **Several** buildings were damaged in the earthquake.
- **A Number of:** **A number of** students failed the exam.
- **plenty of:** We have **plenty of** sandwiches, they should be enough.
- **a lot of / lots of:** I've got **a lot of** candies.
- **enough:** We have **enough** tomatoes but we need more cucumber.
- **any:** Did you buy **any** hot dogs? Yes, five of them.
- **some:** She needs to buy **some** books.

3- Quantifiers Used with Uncountable Nouns

- **plenty of:** We have **plenty of** gas, it should be enough.
- **a lot of / lots of:** I've got **a lot of** cash on me.
- **enough:** We have **enough** gas, you don't have to worry.
- **any:** Did you spend **any** cash? No, I didn't spend **any**.

- **some:** She needs **some** fatherly advice.
- **a little:** Give me **a little** money before you go.
- **less / more:** You spend **less** time and lose **more** weight.
- **much:** We don't have **much** water in the tank.
- **a bit of:** Can I have **a bit of** your chocolate?

Partitives

In order to change an uncountable noun into a countable noun, you can use a partitive

Examples

Advice (singular) -----⇒ two pieces of advice (plural)

Chalk (singular) -----⇒ three sticks of chalk (plural)

Sand (singular) -----⇒ seven grains of sand (plural)

Compound Nouns

A compound noun is a noun made up of two or more words.

Each word makes up part of the meaning of the noun.

Compound nouns can be written in three ways:

A single word: Haircut

Volleyball

Two words: Rain forest Ice

cream

Hyphenated: Self-esteem Brother-

in-law

Hint:

A compound noun is the sum of its two parts. Just because you can divide a word into two other words doesn't make it compound.

When making a compound noun plural, if the noun is one word, add s to the end. If it is two words or hyphenated, add s to the part that is plural, not the whole noun:

- one director general ... two directors general (there are two directors, not two generals)
- one mother-in-law ... two mothers-in-law (there are two mothers, not two laws)

Collective Nouns

Collective comes from the same root as *collection*. A collective noun names a group, like a collection of something: team, choir, jury, committee, herd, pod.

Hint:

Put the word in this test sentence to see if it works:

One _____ is a group.

For example: *One team is a group. One jury is a group. One herd is a group.*

Beware of plurals! *Students* can be a group, but that doesn't make the word collective. It is plural.

2. PRONOUNS

A pronoun is a part of a speech which functions as a replacement for a noun.

List of the Common Types of Pronouns

Subject	Object	Adjective	Possessive	Reflexive/Intensive
I	Me	My	Mine	Myself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	Its	Itself
We	Us	Our	Ours	Ourselves
They	Them	Their	Theirs	Themselves
You	You	Your	Yours	Yourself-Yourselves

Examples

- Salma is a very stubborn child. *She* just stared at *me* when *I* told *her* to stop.
- This bag is *mine*.
- Can *you* tell *me* your address, please?
- I saw *myself* in the mirror. (reflexive)
- I *myself* saw the president. (intensive)

Relative Pronouns

Subject	Object	Possessive
Who	who(m)	whose
Which	Which	whose

That	That	
------	------	--

We use **who** and **whom** for people, and **which** for things. Or we can use **that** for people or things.

We use relative pronouns:

• after a noun, to make it clear which person or thing we are talking about:

- The house **that** Omar built
- The woman **who** discovered radium
- A little boy **who** attempted to rob a candy shop

• to tell us more about a person or thing:

- My mother, **who** was born overseas, has always been a great traveler.
- Lord Thompson, **who** is 76, has just retired.
- We had fish and chips, **which** is my favorite meal.

But we do **not** use **that** as a **subject** in this kind of relative clause.

We use **whose** as the **possessive** form of **who**:

- This is George, **whose** brother went to school with me.

We sometimes use **whom** as the **object** of a verb or preposition:

- This is George, **whom** you met at our house last year.
- This is George's brother, with **whom** I went to school.

But nowadays we normally use **who**:

- This is George, **who** you met at our house last year.
- This is George's brother, **who** I went to school with.

When **whom** or **which** have a preposition, the **preposition** can come at the **beginning** of the clause...

- I had an uncle in Germany, **from** who[m] I inherited a bit of money.
- We bought a chainsaw, **with** which we cut up all the wood.

... **or** at the **end** of the clause:

- - I had an uncle in Germany who[m] I inherited a bit of money **from**.
- - We bought a chainsaw, which we cut all the wood up **with**.

We can use **that** at the beginning of the clause:

- I had an uncle in Germany **that**I inherited a bit of money from.
- We bought a chainsaw **that**we cut all the wood up with.

Indefinite Pronoun Agreement

Singular	Singular	Plural	Singular or Plural
another	anybody, anyone, anything	both	all
each	everybody, everyone,	few	any

either	everything	many	more
much	nobody, no one, nothing	others	most
neither	somebody, someone,	several	none
one	something		some
other			

The singular pronouns take a singular pronoun. The plural indefinite pronouns take plural pronouns.

- **Everybody** needs **his or her** pencil.
- **Many** will need **their** tablets.

Beware phrases that follow the indefinite pronoun. Agreement still needs to be with the pronoun, not the object of the preposition.

- **Each** of the students is missing **his or her** homework.
- **Many** of the students are missing **their** homework.
- **All of the cake** is missing **its** frosting. (All of the cake is a singular quantity.)
- **All of the cake slices** are missing **their** frosting. (*All of the slices* is a plural quantity. You can count this.)
- **All of the students** are missing **their** notebooks. (*All of the students* is a plural quantity. You can count it.)

3. VERBS

This is the most important part of a speech, for without a verb, a sentence would not exist. Simply, this is a word that shows an action (physical or mental) or state of being of the subject in a sentence.

Examples:

- As usual, the player *missed* his shot.

The italicized word expresses the action of the subject “player.”

- They *are* always ready for emergencies.

The verb “are” refers to the state of being of the pronoun “they,” which is the subject in the sentence.

Action Verbs

Action Verbs are verbs that express an action. Ex: run, walk, do, drive.

I’ll **do** my homework when I **get** home.

Action Verbs: Transitive and Intransitive

Most action verbs are defined as transitive or intransitive. This means that some are used with a direct object (the person or thing that receives the action of the subject) and others don’t need a direct object. Some verbs can be both transitive and intransitive depending on their meaning.

- I bought a new car last month. (transitive)
- When she heard the news, she *screamed*. (Intransitive)
- I *run* faster than Dr. Essam. (Intransitive)
- I *run* a small workshop in Alexandria. (transitive)

Auxiliary Verbs

Auxiliary (or Helping) verbs are used together with a main verb to show the verb's tense or to form a negative or question. The most common auxiliary verbs are Have, Be, and Do.

1. **Does** Samir write all his own reports?
2. The secretaries **haven't** written all the letters yet.
3. Esraa **is** writing an e-mail to a client at the moment.

There are also **emphatic verbs**. They don't change tense. They just emphasize the main verb.

- I do know your uncle.

Stative Verbs

Stative verbs are verbs that express a state rather than an action. They usually relate to thoughts, emotions, relationships, senses, states of being and measurements. These verbs are not usually used with -ing in progressive (continuous) tenses even though they may take on time expressions such as now and at the moment. We use the simple tenses for them.

- Ahmed **has** a bad cold.
- Do you **recognize** him? He **is** a famous rock star.
- Our client **appreciated** all the work we did for him.
- She **loves** reading science fiction

Linking Verbs

Linking verbs do not express action. Instead, they connect the [subject](#) of the [verb](#) to additional information about the subject. The most common linking verbs are forms of the verb *to be*: **am, is, are, was, were, being, been**. Other common linking verbs include: **appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn**.

- Hatem is sick today.
- Ayman will be absent tomorrow.
- Ibrahim grows old.
- My dad became angry when I asked for more money.
- When you feel better, you can resume your work.

Sometimes these verbs are linking verbs or [action verbs](#).

