

**Damanhur University
Faculty of Education
Open Education**



**A Course in
Grammar & Language Skills
Level (1)**

Department of English

Part One

Reading Comprehension





1. Pre-Reading Questions:

1. Have you ever been to a movie studio?
2. What did you see there?

2. Reading Passage

Movies have changed a lot over the years. The movie industry has changed a lot, too. It has become much more international.

In the early days of film, most movies were made in the United States, near New York City. But the sun in California was perfect for filming. By the 1920s, most films, over 800 a year, were shot in Hollywood.

Before films, Hollywood was a small town. There were a lot of farms nearby. The first film studio was built in 1911. In just fifteen years, 100,000 people moved to Hollywood. Do you know the famous Hollywood sign? It was first used as an advertisement. A man who sold land put it up in 1923.

Hollywood was once the movie capital of the world. But it isn't anymore. India is. Maybe you recognize the name Bollywood. Bollywood isn't a place exactly. It is a nickname for the film studios in Mumbai, India. Why isn't it called Mollywood instead? The answer is that Mumbai used to be called Bombay. The movie business isn't limited to Mumbai. There are several other movie-making centers in India as well.

A lot of people in India work in the film business—2.5 million. And the Indian film industry makes more than 800 films every year. Even Hollywood studios send some of their work to India. Fewer than 500 movies a year are now made in the United States.

3. Word Focus

Match the words with their definitions:

A.

- | | |
|------------------|-------------------------------------------------------|
| 1. Capital | a. near the beginning of a period of time |
| 2. Early | b. involving other countries |
| 3. Film | c. everything relating to a specific type of business |
| 4. Industry | d. a movie |
| 5. International | e. the central place for an activity |

B.

- | | |
|--------------|-------------------------------------------------|
| 1. Land | a. know something you have seen or heard before |
| 2. Limited | b. a piece of ground |
| 3. Nickname | c. an informal name |
| 4. Perfect | d. kept within a certain area |
| 5. Recognize | e. as good as can be |

4. Check your Comprehension:

1. Read the passage again and answer the questions. Circle your answers.

1. What is the main topic of this passage?

- A. actors in the film industry
- B. places where movies are filmed
- C. Bollywood
- D. Hollywood

2. Where were the first movies made?

- A. California
- B. Bombay

- C. near Chicago
- D. near New York City

3. Hollywood became the center of film-making because of

- A. the farms
- B. the cost of land
- C. the weather
- D. the scenery

4. What does Bollywood refer to?

- A. New York City and Hollywood
- B. Bombay and Hollywood
- C. Mumbai and Bombay
- D. Bombay and India

5. The Hollywood sign was put up

- A. because Hollywood was a famous place
- B. to help people recognize Hollywood
- C. to help sell land there
- D. because a man was proud of Hollywood

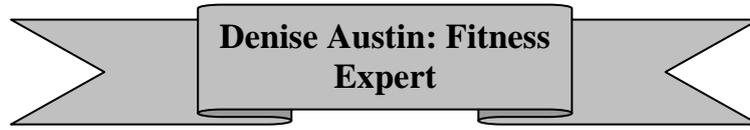
6. The Indian film industry

- A. is only in Mumbai
- B. is growing
- C. has always been large
- D. makes fewer films than Hollywood does

2. Decide whether each of the statements below is *TRUE* or *FALSE*:

- A. The first film studio was built in 1911.
- B. The Indian film industry makes more than 100 films every year.

- C. Hollywood is still the movie capital of the world.
- D. More than 500 movies a year are now made in the United States.



1. Pre-Reading Questions:

Discuss these questions.

1. Do you like to take exercise classes or follow exercise shows on TV? Why or why not?
2. Do you know about any fitness experts or celebrities? Who?

2. Reading Passage

Why should people make their bodies work hard when it isn't necessary? Fitness expert Denise Austin says that exercise is *more* important when life is easy.

Austin is serious about good health. She is the author of eight books on fitness and health. She makes exercise videos. She also has two exercise shows on television. Millions of people watch her shows and buy her books and DVDs.

Austin is also serious about children's fitness and health. Research shows that healthy, active children are also happy children. Today's children watch TV and use the computer too much. Most children don't play outside or exercise enough. Austin made an exercise DVD just for children. It is called *Denise Austin's Fit Kids*.