- The food tastes delicious. (Linking)
- I taste the food before serving it to my guests. (Action)

Modal Verbs

A modal is a type of [auxiliary \(helping\) verb](#) that is used to express: ability, possibility, permission or obligation. Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs and the preposition *to*. The modals and semi-modals in English are:

- Can/could/be able to
- May/might
- Shall/should

- Must/have to
- Will/would
 - I can give you a hand with your homework.
 - She had to leave early to catch the train.
 - They must leave now
 - I would be happy if she came.

Verb Tenses

1. Simple Present

Form

Subject	Affirmative	Negative
I, We, You, They	Like	do not like
He, She, It	Likes	does not like

Functions

The simple present tense is used:

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:
 - **I smoke** (habit)
 - **I work in London** (unchanging situation)
 - **London is a large city** (general truth)
- To give instructions or directions:

- **You walk** for two hundred meters, then **you turn** left.
- To express fixed arrangements, present or future:
 - Your exam **starts** at 09.00
- To express future time, after some conjunctions: **after, when, before, as soon as, until:**
 - He'll give it to you when you **come** next Saturday.

Notes on the simple present, third person singular

- In the third person singular the verb **always ends in -s**:
he wants, she needs, he gives, it drinks.
- Verbs ending in **-y** : the third person changes the **-y** to **-ies**:
fly --> flies, cry --> cries
Exception: if there is a vowel before the **-y**:
play --> plays, pray --> prays
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:
he passes, she catches, he fixes, it pushes

2. Present Continuous

Form

Subject	Affirmative	Negative
I	am playing	am not playing
We, You, They	are playing	are not playing

He, She, It	is playing	is not playing
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Functions

The present continuous is used:

- to describe an action that is going on at this moment:
 - **You are using** *the Internet* now.
 - **You are studying** *English grammar at the moment.*
 - *Be quite.* **The children are sleeping**
- to describe an action that is going on during this period of time or a trend:
 - **Are you still working** *for the same company?*
 - *More and more people are becoming* **vegetarian.**
 - What sort of clothes **are teenagers wearing** nowadays?
- to describe an action or event in the future, which has already been planned or prepared:
 - **I'm meeting** *my boyfriend tonight.*
 - **Are they visiting** you next winter?
- to describe a temporary event or situation:
 - *He usually plays the drums, but he's playing* **base guitar** tonight.
 - *The weather forecast was good, but it's* **raining** at the moment.

- with "always, forever, constantly", to describe and emphasize a continuing series of repeated actions:
 - *Harry and Sally **are always arguing!***
 - ***You're constantly complaining** about your mother-in-law!*
- to show that something is changing, growing or **developing**:
 - The children **are growing** quickly.
 - The climate **is changing** rapidly.
 - Your English **is improving**.

Verbs that are not usually used in the continuous form

Senses/ Perception	Opinion	Emotions/ desires	Mental states
feel*	Assume	envy	forget
Hear	Believe	fear	imagine
see*	Consider	dislike	know
Smell	Doubt	hate	mean
Taste	feel (= think)	hope	notice
	find (= consider)	like	recognize
Measurement	suppose	love	remember
Contain	think*	mind	understand
Cost	Others	prefer	
Hold	look	regret	
Measure	Seem	want	
Weigh	have= possess	wish	

Exceptions

- *This coat **feels** nice and warm.* (your perception of the coat's qualities)
- ***John's feeling** much better now* (his health is improving)
- *She **has** three dogs and a cat.* (possession)
- ***She's having** supper.* (She's eating)

- *I can **see** Anthony in the garden* (perception)
- ***I'm seeing** Anthony later* (We are planning to meet)

3. Present Perfect

Form

Subject	Affirmative	Negative
I, We, You, They	have given (P.P.)	have not given (P.P)
He, She, It	has given (P.P)	has not given (P.P)

Function

The Present Perfect is used to describe

- An action or situation that started in the past and continues in the present.
 - *I **have lived** in Bristol since 1984* (= and I still do.)
- An action performed during a period that has not yet finished.
 - *She **has been** to the cinema twice this week* (= and the week isn't over yet.)
- A repeated action in an unspecified period between the past and now.
 - *We **have visited** Portugal several times.*
- An action that was completed in the very recent past, expressed by 'just'.
 - *I **have just finished** my work.*
- An action when the time is not important.

- He **has read** 'War and Peace'. (= the result of his reading is important)
- We use the present perfect of **be** when someone has **gone** to a place and **returned**:
 - A: Where **have you been**?
 - B: I've **just been out to the supermarket**.
 - A: **Have you ever been to** San Francisco?
 - B: No, but **I've been** to Los Angeles.
- But when someone **has not returned** we use **have/has gone**:
 - A: Where is Maria? I haven't seen her for weeks.
 - B: **She's gone to** Paris for a week. She'll be back tomorrow.
- We often use the present perfect with **time adverbials** which refer to the **recent past**: **just; only just; recently**;
 - Scientists **have recently discovered** a new breed of monkey.
 - We **have just got** back from our holidays.

- or adverbials which **include the present**: *ever*, *so far*, *until now*, *up to now*, *yet*

- **Have you ever seen** a ghost?
- **Where have you been**up to now?
- **Have you finished** your homework yet?
- No, so far I've only **done** my history.

WARNING:

We do **not** use the present perfect with an **adverbial** which refers to **past time** which is **finished**:

- I have seen that film yesterday.
- We have just bought a new car last week.
- When we were children we have been to California.

But we can use it to refer to a time which is **not yet finished**:

Have you seen Helen today?

We have bought a new car this week.

ever, never, already, yet, so far (up till now)

Ever

The adverbs *ever* and *never* express the idea of an unidentified time **before now** (*Have you **ever** visited Berlin?*)

'**Ever**' and '**never**' are always placed **before the main verb (past participle)**. Ever is used:

In questions

- Have you **ever** been to England?
- Has she **ever** met the Prime Minister?

In negative questions

- Haven't they **ever** been to Europe?
- Haven't you **ever** eaten Chinese food?

In negative statements using the pattern nothing+ever or nobody+ever

- Nobody has **ever** said that to me before.
- Nothing like this has **ever** happened to us.

With 'The first time'

- It's the first time that I've **ever** eaten snails.
- This is the first time I've ever been to England.

Never

Never means *at no time before now*, and is the same as *not ever*. (I have **never** visited Berlin)

BE CAREFUL! You must not use **never** and **not** together

I haven't never been to Italy.

I have **never** been to Italy.

Already

Already refers to an action that has happened at an unspecified time before now. It suggests that there is no need for repetition.

- I've **already** drunk three coffees this morning. (= and you're offering me another one!)
- Don't write to John, I've **already** done it.

It is also used in questions:

- Have you **already** written to John?
- Has she finished her homework **already**?

Already can be placed before the main verb (past participle) or at the end of the sentence:

- I have **already** been to Tokyo.
- I have been to Tokyo **already**.

Yet

Yet is used in negative statements and questions, to mean *(not) in the period of time between before now and now, (not) up to and including the present*. Yet is usually placed at the end of the sentence.

- Have you met Judy **yet**?
- I haven't visited the Tate Gallery **yet**

So far (Up till now)

They can be used to refer to what amount or percentage one has achieved. If used in the negative sentence, they give the impression that someone is late in doing something

- I have written seven stories so far.
- So far, the government has established the local university.

FOR and SINCE

Using the present perfect, we can define a period of time before now by considering its **duration**, with **for + a period of time**, or by considering its **starting point**, with **since + a point in time**. FOR and SINCE can also both be used with the past perfect. SINCE can only be used with perfect tenses. FOR can also be used with the simple past.

For + a period of time

for six years, **for** a week, **for** a month, **for** hours, **for** two hours

I have worked here **for** five years.

Since + a point in time

since this morning, **since** last week, **since** yesterday
since I was a child, **since** Wednesday, **since** 2 o'clock
I have worked here **since** 1990.

Present perfect with FOR

- She has lived here **for** twenty years.
- We have taught at this school **for** a long time.

Present perfect with SINCE

- She has lived here **since** 1980.
- I **have worked** here since I left school.
They have been at the hotel **since** last Tuesday.