In 2002, the U.S. president asked Austin to join a special group. This group is called the President's Council on Physical Fitness and Sports. The group includes famous athletes such as baseball player Nomar Garciaparra and runner Marion Jones. Some members are professional athletes or Olympic athletes. Other members are coaches. Members of the group visit schools and

talk to children about fitness. Austin teaches schoolchildren about the value of exercise and sports.

Fitness is not difficult. Austin tells people to exercise a little every day and eat good foods. She follows this advice, too. She only exercises half an hour a day, and she never skips a meal!

3. Word Focus

Match the words with their definitions:

A.

- | | |
|------------|----------------------------------------------------|
| 1. Active | a. good physical health |
| 2. Advice | b. 1,000,000 |
| 3. Author | c. energetic |
| 4. Fitness | d. writer |
| 5. Million | e. a suggestion that someone gives to other people |

B.

- | | |
|--------------|---------------------------------|
| 1. Necessary | a. thoughtful; not joking |
| 2. Research | b. leave out |
| 3. Serious | c. a careful study of something |
| 4. Skip | d. importance |
| 5. Value | e. needed |

4. Check your Comprehension:

Read the passage again and answer the questions. Circle your answers:

1. What is the main topic of the passage?

- A. the work of fitness experts
- B. the work of Denise Austin
- C. research about fitness
- D. fitness for schoolchildren

2. Denise Austin says that fitness is more important

- A. when you are a child

- B. when you watch exercise shows on TV
- C. when life is easy
- D. when you are a famous person

3. Fitness expert Denise Austin

- A. writes books
- B. makes DVDs
- C. has TV programs
- D. all of the above

4. What did the president ask Austin to do?

- A. join a special group
- B. use the computer
- C. make TV programs about fitness
- D. visit Olympic athletes

5. When are kids happier?

- A. when they use the computer
- B. when athletes visit their schools
- C. when they are active
- D. when they skip meals

6. The president asked Austin to join a special group because

- A. she is an Olympic athlete
- B. she never skips a meal
- C. she is a famous fitness expert
- D. she likes to visit schools

Decide whether each of the statements below is *TRUE* or *FALSE*:

- 1. Denise Austin is a fitness expert and a businesswoman. ()
- 2. Denise Austin is the author of nine books on fitness and health. ()
- 3. Fitness is easy. ()
- 4. Austin has five exercise shows on television. ()

5. Healthy and active children are happy children.

()

1. Pre-Reading Questions:

Discuss these questions.

1. Are you concerned for endangered species? Why or why not?
2. Why would animals be in danger of being destroyed completely?

2. Reading Passage

Most of us are now aware of the damage which our modern way of life is doing to the environment. This includes the harm which we are inflicting on many animals. Indeed, we are in danger of wiping out some species, if we have not already done so.

For millions of years, extinction among animals was a natural process. In fact, it was part of the process of evolution. In recent years, however, the extinction of some species has been the result of human activities. Had it not been for these, many more animals would have survived.

Some species have either been made extinct, or become endangered, because of hunting. Now, even the very earliest of humans were hunters, since they ate the flesh of animals and clothed themselves in their skins, and doubtless their hunting gradually contributed to the extinction of some species. However, it was the introduction of guns, with their accurate aim, which put certain animals at great risk, and from the nineteenth century on several species were on the brink of extinction.

By this time, animals were being hunted for commercial purposes apart from the provision of food and clothing. For example, elephants were being hunted for their ivory. Nowadays, attempts are being made to regulate such wholesale commercial hunting, but it is difficult to control in some areas. Thus, animals continue to die to make profits for humans. Of course, not only

commerce is to blame. Hunting as a sport has also played a part in the extinction of certain species.

A more modern threat to many animals is the destruction of their environment and the resultant changes in the ecology of whole areas. Our use of pesticides and other chemicals has polluted both soil and water, and this pollution has proved to be toxic to many of the plants which are part of the habitat of many animals. Furthermore, we regularly lay waste to land previously inhabited by animals, in order to make way for expanding populations or, as in the case of deforestation, to provide goods for wealthy nations.

Modern living has had a deleterious effect on the ecosystem. We must try to reverse this to save our wildlife.

3. Vocabulary Building

1. Match the words in column A with their opposite meaning in column B

A.

1. Modern
2. Accurate
3. Provision of
4. Continue
5. Profits
6. Whole
7. Previously
8. Expanding

B.

- a. imprecise
- b. stop
- c. losses
- d. diminishing
- e. lack of
- f. currently
- g. traditional
- h. part

2. Choose the most appropriate word, given in italics below, for each of the blanks:

damage *natural* *species* *environment* *pesticides*

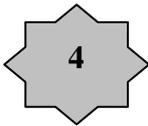
1. The health farm is set in a rural, away from the city.
2. The accident caused some to the building.

3. Being without resources, the country decided to develop a knowledge economy.
4. People who buy organic vegetables know that it is grown without
5. The leatherback turtle is one That may become extinct.

4. Check your Comprehension:

Say whether each of the sentences below is *TRUE* or *FALSE*:

1. The modern way of life is causing some animal species to be extinct (.....).
2. The extinction of animals has only happened in recent times (.....).
3. In modern times, animals are killed for commercial purposes and for sport (.....).
4. The use of pesticides is harmful for plants, but not to animals (.....).
5. The cutting down of forest trees is harmful to animals (.....).



The Floating Markets of Bangkok

1. Pre-Reading Questions:

1. What do you know about Bangkok

2. Read the following passage then answer the questions below

Bangkok, the capital of Thailand, is a city of contrasts. The tall glass buildings look like any other modern city. But behind them is a place where life hasn't changed for over 100 years - the canals. Built in 1866 by the King of Thailand, these canals are home to many Thai people who still live and work there today. There are four floating markets around Bangkok and the oldest and most popular is in the town of Damonen Saduak.

This market opens every day from 6.30 a.m. It's best to shop early and go by water taxi. After 9 a.m. the tourist buses arrive, and it's much too busy.

It's a colorful, noisy, fascinating place. Old ladies with huge hats sit in small boats, filled with tropical fruit and vegetables, fresh coconut juice and local food. Did you miss your breakfast? Then just call a seller for a bowl of hot soup. **He**'ll get it from a cooker at the back of his boat!

But the boats don't just sell food. Would you like a traditional hat? a silk dress? a flowered shirt? Then just call and point. After the noise and excitement of the market, continue along the canal. Soon you'll see the wooden houses, orchards, and floating flowers of the canal villages. It's a lovely, peaceful way to finish your trip.

3. Vocabulary Building

Complete the following statements from the passage:

1. The capital of Thailand is
2. There are floating markets around Bangkok.
3. Tourist buses arrive after

4. The is a place where life hasn't changed for over 100 years.

4. Check your Comprehension: Choose the best answer

1-Bangkok is a city of contrasts because

- a- it has new buildings and old markets
- b- it has wooden houses and orchards
- c- it has old ladies who wear huge hats
- d- the boats do not just sell food

2- The canals were built by

- a- Thai People
- b- the King of Thailand
- c- old ladies
- d- Damonen Saduk

3- What is the best way to go to the market?

- a- By plane.
- b- By train.
- c- In a water taxi.
- d- On the tourist bus

4- In paragraph 3, line 3, the pronoun "He" refers to

- a- an old lady
- b- the King of Thailand
- c- a seller
- d- the market

5- Which one of the following statements is TRUE?

- a- The boats sell old clothes and huge hats.
- b- The boats sell hot soup and glass buildings.
- c- The boats sell cookers at the back of the boats.
- d- The boats sell local food and coconut juice.



1. Pre-Reading Questions:

Discuss these questions.

1. What would it be like to live in a castle?

2. Reading Passage

What is your idea of a castle? What does it look like? Where is it? Most people don't imagine castles in the United States, but William Randolph Hearst did. He built a castle at San Simeon in California. The castle has 56 bedrooms, 19 living rooms, two swimming pools, and a zoo!

The Hearst family was very rich. When William was a boy, he and his mother went on many trips to Europe. She taught him about European art. They bought art and antiques for their family's collection. When he grew up, Hearst remembered those trips. He remembered the beautiful castles. He wanted to build his own castle. He planned to fill it with art and antiques.