4. Present Perfect Continuous

Form

Subject	Affirmative	Negative
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I, We, You, They	have been working	Have not been working
He, She, It	has been working	has not been working

Functions

- **Actions that started in the past and continue in the present**

- She **has been waiting** for you all day (= and she's still waiting now).
- **I've been working** on this report since eight o'clock this morning (= and I still haven't finished it).
- **They have been travelling** since last October (= and they're not home yet).

- **Actions that have just finished, but we are interested in the results**

- **She has been cooking** since last night (= and the food on the table looks delicious).
- **It's been raining** (= and the streets are still wet).

5. Simple Past

Form

Subject	Affirmative	Negative
I, We, You, They, He, She, It	visited	Did not visit

Functions

The simple past tense is used to talk about a **completed action** in a time **before now**. The time of the action can be in the recent past or the distant past and action duration is not important.

Examples

- John Cabot **sailed** to America in 1498.
- My father **died** last year.
- We **crossed** the Channel yesterday.
- I **left** Suez ten years ago
- She **played** the piano *when she was a child*.
- When it is associated with certain past time expressions frequency: **often, sometimes, always**
 - I sometimes **walked** home at lunchtime.
 - I often **brought** my lunch to school.

⇒ **Some verbs are irregular in the simple past:**

Go ===== went Give ===== gave Spend === spent

6. Past Continuous

Form

Subject	Affirmative	Negative
I, He, She, It	was praying	was not praying
We, You, They	were praying	were not praying

Functions

It is used:

- Often, to describe the background in a story written in the past tense:
 - She **was looking** for her baby, and she didn't notice the hunter who **was watching** her through his binoculars.
 - When the shot rang out, she **was running** towards the river.
- to describe an unfinished action that was interrupted by another event or action:
 - I **was having** a beautiful dream when the alarm clock rang.
 - As/while they **were waiting** for the bus, the accident happened.
- to express a change of mind:
 - I **was going** to spend the day at the beach but I've decided to get my homework done instead.
- with '*wonder*', to make a very polite request:
 - I **was wondering** if you could baby-sit for me tonight."
- for something that happened **before** and **after** a **particular time**:
 - It was eight o'clock. **I was writing** a letter.
 - In July **she was working** in McDonald's.
- .to show that something **continued for some time**:

- My head **was aching**.
- Everyone **was shouting**.
- for something that was happening **again and again**:
 - I **was practicing** every day, three times a day.
 - They **were always quarrelling**.
- with verbs which show **change or growth**:
 - The children **were growing up** quickly.
 - Her English **was improving**.

7. Past Perfect

Form

Subject	Affirmative	Negative
I, We, You, They, He, She, It	had sent	Had not sent

Functions

It is used to make it clear that **one event happened before another** in the past. It does not matter which event is mentioned first- the tense makes it clear which one happened first.

In these examples, Event A is the event that happened first and Event B is the second or more recent event:

Event A	Event B
John had gone out	when I arrived in the office.

Past perfect + just

- 'Just' is used with the past perfect to refer to an event that was only a short time earlier than before now, e.g.
 - The train **had just left** when I arrived at the station.

8. Past Perfect Continuous

Form

Subject	Affirmative	Negative
I, We, You, They, It, He, She	had been swimming	had not been swimming

Functions

- It is used for something that started in the past and continued up to a given time in the past:

Examples

- We had been trying to open the door for five minutes when Jane found her key.
- It had been raining hard for several hours and the streets were very wet.
- I had been watching that program every week **since it started**, but I missed the last episode.

9. Simple Future

Form

Subject	Affirmative	Negative
I, We, You, They, It, He, She	will travel	will not (won't) travel

Functions

The simple future is used:

- To predict a future event:
 - It **will rain** tomorrow.
- With I or We, to express a spontaneous decision:
 - **I'll pay** for the tickets by credit card.
- To express willingness:
 - **I'll do** the washing-up.
 - **He'll carry** your bag for you.
- In the negative form, to express unwillingness:
 - The baby **won't eat** his soup.
 - I **won't leave** until I've seen the manager!
- With I in the interrogative form using "shall", to make an offer:

- **Shall I open** the window?
 - With we in the interrogative form using "shall", to make a suggestion:
 - **Shall we go** to the cinema tonight?
 - With I in the interrogative form using "shall", to ask for advice or instructions:
 - What **shall I tell** the boss about this money?
 - With you, to give orders:
 - You **will do** exactly as I say.
 - With you in the interrogative form, to give an invitation:
 - **Will you come** to the dance with me?
 - **Will you marry** me?
 - To make offers and promises:
 - **I'll see** you tomorrow.
 - **We'll send** you an email.
- ⇒ We use **(be) going to**:
- To talk about **plans** and **intentions**:

- **I'm going to drive** to work today.
- **They are going to move** to Manchester.
- When we can see that something is **likely to happen**:
 - Be careful! **You are going to fall**.
 - Look at those black clouds. I think **it's going to rain**.
- We use **modals may, might, and could** when we are **not sure** about the future:
 - **I might stay** at home tonight, or **I might go** to the cinema.
 - **We could see** Mary at the meeting. She sometimes goes.
 - We can use **should** if we think something is **likely to happen**:
 - **We should be** home in time for tea.
 - **The game should be** over by eight o'clock.

WARNING: We do not normally use **will** in clauses with **if** or with **time words**:

- I'll come home **when I will finish work**.
- We won't be able to go out **if it will rain rains**.

But we can use **will** if it means a promise or offer:

- I will be very happy **if you will come** to my party.
- We should finish the job early **if George will help** us.

10. Future Continuous

Form

Subject	Affirmative	Negative
I, We, You, They, It, He, She	will be working	won't be working

Functions

The future continuous is used for quite a few different purposes.

- **To express an action that will be in progressive in a given time in the future**
 - At this time next week I **will be sitting** in the plane on the way to New York.
 - Don't call me after 10 o'clock. **I'll be sleeping.**
- The future continuous can be used for predicting or guessing about future events.

Examples

- I guess **you'll be feeling** thirsty after working in the sun.
- In the interrogative form, the future continuous can be used to ask politely for information about the future.

Examples

- **Will you be bringing** your friend to the pub tonight?
- **Will Jim be coming** with us?

- The future continuous can be used to refer to continuous events that we expect to happen in the future.

Examples

- When he is in Australia **he will be staying** with friends.
- When combined with *still*, the future continuous refers to events that are already happening now and that we expect to continue some time into the future.

Examples

- In an hour **I'll still be ironing** my clothes.
- Tomorrow **he'll still be suffering** from his cold.

11. Future Perfect

Form

Subject	Affirmative	Negative
I, We, You, They, It, He, She	will have finished	won't have finished

Functions

- To express an action that is intended to be done in a given time in the future:
 - I hope my mother **will have finished** cooking dinner by the time I get home.
 - You can come at 6 o'clock. I **will have done** my homework by then.

- **I will have been** here for six months on June 23rd.
- By the time you read this **I will have left**.
- **Will you have eaten** when I pick you up?

12. Future Perfect Continuous

Form

Subject	Affirmative	Negative
I, We, You, They, It, He, She	will have been working	won't have been cooking

Functions

Like the future perfect simple, this form is used to project ourselves forward in time and to look back. It refers to events or actions in a time between now and some future time are unfinished. It is most often used with a time expression.

Examples

- **I will have been waiting** here for three hours by six o'clock.
- By 2001 **I will have been living** in London for sixteen years.
- When I finish this course, **I will have been learning** English for twenty years.

The Passive Voice

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence. The passive voice in English is composed of two elements: **the appropriate form of the verb 'to be' + past participle**

TENSE	ACTIVE	PASSIVE
Simple present	I keep the butter in the fridge.	The butter is kept in the fridge.
Present continuous	John is keeping my house tidy.	My house is being kept tidy.
Simple past	Mary kept her schedule meticulously.	Mary's schedule was kept meticulously.
Past continuous	The theater was keeping a seat for you.	A seat was being kept for you.
Present perfect	I have kept all your old letters.	All your old letters have been kept .
Past perfect	He had kept up his training regimen for a month.	His training regimen had been kept up for a month.
Simple Future	Mark will keep the ficus.	The ficus will be kept .