Hearst hired architect Julia Morgan to design and build the castle. He bought art and antiques to fill it. He also bought some antique buildings. Workers took apart the buildings in Europe. Then they sent the pieces to California. Morgan used the ceilings, fireplaces, and windows in the rooms at Hearst Castle.

Hearst and Morgan worked on the castle for 28 years. Hearst grew old and became ill. In 1947, construction finally stopped. Hearst died in 1951 at the age of 88. In 1957, the Hearst family gave the castle to the state. Today it is a museum. Thousands of visitors come to San Simeon every year to tour Hearst's American castle.

3. Word Focus

Match the words with their definitions.

A.

- | | |
|---------------|----------------------------------------------|
| 1. Antique | a. make something full |
| 2. Ceiling | b. a very old and valuable thing |
| 3. Collection | c. the place in a room where you make a fire |
| 4. Fill | d. the top of the inside of a room |
| 5. Fireplace | e. a group of objects |

B.

- | | |
|---------------|----------------------------------------------|
| 1. Imagine | a. belonging to a particular person or thing |
| 2. Own | b. separate something into different parts |
| 3. Take apart | c. a park with wild animals |
| 4. Tour | d. go on a visit of a place |
| 5. Zoo | e. form a picture or an idea in your mind |

4. Check your Comprehension:

Read the passage again and answer the questions. Circle your answers.

1. What is the main topic of the passage?

- A. the life of William Randolph Hearst
- B. the story of Hearst's home
- C. Hearst's art collection
- D. castles in the United States

2. On their trips to Europe, Hearst and his mother

- A. built castles
- B. took classes in art
- C. bought art and antiques
- D. took apart buildings

3. In Hearst Castle there are

- A. pieces from other buildings

- B. art collections from around the world
- C. more than 75 rooms
- D. all of the above

4. How long did Hearst and Morgan work on Hearst Castle?

- A. 19 years
- B. 28 years
- C. 56 years
- D. 88 years

5. Why did Hearst want to build a castle?

- A. He wanted a museum for visitors.
- B. He wanted a castle like the castles in Europe.
- C. He wanted to protect his family.
- D. He wanted to live in Europe, but it wasn't possible.

6. In 1947, construction stopped at Hearst Castle because

- A. Hearst was too ill to continue
- B. the castle was finished
- C. Hearst died
- D. Hearst didn't have any more art



Healthy Eating

1. Pre-Reading Questions:

1. Do you agree with these statements? Give a reason for each of your answers.

- All food is good for us if not eaten in large amounts.
- Healthy eating is only talked about in rich countries.

2. Reading Passage

Most of us would like to live along and healthy life. Increasingly, doctors are telling us that, in order to do so, we must eat a healthy diet. Too often we ignore the advice.

In most countries of the developed world there is no shortage of food, but their inhabitants could be suffering from a form of malnutrition. This is something that we are accustomed to associate with poor countries which regularly suffer from famine, caused by primitive agricultural methods and over-population.

The problem in the developed countries is that all too many of us are eating food which is far from being nutritious and which is lacking in many of the vitamins essential to health. Because of our busy way of life, we rely too much on convenience foods, not taking the time to prepare a nourishing meal for ourselves. Instead, we grab something from the supermarket shelves or freezer and put it in the microwave.

Even when we decide to eat in a restaurant, many of us decide that we have very little time and that our food must be served instantly. It is for this reason that there are, in many countries, so many restaurants that specialize in serving fast food. Unfortunately, much of this food is also junk food, and even more unfortunately many children have become addicted to this, refusing to eat healthier alternatives.

In general we are eating too much processed food and not enough wholefood. Ideally, we should eat more cereal products in order to increase our intake of fiber, since there is some evidence that this reduces the risk of certain cancers. Antioxidants, too, are thought to have effect in preventing cancer and these are found in significant quantities in fruit and vegetables. Formerly, it was considered important to eat plenty of eggs and dairy products to remain healthy. Such foods are now known to be high in cholesterol, which can be a contributory factor in heart disease. Fashions in healthy eating may have changed, but the message remains the same. Watch what you eat.

3. Vocabulary Building

1- Match each word in column A with its meaning in column B

A.	B.
1. Suffer	a. foods
2. Famine	b. good for health
3. Nutritious	c. substitutes
4. Essential	d. statement
5. Alternatives	e. feel pain
6. products	f. shortage of food
7. Quantities	g. necessary
8. message	h. amounts

2- Say whether each of the sentences below is *TRUE* or *FALSE*:

- 1) We do not want *advice* as we have no idea how to do it.
- 2) With the *shortage* of hospital beds, there is no need to build a new block.
- 3) A *nourishing* breakfast is a healthy way to start the day.
- 4) *Fast food* restaurants are those which serve hot cooked meals.
- 5) Those who have a *healthy life-style* are those who eat sensibly and exercise regularly.

3- Match the words in column A with their opposite meaning in column B

A.	B.
1. Long	a. later
2. Developed	b. short
3. Accustomed to	c. underdeveloped
4. Primitive	d. cause
5. Instantly	e. unused to
6. Reduces	f. small
7. Effect	g. modern
8. Significant	h. increases

4. Check your Comprehension:

Circle the most suitable answer from the three possible answers provided.

1. To live a long and healthy life, doctors advise people to

- a. exercise regularly
- b. eat a healthy diet
- c. have regular check-ups

2. People in poor countries suffer from malnutrition because of

- a. poor soil conditions
- b. poor eating habits
- c. food shortage

3. People in developed countries may suffer from malnutrition because of

- a. unhealthy eating habits
- b. insufficient food
- c. an in-active life-style

4. People like to eat fast food as

- a. it is nutritious
- b. it is served hot

c. it is served quickly.



A Talking Gorilla

1. Pre-Reading Questions:

1. Do you think that gorillas can communicate with people? How?
2. Do you think that gorillas can use sign language?

2. Reading Passage

Koko is a female gorilla. She lives at the Gorilla Foundation in California. Koko is not an ordinary gorilla. She can “talk”. Koko knows and uses more than 500 words in sign language- the language of deaf people.

In the 1960s, researchers taught chimpanzees to understand and use sign language. Washoe, a female chimpanzee, learned 132 signs in four years. Most people, however, did not believe that gorillas could learn sign language. They thought that gorillas were not as smart as chimpanzees.

In 1972, Dr. Francine “Penny” Patterson started to teach sign language to Koko. The gorilla was one year old at the time. After only 36 months, Koko could use 184 signs! Her sign language vocabulary included words like *airplane*, *lollipop*, *friend*, and *stethoscope*.

Koko continued to learn fast. Today she can do many of the same things that humans can do with language. She can ask and answer questions. She can tell when she feels happy or sad. She can talk about the past or the future. She can insult people. She can even tell lies!

Dr. Patterson, a psychologist, has tested Koko’s IQ. Her scores are between 85 and 95 – a little below the IQ of an average human child. Testing Koko’s IQ is not easy. Some test questions are unfair to gorillas. For example, Koko was asked to choose between a house or a tree for shelter from the rain. Koko naturally chose the tree. The answer was marked wrong.

Dr. Patterson also uses spoken language with Koko. Because of this, Koko can understand hundreds of spoken words. Koko herself cannot use spoken language, but she loves to listen to people's conversations. Researchers at the Gorilla Foundation have to spell out words like *c-a-n-d-y* and *g-u-m* when koko is nearby.

People used to think that only humans could use language. It is true that gorillas cannot use their lips and tongues to speak, but they can communicate with people in other ways. Koko has taught us that gorillas are smart- at least as smart as chimpanzees. And we have a lot more to learn from her.

3. Word Focus

Choose the most appropriate word, given in italics below, for each of the blanks:

(Insulting researcher speak true)

1. Gorillas cannot English.
2. She usually says things when she is angry.
3. The information about Koko in this article is
4. Dr. Patterson is a at the Gorilla Foundation.

4. Scanning

Circle the most suitable answer from the three possible answers provided.