Conditional Present	If you told me, I would keep your secret.	If you told me, your secret wouldbekept .
Conditional Past	I would have kept your bicycle here if you had left it with me.	Your bicycle wouldhavebeenkept here if you had left it with me.
Present Infinitive	She wants to keep the book.	The book wants tobekept .
Perfect Participle	Having kept the bird in a cage for so long, Jade wasn't sure it could survive in the wild.	The bird, havingbeenkept in a cage for so long, might not survive in the wild.

⇒ **Remember**

1. All modal verbs should be followed by "be" in the passive voice

- He may paint the house next week.
- The house may be painted next week.

2. Verbs ending with "to" should be followed by "be" in the passive voice

- Zeina **isgoingto** make a cake for the birthday.
- = A cake **isgoingtobemade** by Zeina for the birthday.
- You **need to** buy a new pair of shoes.

= A new pair of shoes **needs to be bought**

3. For negative sentences, check the tense and keep the negative form of the sentence

- He **didn't** send the letter yesterday.

= The letter **wasn't** sent yesterday.

- I **cannot** answer the questions

- The questions **cannot be** answered.

- She **doesn't** buy any gifts to her friends.

- No gifts **are** bought to her friends.

4. ADJECTIVES

Adjectives describe the aspects of nouns. When an adjective is describing a noun, we say it is "modifying" it. Adjectives in English are invariable. They do not change their form depending on the gender or number of the noun.

Examples

- This is a **hot** potato.
- Those are some **hot** potatoes.

To emphasize or strengthen the meaning of an adjective, use the adverbs *very* or *really* in front of the adjective you want to strengthen.

Examples

- This is a **very hot** potato
- Those are some **really hot** potatoes.

Adjectives in English usually appear in front of the noun that they modify.

Examples

- The **beautiful** girl ignored me.
- The **fast red** car drove away.

Adjectives can also appear after being and sensing verbs like *to be*, *to seem*, *to look* & *to taste*.

Examples

- Italy is **beautiful**.
- I don't think she seems **nice** at all.
- You look **tired**.

- This meat tastes **delicious**.

The Comparative and the Superlative

Comparative adjectives

Comparative adjectives are used to compare differences between the two objects they modify (*larger, smaller, faster, higher*). They are used in sentences where two nouns are compared, in this pattern:

Noun (subject) + verb + comparative adjective + *than* + noun (object).

The second item of comparison can be omitted if it is clear from the context (final example below).

Examples

- My house is **larger** than hers.
- This box is **smaller** than the one I lost.
- Jim and Jack are both my friends, but I like Jack **better**. ("than Jim" is understood)

Superlative adjectives

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality (*the tallest, the smallest, the fastest, the highest*). They are used in sentences where a subject is compared to a group of objects.

Noun (subject) + verb + *the* + superlative adjective + noun (object).

The group that is being compared with can be omitted if it is clear from the context (final example below).

Examples

- This is the **smallest** box I've ever seen.
- Your dog ran the **fastest** of any dog in the race.
- We all threw our rocks at the same time. My rock flew the **highest**. ("of all the rocks" is understood)

Forming regular comparatives and superlatives

⇒ **Add er or est to the one syllable words**

Taller smallest the longest the
cheapest

⇒ **Use more or the most before words which have two syllables or more**

More expensive the most brilliant

Irregular comparatives and superlatives

These very common adjectives have completely irregular comparative and superlative forms.

Adjective	Comparative	Superlative
Good	better	best
Bad	worse	worst
Little	less	least
much	more	most
Far	further / farther	furthest / farthest

Examples

- Today is the **worst** day I've had in a long time.
- You play tennis **better** than I do.
- This is the **least** expensive sweater in the store.
- This sweater is **less** expensive than that one.
- I ran pretty far yesterday, but I ran even **farther** today.

5. ADVERBS

Adverbs modify, or tell us more about, other words. Usually adverbs modify verbs, telling us how, how often, when, or where something was done. The adverb is placed after the verb it modifies.

Examples

- The bus moved **slowly**.
- The bears ate **greedily**.
- The car drove **fast**.

Sometimes adverbs modify adjectives, making them stronger or weaker.

Examples

- You look **absolutely** fabulous!
- He is **slightly** overweight.
- You are **very** persistent.

Some types of adverbs can modify other adverbs, changing their degree or precision.

Examples

- She played the violin **extremely** well.
- You're speaking **too** quietly.

Forming Adverbs from Adjectives

- In most cases, an adverb is formed by adding *-ly* to an adjective

Cheap ===== cheaply Quick ===== quickly slow === slowly

- If the adjective ends in *-y*, replace the *y* with *i* and add *-ly*

Easy === easily angry === angrily

happy === happily

- If the adjective ends in *-able*, *-ible*, or *-le*, replace the *-e* with *-y*.

Probable === probably terrible == terribly

gentle == gently

- If the adjective ends in *-ic*, add *-ally*. Exception: public -> publicly

Basic == basically; tragic===tragically

economic == economically

- Some adverbs have the same form as the adjective:
early, fast, hard, high, late, near, straight, & wrong

Examples

- It is a **fast** car.
- He drives very **fast**.
- This is a **hard** exercise.
- He works **hard**.
- We saw many **high** buildings.
- The bird flew **high** in the sky.

Well is the adverb that corresponds to the adjective *good*.

Examples

- He is a **good** student.

- He studies **well**.
- She is a **good** pianist.
- She plays the piano **well**.
- They are **good** swimmers.
- They swim **well**.

Inversion with negative adverbs

Normally the subject goes before the verb, however, some negative adverbs can cause an inversion when placed at the beginning of the clause. The order is reversed and the verb goes before the subject. This inversion is only used in writing, not in speaking.

Adverb	Normal word order	Inversion
Never	I have never seen such courage.	Never have I seen such courage.
Rarely	She rarely left the house.	Rarely did she leave the house.
Not only	She did not only the cooking but the cleaning as well.	Not only did she do the cooking, but the cleaning as well.
Scarcely	I scarcely closed the door before he started talking.	Scarcely did I close the door before he started talking.
Seldom	We seldom cross the	Seldom do we cross the

	river after sunset.	river sunset.
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6. CONJUNCTIONS

A conjunction is a word that joins words, phrases, or clauses. There are several types of conjunctions and several other types of words that act as conjunctions.

1. Coordinate Conjunctions

Definition: A coordinating conjunction connects words, phrases, or clauses that are *grammatically equal*. In other words, the conjunction can join several nouns or several phrases or several clauses. The coordinating conjunctions are ***and, but, or, nor, for, so, and yet.***

Joining words: -

- You should wait before grabbing one of those tempting**but**hot cookies.

Joining phrases:

- We have to drive across two states**and**around a lake to get to Grandmother's house.

Joining nouns:

- We can have pizza, spaghetti, or lasagna for dinner.

Joining verbs:

- The puppies in the dog park chased, wrestled, and swam all afternoon.

Joining adjectives:

- The forest behind your house seems dark and mysterious.

Joining clauses:

- The dragon refused to eat people ~~for~~ he found them rather foul tasting.

Beware - so can also be *so that*, which is a subordinating conjunction. Sometimes we say *so* when we mean *so that*.

- We are going to the movies, so we can't watch that program.
- You need to be here on time so we can get to the movie before it starts.
- You need to be here on time *so that* we can get to the movies before it starts.

2. Correlative Conjunctions

Definition: Correlative conjunctions work in pairs to join words, phrases, or clauses. The correlative conjunctions are ***either...or, neither...nor, both...and, not only....but also, whether...or.***

Joining words:

- My uncle is *not only* a doctor *but also* a pharmacist.

Joining phrases:

- All of these clothes are *either* too small or worn out.

Joining clauses:

- *Either* Monica will bring drinks, *or* she will bring brownies.

Correlative conjunctions are stronger than coordinating conjunctions and emphasize the relationship between the ideas being joined. Notice the difference in the following sentences:

- Cats *and* dogs make good pets.
- *Both* cats *and* dogs make good pets.
- Ron *or* Davie found my bicycle.
- *Either* Ron *or* Davie found my bicycle.

Note: *Not only...but also* can be split apart. Even the second half can be split. *Not only* cannot be split.

- I like *not only* ice skating *but also* hockey.
- *Not only* is he a great singer, *but* he is *also* an actor.

4. Conjunctive Adverbs

Definition: A conjunctive adverb (adverbial conjunction, transitional device) can be used to join two independent clauses, making a compound sentence.

Some common conjunctive adverbs

accordingly	however	otherwise
also	incidentally	similarly
anyway	indeed	specifically
besides	instead	still
certainly	likewise	subsequently
consequently	meanwhile	then
conversely	moreover	therefore
finally	next	thus
furthermore	nevertheless	
hence	nonetheless	

Definition: Conjunctive adverbs can also be used in the middle of a sentence as parenthetical expressions.

I know Jeremiah can, *in fact*, sing very well.

Conjunctive adverbs used as parenthetical expressions include the list above and these common compound ones.

for example	on the contrary	That is
namely	in fact	on the other hand

Extra Examples of conjunctive adverbs

- The city was unprepared for the big snowstorm. **Consequently**, all major highways were closed.
- I've finished my work. **Finally**, I can go home.
- Paul didn't go to baseball practice yesterday, **hence** the missed play.

- Erin finished her science essay; **meanwhile**, Eric worked on his math problems.
- The resort doesn't allow pets; **otherwise**, we would have brought our precious puppy with us.
- At 10 a.m., Paul was supposed to be taking his biology midterm. **Instead**, he was flirting with the pretty waitress at the coffee house.
- Maria declined Jeff's third invitation to go out. This young man is determined, **nevertheless**, to take her to dinner one night soon.
- After mowing the yard in the hot sun, Pedro was too hungry to shower. He did wash his dusty hands, **however**.
- Jeremy kept talking in class; **therefore**, he got in trouble.
- Your dog got into my yard; **in addition**, he dug up my petunias.
- My car payments are high; **on the other hand**, I really enjoy driving such a nice vehicle.
- The baby fell asleep; **then**, the doorbell rang.
- They returned home. **Likewise**, I went home.

5. Subordinating Conjunctions

Definition: A subordinating conjunction joins two clauses by making one clause subordinate to, or dependent on, the

other. It makes a stronger connection than a coordinating conjunction does. The subordinating conjunction shows a relationship between the two clauses. Some subordinating conjunctions are made up of more than one word.

Independent: It is raining hard.

Independent: We might get wet.

- We might get wet *because* it is raining hard. *Because* it is raining hard, we might get wet. (The reader can see the cause and effect relationship)

Some common subordinating conjunctions

after	how	though
although	if	till
as	in order that	unless
as if	once	until
as far as	provided (that)	when
as long as	rather than	whenever
as soon as	since	where
as though	so long as	wherever
because	so (that)	whether
before	so that	while
even if	than	why
even though	that	

Beware: This is not a complete list, and all of these words are not always used this way. Memorizing the list is not useful. Analyzing how words

Examples of coordinating conjunctions in sentences

- *Pete didn't go to work yesterday **because** he was ill.*
[reason]
- ***As** he was feeling unwell, Pete didn't go to work yesterday.* [cause, reason; more formal than *because*]
- *I'll lend you a map **so that** you can find the place more easily.* [reason]
- *I'll call you **as soon as** I get home.* [time]
- *I'll wait **until** you arrive.* [time]
- *The baby gets very grumpy **whenever** he's tired.* [time]
- ***If** he doesn't change his attitude, he'll lose his job.*
[condition]
- *I'll lend you my car, **providing** you promise to be careful.* [condition]
- *Elliot is tall and blond, **whereas** his brother is short and has dark hair.* [comparison]
- ***Although** they're poor, they're happy.* [concession]

Exercises

1. NOUNS

Proper and Common Nouns

Circle the proper nouns and capitalize the first letter of the word that you circle

1. car ... toyota ... truck corolla ... motorcycle
2. elephant ... lion ... tiger ... simba ... leo
3. city ... orlando ... town ... village new york
4. julie ... student ... greg ... boy ... mrs.simpson
5. star ... mars ... planetcapricorn ... polaris
6. shirt ... levis ... nike ... jeans ... tennis shoes ... dress
7. bay ... banana riveratlantic ocean ... continent
8. tortilla chips ... cheetos crackers ... snacks
9. cat ... dog new cairo ... bear
10. chocolate ... m&ms ... snickers ... mcDonalds

Abstract and Concrete Nouns

Identify the abstract and the concrete nouns

Ceiling Cooperation Curiosity Farm Biscuits
Factory Beauty Stupidity Intelligence Sockets

Use the words in parentheses to form an abstract noun to fill in the blank.

1. ____ is something almost everyone appreciates. (kind)
2. The wrestlers exhibited immense _____. (strong)
3. As the sun dipped below the horizon, _____ came over the city. (dark)
4. It is my _____ to welcome the mayor. (please)
5. Our _____ will last forever. (friend)

Countable and Uncountable Nouns

Choose the correct answer

1. Be careful, there'son the floor! Someone has broken the window.

- A. a glass B. some glass C. glasses

2. Therein the area.

- A. are a lot of heavy industries
B. is a lot of heavy industry
C. are much heavy industry

3on the roads this morning?

- A. Was there much traffic B. Were there many traffics
C. Were there much traffics

4 He refused to give meabout the new project.

- A. an information B. any information C. some informations

5 She hadwhen she was younger.

- A. a long hair B. long hair C. long hairs

6 I really needbefore I buy a new car.

- A. advices B. an advice C. some advice

7 Did you buy methis morning? I'd like to read it now.

- A. Paper B. a paper C. some paper

8 We can't store the boxes in this room because there

- A. isn't enough space B. isn't enough space
C. aren't enough spaces

9 Can you come back later? I need to finish this letter I'm writing.

A. a few more time B. a little more time C. more times

10 - Have you ever been to Manchester? Yes

A. a few times B. much time C. little time

Choose the correct form of the verb, singular or plural.

1. The trousers you bought for me (doesn't / don't) fit me.
2. Physics (was / were) my best subject at school.
3. Fortunately the news (wasn't / weren't) as bad as we had expected.
4. The police (wants / want) to interview Fred about a robbery.
5. Three days (isn't / aren't) long enough for a good holiday.
6. Where (does / do) your family live?
7. England (has / have) lost all their football matches this season.
8. Can I borrow your scissors? Mine (isn't / aren't) sharp enough.
9. I'm going to take a taxi. Six miles (is / are) too far for me to walk.

Underline the correct determiner

1. There are (less / fewer) chairs in this room than in the other room.
2. The assistant didn't give (much / many) information.
3. After the negotiations, they made (little / few) changes in their proposal.

4. (A large amount of/A great number of) mosquitoes appeared after the rain.
5. Light beer has (less / fewer) calories than regular beer.
6. They have (a / -) good food in that restaurant.
7. (The amount of/ The number of) students taking TOEFL is increasing.
8. The case had to be reconsidered with (these / this) new evidence.
9. I like (fewer / less) mashed potatoes.
10. She ate (fewer / less) French-fries than usual.
11. He wants to make as (much / many) money as possible.
12. Anne invited a huge (amount / number) of people to the party.
13. Annette will drink an endless (amount / number) of milk if you let her.

Write TRUE (T) or FALSE (F).

1. I believe it's very difficult to find a cheap accommodation in London.
2. We're looking for a place to rent.
3. We're late because they're re-surfacing the motorway and the traffics are terrible.
4. He was asked to leave the college because of a bad behavior at the end of the term party.
5. I'm going to call my brother to wish him good luck for his driving test.
6. I think it's a pity Rebecca had her hairs cut short because she looked much more attractive before.

7. It's not a bad room, but the furnitures take up too much space.
8. As an old friend, may I give you an advice?
9. If we don't have up-to-date information, how can we make sensible decisions?
10. Fortunately, the check-up was less unpleasant experience than I had expected.

Compound Nouns

Choose the correct spelling of the compound word.