1. How many signs did Washoe learn?

- a. 123
- b. 132
- c. 321

2. When did Dr. Patterson begin to teach Koko?

- a. In 1972
- b. In the 1960s
- c. In 1927

3. How old was Koko when she began to study sign language?

- a. 36 months
- b. One year
- c. Four years

4. How high is Koko's IQ?

- a. 65-75
- b. 75-85
- c. 85-95

5. How many spoken words does Koko understand?

- a. Under 100
- b. Between 100 and 200
- c. More than 500

4. Finding the Main Idea

Choose the best answer

1. The main idea of paragraph 1 is
 - a. Koko lives in California.
 - b. Koko the gorilla can use sign language.
 - c. Sign language is used by deaf people.
2. The main idea of paragraph 4 is
 - a. Koko uses language the same way that people do.
 - b. Koko likes to tell lies.
 - c. Koko is a good language learner.
3. The main idea of paragraph 5 is
 - a. Koko is pretty smart.
 - b. Human IQ tests aren't made for gorillas.
 - c. It is difficult to test Koko's IQ.
4. The main idea of the last paragraph is
 - a. Gorillas cannot use their lips and tongues to speak.

- b. We can learn more from research with gorillas.
- c. Gorillas are as smart as chimpanzees.

5. Check your Comprehension:

Decide whether each of the statements below is *TRUE* or *FALSE*:

1. Koko lives in Africa
2. Koko isn't a person.
3. Koko has a large vocabulary.
4. Scientists taught sign language to chimpanzees before 1970.
5. Koko learned 36 signs in three years.
6. Dr. Patterson nickname is "Penny".
7. Dr. Patterson is a medical doctor.
8. Koko can understand only a few words of spoken English.
9. We know everything about Koko.



1. Pre-Reading Questions:

Discuss these questions.

1. Who is your favorite movie actor or actress?
2. What is a silent movie? Have you ever seen one?

2. Reading Passage

Do you ever watch old movies? Maybe you will see one with Carole Lombard. She was a famous movie actress in the 1930s. She died when she was only 34. In her short life she made 70 movies!

Lombard's real name was Jane Alice Peters. In 1921, she was playing baseball in the street near her home. A movie director saw her and decided to put her in a movie. She was only 13 at the time. The movie was one of the last silent movies. At 16, she left school to act.

She got a contract in 1925 with a film studio, 20th Century Fox. The studio gave her a new name, and she starred in several films. Then, at age 18, she was in a bad car accident. The accident left scars on her face. The studio ended her contract, but she did not give up. She wore a lot of make-up. She kept on acting.

It was Paramount Studio that made Lombard a star. She made many movies for the studio. She also married two of their stars. Lombard was married to actor William Powell for only 23 months. But seven years later, she married the great love of her life, actor Clark Gable. Gable played Rhett Butler in the movie *Gone with the Wind*.

Lombard was killed in a plane crash in 1942. Gable married again. But when he died, he was buried next to Lombard. It was a great Hollywood love story.

3. Word Focus

Match the words with their definitions.

A.

- | | |
|-------------|--------------------------------------|
| 1. Accident | a. continue doing something |
| 2. Contract | b. well-known to many people |
| 3. Famous | c. a sudden event that causes damage |
| 4. Give up | d. stop doing something |
| 5. Keep on | e. a written legal agreement |

4. Check Your Comprehension

Read the passage again and answer the questions. Circle your answers.

1. What is the main topic of the passage?

- A. silent movie stars
- B. one actress
- C. old film stars
- D. a love story

2. Why did 20th Century Fox end Carole Lombard's contract?

- A. because she was in an accident
- B. because she wasn't a good actress
- C. because she had scars on her face
- D. because she didn't want to work

3. When was Carole Lombard born?

- A. in 1908
- B. in 1911
- C. in 1918
- D. in 1921

4. How did Carole Lombard die?

- A. in a plane crash

- B. in a car accident
- C. during an operation
- D. of old age

5. Lombard left school because

- A. school was too easy
- B. acting took all of her time
- C. her school closed
- D. her teachers didn't like her

6. Paramount hired Carole Lombard

- A. because she was in *Gone with the Wind*
- B. because she knew Clark Gable
- C. because she was a good actress
- D. because she had a contract

Decide whether each of the statements below is *TRUE* or *FALSE*:

1. Carole Lombard was married more than once.
2. Lombard was killed in a car accident in 1942.
3. Actor William Powell was the great love of Lombard's life.
4. Lombard's real name was Jane Alice Peters.
5. Carole Lombard stopped acting at age eighteen because of the bad car accident.

1. Pre-Reading Questions:

Discuss these questions.