1. evergreen ... ever green ... ever-green
2. drumstick ... drum stick ... drum-stick
3. firefly ... fire fly ... fire-fly
4. kneecap ... knee cap ... knee-cap
5. lighthouse ... light house ... light-house
6. shellfish ... shell fish ... shell-fish
7. swimmingpool ... swimming pool ... swimming-pool
8. busstop ... bus stop ... bus-stop
9. seaweed ... sea weed ... sea-weed
10. sixtyyearold ... six year old ... six-year-old

Choose the correct plural spelling

1. city-states ... cities-state
2. jack-o'-lanterns ... jacks-o'-lantern
3. passerbys ... passersby
4. son-in-laws ... sons-in-law
5. toothbrushes ... toothbrushes ... teethbrushes

6. attorneys at law ... attorney at laws
7. runner-ups ... runners-up
8. hand-me-downs ... hands-me-down
9. gets-together ... get-togethers
10. workmans ... worksman ... workmen

Collective Nouns

Underline the collective noun or nouns in each group.

Phrases are added to some words to clarify their uses.

Underline only the collective noun, not the phrase.

1. soldier ... army ... troop ... tanks ... library of movies
2. crowd ... passerby ... fleet ... herd ... bouquet of flowers
3. pack ... collection ... books ... mob ... panel of speakers
4. birds ... flock ... wheat ... doll ... audience
5. gang ... beads ... classroom ... list ... basketball
6. pod ... swarm of bees ... school of fish ... bunch of grapes
7. school board ... team ... noodles ... tribe ... stair
8. troupe of actors ... a dance company ... shoppers ...
faculty ... teacher

2. PRONOUNS

Choose the correct pronoun for the sentence.

1. My friends and ...want to go to the beach this weekend.

I, me

2. Don't give your father and any arguments.

I, me

3. Ella andwill be going to the zoo this weekend.
she, her

4. The police officer askedand Lenny what they had seen.

he, him

5. The car dealer should give both you and.... a good discount.

she, her

Fill in the blanks with the correct possessive adjective or pronoun.

1. She loves __ dog.

2. The dog wags __ tail when it's happy.

3. The boys are playing with __ toy cars.

4. We have several trees in __ garden.

5. He was very nice and I appreciated __ calling me.

6. I have had __ dinner.

7. Her mother is very warm and I loved __ cooking.

8. I know Bob. He was __ classmate at college.

9. I've mislaid my pencil. May I borrow __?

10. Bob wants you to return that book of__ which you borrowed last month.

Choose the best answer to complete each sentence

1. The festival, _____ lasted all day, ended with a banquet.

That Who Which What

2. I am looking for someone _____ can watch my dog while I go on vacation.

Which Who Whom Whoever

3. The police needed details _____ could help identify the robber.

Who Whatever That What

4. I'd like to take you to a café _____ serves excellent coffee.

What Whatever Which Whichever

5. The clubhouse, in _____ the dance was held, housed about 200 people.

Which Where That Whom

6. You can choose one person, _____ you like, to share the cruise with you.

Whomever That Which Whom

7. I saw the shoes _____ you bought last week on sale for less this week.

When What Who Whom

8. This is the place _____ we met.

When Where Who That

9. The baby, _____ nap had been interrupted, wailed loudly.

Whose Whomever Whom Who

3. VERBS

Action and Linking Verbs

Decide if the bold verbs are action or linking

1. The magician **appeared** onstage in a cloud of smoke.

action / linking

2. Ellie **appeared** tired after working six hours of overtime.

action / linking

3. Take your umbrella in case the weather **turns** ugly.

action / linking

4. To open that puzzle box, **turn** the circle one twist to the right. action / linking

5. My aunt in Louisiana **grows** the most beautiful roses.

action / linking

6. My grandmother told my sister that she **grows** more beautiful every year. action / linking

7. Can you **smell** that strange odor? action / linking

8. It really **smells** strange. action / linking

9. I hope we will **stay** friends after we graduate. action / linking

10. We always **stay** in a castle when we visit England.

action / linking

Verb Tenses

Write the correct form of the verbs

1. I (**not talk**) to Mr. Smith yet, but I (**talk**) to him soon.

2. I (**wait**) long enough. I am going home now.

3. How long (**the boys, play**) football ? - I think for half an hour.

4. While we(**play**) with our toy cars, the girls(**watch**) TV.
5. Jack (**speak**) with Mary yesterday.
6. Princess Anne(**open**) the new hospital in a few weeks.
7. Listen! I believe Jack(**take**) a shower.
8. While you (**shop**) someone(**come**) and(**leave**) this note.
9. I(**learn**) English since I was four years old.
10. They(**meet**) after school every day.
11. We usually(**drink**) coffee, but we(**not drink**) any for more than a week.

Choose the right variant

1. Everything is going well. We didn't have / haven't had any problems so far.
2. Margaret didn't go / hasn't gone to work yesterday.
3. Look! That man over there wears / is wearing the same sweater as you.
4. Your son is much taller than when I last saw him. He grew / has grown a lot.
5. I still don't know what to do. I didn't decide / haven't decided yet.
6. I wonder why Jim is / is being so nice to me today. He isn't usually like that.
7. Jane had a book open in front of her but she didn't read / wasn't reading it.

8. I wasn't very busy. I didn't have / wasn't having much to do.

9. Mary wasn't happy in her new job at first but she begins / is beginning to enjoy it now.

10. After leaving school, Tim found / has found it very difficult to get a job.

11. When Sue heard the news, she wasn't / hasn't been very pleased.

12. This is a nice restaurant, isn't it? Is this the first time you are / you've been here?

13. I need a new job. I'm doing / I've been doing the same job for too long.

14. Ann has gone out. — Oh, has she? What time did she go / has she gone?

15. You look tired. — Yes, I've played /I've been playing basketball.

16. Where are you coming / do you come from? Are you American?

17. I'd like to see Tina again. It's a long time since I saw her / that I didn't see her.

18. Bob and Alice have been married since 20 years / for 20 years.

Choose the correct answer

1. Who speaks French in your family? I ___.

(A) have (B) do (C) am

2. When ___ you buy the new TV set?

- (A) did (B) were (C) are
3. We ___ never been to London.
(A) had (B) were (C) have
4. Where ___ you going when I met you last night?
(A) did (B) were (C) are
5. ___ your friend like to watch TV in the evening?
(A) do (B) does (C) is
6. What are you doing? — I ___ reading a book.
(A) was (B) am (C) is
7. We thought they ___ be late.
(A) would (B) shall (C) will
8. Many new buildings ___ built in our town last year.
(A) had (B) are (C) were
9. The letter ___ sent tomorrow.
(A) will be (B) has (C) will
10. I ___ Dick today.
(A) haven't seen (B) hadn't seen (C) didn't see
11. Were you tired after skiing yesterday? Yes, I ___.
(A) were (B) did (C) was
12. When we came into the hall they ___ this problem.
(A) were discussing (B) discussed (C) have discussed
13. We ___ from the institute in five years.
(A) have graduated (B) graduated (C) shall graduate
14. Don't go out. It ___ hard.
(A) is raining (B) was raining (C) rains
15. They ___ the institute five years ago.
(A) have entered (B) entered (C) had entered
16. Does the professor ___ a lot of experience?

(A) has (B) have (C) had

17. Did he __ the weekend in the country?

(A)spent (B)spend (C)spends

18. I shall call you as soon as I __ home.

(A) came (B) shall come (C) come

19. The report __ ready by 6 o'clock yesterday.

(A) was (B) has been (C) had been

20. She usually __ to bed very early.

(A) goes (B) has gone (C) going

Passive Voice

Change the active to the passive.

1. Shakespeare wrote that play.

2. Bill will invite Ann to the party.

3. Alex is preparing that report.

4. Waitresses and waiters serve customers.

5. The teacher is going to explain the lesson.

6. Shirley has suggested a new idea.

7. Two horses were pulling the farmer's wagon.

8. Kathy had returned the book to the library.

9. By this time tomorrow the president will have made the announcement.

10. I didn't write that note, Jim wrote it.

Choose the best answer

1. Everybody ___ by the terrible news yesterday.

shocked

was shocked

2. Mr. Green ___ at the University since 1989.
has been teaching has been taught
3. The secretary ___ to her new boss yesterday.
introduced was introduced
4. When the manager arrived, the problem ___ .
had already been solved Had already solved.
5. He ___ the girl's name now.
remembers is remembered

Conditional Tenses

Complete the sentences with the verb in the parentheses.

1. If I (have) enough money, I will go with you.
2. If I (have) enough money, I would go with you.
3. If I (have) enough money, I would have gone with you.
4. If the weather is nice tomorrow, we (go) to the zoo.
5. If the weather were nice today, we (go) to the zoo.
6. If the weather had been nice today, we (go) to the zoo.
7. If Sally (be) at home tomorrow, I am going to visit her.
8. Jim isn't home right now. If he (be) at home right now, I (visit) him.
9. Linda wasn't at home yesterday. If she (be) at home yesterday, I (visit) her.
10. If I (be) you, I would buy a new bicycle.
11. If my train (be) is late, I will take a taxi.
12. He would have been a doctor now, if he (finish) his medical studies.

13. I could understand your friend from Italy if he (speak) more slowly.

14. If you (went) to London, you might see the Queen.

15. What would you do if you (live) here all the time, as we do?

Fill the gaps in the sentences using the words given.

1. If I had more money, __ (you/marry) me?

2. He wouldn't help you if __ (he/not/like) you.

3. __ (you/find) the machine is quite simple to operate if you look at the manual.

4. __ (your parents/not/be) proud if they could see you now?

5. If __ (I/not/revise) thoroughly, I may fail my test.

6. If you wanted to buy someone a really good present, what sort of thing __ (you/look for)?

7. You'd have a lot more friends if __ (you/not/be) so mean.

8. How __ (you/feel) if you were in my position?

9. Would you change your job if __ (you/can)?

10. If I __ (not/ arrive), they wouldn't have known what to do.

Separable and Inseparable Phrasal Verbs

Choose the correct answer.

1. Can you help me? I'm looking _____.

a. it for b. for my book c. my book for

2. Don't throw _____.

a. the newspaper away b. away it c. away

3. Could you look _____?

a. after them b. the children after c. them after

4. Please take _____ and sit down.

a. off it b. off c. your coat off

5. I can't hear you. Can you _____, please?

a. the radio turn down b. turn down it

c. turn the radio down

6. I'm waiting _____. They're late.

a. my friends for b. for them c. them for

4. ADJECTIVES AND ADVERBS

Choose the correct word in the parentheses.

1. George is a (careless / carelessly) writer. He writes (careless / carelessly).

2. Frank asked me an (easy / easily) question. I answered it (easy / easily).

3. Sally speaks (soft / softly). She has a (soft / softly) voice.

4. I entered the classroom (quiet / quietly) because I was late.

5. Ali speaks English very (good / well). He has very (good / well) pronunciation.

6. This math problem looks (easy / easily). I'm sure I can do it (easy / easily).

7. That chair looks (comfortable / comfortably).

8. I looked at the problem (careful / carefully) and then solved it.

9. I felt (sad / sadly) when I heard the news.
10. Susan smiled (cheerful / cheerfully). She seemed (cheerful / cheerfully).
11. I tasted the soup (careful / carefully) because it was hot. The soup tasted (good / well).
12. The room got (quiet / quietly) when the professor entered. The students sat (quiet/ quietly) at their desks.
13. The sky grew (dark / darkly) as the storm approached.

Comparison

Define whether the following sentences are TRUE (T) or FALSE (F). Correct mistakes.

1. This book is more better than that one.
2. This year's prices will certainly be much higher as last year's prices.

3. Since there were two possible ways to get to New York, we had to decide which one was better.
4. The customs in this country are more traditional than those in the United States.
5. Her letter was more friendlier than this.
6. She was happier than anybody in her family.
7. Nancy was luckier than Fred in Las Vegas.
8. Betty's homework is usually more organized than that of any other students in the class.
9. The weather was much hotter this year than in 1970.
10. The final exam was more difficult than the mid-semester exam.

11. The first performance was more crowded as the second one.

12. The new student reads faster than anyone else in the class.

13. Fred's project proposal was much more economical than Brad's.

14. Robert's new home is more expensive than any house in the neighborhood.

15. Henry had a rather bad accident, and it was a miracle that he was not hurt more worse than he was.

CONJUNCTIONS

Fill in the blanks with one of the words from (A), (B), (C), or (D).

1. It looked dark and heavy ___ it was going to rain.

(A) although (C) as if

(B) unless (D) whereas

2. ___ I get your call, I will leave.

(A) As soon as (C) By the time

(B) As though (D) Now that

3. ___ he had read the instructions several times, he knew what to do.

(A) Whereas (C) Until

(B) After (D) While

4. ___ he cannot afford a car, he rides a bicycle.

(A) Unless (C) Though

(B) Whether (D) because

5. __ the cities do not provide better and cheaper mass transport, the traffic problem will get worse.

(A) So that (C) If

(B) Even though (D) Before

6. __ you go to Canada, you should visit Toronto.

(A) When (C) Since

(B) As (D) Before

7. __ riding a bicycle is good leg exercise, it does not use up a lot of calories.

(A) As (C) Because

(B) Although (D) So that

8. She turned off the record player __ she could study.

(A) now that (C) so that

(B) even if (D) in case

9. A man is __ old __ he feels.

(A) so ... as (B) as ... as (C) as ... that

10. The fellow that agrees with everything you say is __ a fool, __ he is getting to skin you.

(A) both ... and (B) not only ... but (C) either ... or

11. Nothing __ needs reforming __ other peoples habits.

(A) so ... as (B) as ... that (C) as ... as

12. __ your daughter __ your niece have made great progress.

(A) As .. .as (B) So ... as (C) Both ... and

Part Three

Boost Your Vocabulary

Choose the best answer that is synonymous to the italic word in the sentence

1. This is the most *excruciating* experience I have ever had.
It still tortures me.
 - a. tenacious
 - b. agonizing

- c. compliant d. misty
2. She feels **indebted** to her brother who saved her from the embarrassing situation.
- a. enormous
b. incomparable
c. passive d. grateful
3. He is a **submissive** employee. He never says "No" to his superiors.
- a. compliant b. sturdy c. confident d. proud
4. The **haughty** student is showing off his new car to his colleagues.
- a. conceited b. eager c. tenacious d. zealous
5. I am extremely **ardent** to take part in the vocabulary competition. It's really important.
- a. hideous b. virtuous c. yielding d. enthusiastic

Match the word in column [A] to the word(s) in column [B] to form the correct collocation

A	B
1. Cut	<u>a date</u>
2. Go	<u>a need</u>
3. Hold	<u>a visit</u>
4. Lead	<u>hopes</u>
5. Make	<u>talks</u>
6. Meet	<u>a law</u>

7. Pass	bankrupt
8. Pay	<u>a living</u>
9. Raise	the way
10. Set	<u>costs</u>

1. Cut 2. Go
 3. Hold 4. Lead
 5. Make 6. Meet
 7. Pass 8. Pay
 9. Raise 10. Set

Write the letter of the choice that is most nearly the same in meaning as the word on the left.

1. a fiction
 (A) falsehood (B) fact (C) books (D) words
2. a theory
 (A) research (B) thought (C) question (D) explanation
3. to overwhelm
 (A) climb (B) overpower (C) finish (D) rebuild
4. security
 (A) courage (B) danger (C) protection (D) happiness
5. to determine
 (A) go around (B) find out (C) delay (D) work
6. an emotion

(A) movement (B) reason (C) feeling (D) goal

7. an impression

(A) opinion (B) result (C) income (D) example

8. to investigate

(A) examine (B) hire (C) accuse (D) admire

9. to convince

(A) find guilty (B) annoy (C) join (D) persuade

10. to preserve

(A) protect (B) serve (C) get ready (D) destroy

11. dramatic

(A) noisy (B) hidden (C) very noticeable (D)

very famous

12. economical

(A) funny (B) thrifty (C) wasteful (D) simple

13. a burden

(A) sound (B) package (C) detail (D) hardship

Write the letter of the choice that is most nearly the opposite in meaning to the word on the left.

14. thorough

(A) blocked (B) gentle (C) famous (D) careless

15. to bewilder

(A) confuse (B) make clear to (C) curse (D) bless

16. legible

(A) not logical (B) slow (C) unclear (D) brief

17. to comprehend

(A) misunderstand (B) go alone (C) be alike (D) fail

18. frank

(A) dishonest (B) unknown (C) not reliable (D)
unfriendly

19. earnest

(A) likable (B) insincere (C) unable to earn
(D) messy

20. to dispose of

(A) keep (B) throw away (C) lose (D) find

21. to restore

(A) remember (B) destroy (C) shop (D) awaken

22. evident

(A) rare (B) hidden (C) wrong (D) everywhere

23. extravagant

(A) indoors (B) spending too much (C) thrifty
(D) friendly

24. inferior

(A) outer (B) courageous (C) possible (D) better

25. to deceive

(A) build (B) tell the truth to (C) cheat (D) go up

**Write the letter of the choice that is most nearly the
same in meaning as the word on the left.**

1. unanimous

(A) in full agreement (B) not together
(C) unhappy (D) pleased

2. to possess

(A) be lawful (B) lose (C) have (D) disobey

3. to exhaust

(A) leave (B) use up (C) put out (D) do

4. a procedure

(A) method (B) protection (C) example (D) reward

5. to assume

(A) collect (B) deny (C) attend (D) suppose

6. reliable

(A) well-known (B) related (C) trustworthy
(D) trusting

7. the stress

(A) location (B) tension (C) rule (D) time

8. to deprive of

(A) suggest to (B) believe
(C) disapprove of (D) take away from

9. the vicinity

(A) sight (B) neighborhood (C) energy (D)
possibility

10. an objection to

(A) goal (B) thing (C) reason against (D) reason

11. a resource

(A) supply (B) reason (C) goal (D)
method

12. to hesitate

(A) wonder (B) cause (C) delay (D) break

13. an objective

(A) reason against (B) purpose (C) puzzle (D)
supply

Write the letter of the choice that is most nearly the *opposite* in meaning to the word on the left.

14. a conflict

(A) agreement (B) argument (C) gift (D) idea

15. to originate

(A) end (B) begin (C) remember (D) forget

16. external

(A) outer (B) inner (C) upper (D) lower

17. to penalize

(A) admire (B) free (C) reward (D) entertain

18. to vary

(A) keep the same (B) warm (C) change (D) attack

19. a remedy

(A) need (B) cure (C) extra (D) poison

20. sufficient

(A) comfortable (B) organized
(C) not enough (D) unimportant

21. current

(A) electrical (B) by hand
(C) not attractive (D) out-of-date

22. incredible

(A) amazing (B) believable (C) not natural (D) asleep

23. to maintain

(A) stop (B) believe (C) doubt (D) ignore

24. maximum

(A) biggest (B) most (C) least (D) hardest

25. to protest

(A) broadcast (B) hide (C) notice (D) approve of

Write the letter of the choice that is most nearly the same in meaning as the word on the left.

1. to exaggerate

(A) leave (B) overstate (C) worsen (D) ignore

2. to aggravate

(A) get together (B) worsen (C) win (D) expect

3. to demonstrate

(A) sell (B) give (C) harm (D) show

4. to analyze

(A) study (B) use (C) show (D) entertain

5. a category

(A) kindness (B) horror (C) type (D)

assortment

6. distinct

(A) clear (B) far (C) helpful (D) loud

7. to represent

(A) give (B) expect (C) answer (D) be a symbol

for

8. a frustration

(A) wish (B) disappointment (C) decrease (D) charity

9. to coincide

(A) pay (B) overstate
(C) get in the way (D) happen together

10. to anticipate

(A) battle (B) worsen (C) expect (D) free

11. the frequency

(A) power (B) visit (C) victory (D) oftenest

12. to utilize

(A) study (B) overstate
(C) make use of (D) be a symbol for

13. a triumph

(A) effort (B) success (C) battle (D) loss

Write the letter of the choice that is most nearly the *opposite* in meaning to the word on the left.

14. miserable

(A) able (B) comfortable (C) expensive (D) small

15. abundant

(A) found (B) rare (C) faraway (D) unimportant

16. to cease

(A) lose (B) leave (C) continue (D) find

17. humane

(A) dead (B) wild (C) cruel (D) alive

18. reluctant

(A) willing (B) angry (C) active (D) not active

19. considerable

(A) unkind (B) comfortable (C) small (D)

accidental

20. unstable

(A) steady (B) outdoors (C) cruel (D) pleasant

21. critical

(A) rare (B) small (C) common (D) approving

22. deliberate

(A) loud (B) accidental (C) hidden (D) late

23. obnoxious

(A) pleasant (B) healthy (C) strong (D) pleased

24. intentional

(A) outward (B) accidental (C) unlikely (D) unclear

25. to linger

(A) yell (B) stay (C) remain quiet (D) rush away

Write the letter of the choice that is most nearly the same in meaning as the word on the left.

1. to inhabit

(A) enter (B) live in (C) get used to (D) understand

2. to fulfill

(A) fill up (B) correct (C) carry out (D) carry

3. to influence

(A) avoid (B) force (C) please (D) affect

4. to transfer

(A) avoid (B) move (C) keep (D) answer

5. to occur

(A) delay (B) surprise (C) happen (D) happen

at the same time

6. to revise

(A) give advice (B) go back (C) change (D) awaken

7. aversion

(A) rhyme (B) dislike (C) reason
(D) form

8. to discipline

(A) train (B) harm (C) remove (D) affect

9. furthermore

(A) instead of (B) also (C) because (D) but

10. to resort to

(A) vacation at (B) sort
(C) wonder about (D) make use of

11. an attitude

(A) outlook (B) height (C) quarrel (D) rule

12. to indicate

(A) win (B) expect (C) look for (D) point of

13. to respond to

(A) know (B) answer (C) believe (D) desire

**Write the letter of the choice that is most nearly the
opposite in meaning to the word on the left.**

14. apparent

(A) hidden (B) above (C) under (D) unnatural

15. neutral

(A) relaxed (B) taking sides (C) old (D) not
enough

16. brutal

(A) loyal (B) kind (C) unclear (D) healthy

17. customary

(A) hidden (B) unfriendly (C) well-known (D) unusual

18. awkward

- (A) graceful (B) outward (C) noisy (D) kind
19. a contrast
(A) being together (B) similarity
(C) disagreement (D) favorite
20. to vanish
(A) appear (B) disappear (C) build (D) destroy
21. a dispute
(A) disappointment (B) friend (C) hope (D) agreement
22. excessive
(A) leftover (B) indoors (C) not enough (D) late
23. to betray
(A) leave (B) give (C) get stronger (D) be loyal
24. accustomed to
(A) attracted to (B) unaware of
(C) aware of (D) not in the habit of
25. fragile
(A) tough (B) correct (C) unwrapped (D) graceful

False or True

1. In my **opinionated**, technology is moving too quickly.
2. As far as I am **concerning**, happiness is more important than money.
3. Scientists are **convincingly** that human degradation of the environment is causing thousands of species to become extinct.

4. The government are **regardless** the Third World debt as a major barrier to global economic development.
5. Hundreds of people called the television station to register their **disapprove** of the presenter's behaviour.
6. She **maintenance** that most young people would rather work than go to school.
7. Do you **reckoning** that there will be an election in the next two years?
8. We strongly **suspicion** that the proposal to develop the computer facilities will not go ahead.
9. I **doubtful** that the new government will keep all its promises.
10. Do you **disapproval** of smoking?
11. I take strong **except** to people coming late or cancelling appointments at short notice.
12. A lot of people are **fanatic** about sport in general and football in particular.
13. British health inspectors are **obsession** about cleanliness in restaurant kitchens.
14. After years of struggle, the **moderations** have gained control of the party.
15. He has very **conservatism** views and disapproves of change.
16. The government are **commitment** to the struggle to end institutional racism in the police force.
17. She was **dedication** to her family and would do anything to protect them.

18. They come from a strongly **tradition** family who still believe in arranged marriages.

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