1. What do you use the internet for?
2. Have you ever used Instant Messaging?

2. Reading Passage

Computers changed life for all of us. Two computer inventions in particular changed the way we communicate: email and the World Wide Web.

Email, or electronic mail, allows us to send messages without paper or a stamp. In an instant, a person at a computer anywhere in the world can send and receive messages. Ray Tomlinson sent the first email in 1971. He worked for a company that was doing projects for the U.S. military. Their goal was to create a new way for people to communicate with each other.

The company created a network called ARPANET. Computer programs helped organize email on the network. Once only the military used email. Now anyone can send and receive email. Today, there are about 600 million email accounts.

The invention of this network led to the development of the World Wide Web. Tim Berners-Lee created the “Web” in 1990. It allows us to connect to people and businesses around the world. It lets us do things in seconds that used to take a long time. We can do research. We can shop online. We can go to different websites and compare prices. We can find maps and plan trips. We can buy airplane tickets or get hotel rooms without making a phone call.

Computers make our lives easier. Now, we can do almost anything without leaving our desks.

3. Word Focus Match the words with their definitions.

A.

- | | |
|------------------|--------------------------------|
| 1. Communicate | a. especially |
| 2. Connect | b. a very short period of time |
| 3. Create | c. join or link something |
| 4. In particular | d. make something new |
| 5. Instant | e. give information to someone |

B.

- | | |
|------------|-------------------------------------------------------|
| 1. Online | a. one of the 60 parts in a minute; a very short time |
| 2. Program | b. connected to the Internet by a computer |
| 3. Receive | d. instructions to make a computer do something |
| 4. Second | e. get something that someone sends you |

4. Check Your Comprehension

Choose the best answer

1. What is the main topic of the passage?

- A. instant messaging
- B. shopping on the Internet
- C. changes in technology
- D. the importance of emails

2. Who sent the first email?

- A. the U.S. government
- B. Mark Arpanet
- C. Tim Berners-Lee
- D. Ray Tomlinson

3. What did Tim Berners-Lee create?

- A. ARPANET
- B. the World Wide Web

- C. the computer
- D. email accounts

4. When was the World Wide Web developed?

- A. 1960
- B. 1971
- C. 1990
- D. 1996

5. Shopping online helps people

- A. find the cheapest price for something
- B. find the location of a store
- C. shop even when stores are closed
- D. all of the above

6. Email and the World Wide Web are similar because

- A. they both work on a computer network
- B. they were both invented for the military
- C. Ray Tomlinson invented both
- D. all of the above

Decide whether each of the statements below is *TRUE* or *FALSE*:

1. Email was invented by accident.
2. Electronic mail allows us to send messages without paper or a stamp.
3. Ray Tomlinson sent the first email in 1871.
4. Ray Tomlinson created the “Web” in 1990.
5. We can do research on the web.
6. We cannot buy airplane tickets or get hotel rooms without making a phone call.

Robots

A robot is a machine. But it is not just any machine. It is a special kind of machine. It is a machine that moves. It follows instructions. The instructions come from a computer. Because it is a machine, it does not make mistakes. And it does not get tired. And it never complains. Unless you tell it to!

Robots are all around us. Some robots are used to make things. For example, robots can help make cars. Some robots are used to explore dangerous places. For example, robots can help explore volcanoes. Some robots are used to clean things. These robots can help vacuum your house. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. Most robots just look like machines.

Long ago, people imagined robots. Over 2,000 years ago, a famous poet imagined robots. The poet's name was Homer. His robots were made of gold. They cleaned things and they made things. But they were not real. They were imaginary. Nobody was able to make a real robot. The first real robot was made in 1961. It was called Unimate. It was used to help make cars. It looked like a giant arm.

In the future, we will have even more robots. They will do things that we can't do. Or they will do things that we don't want to do. Or they will do things that are too dangerous for us. Robots will help us fight fires. They will help us fight wars. They will help us fight sickness. They will help us discover things.

They will help make life better.

Questions:

1) As used in paragraph 1, we can understand that something special is NOT

- A. normal
- B. expensive
- C. perfect
- D. tired

2) According to the author, robots may be used to

- I. make cars
- II. explore volcanoes
- III. answer telephone calls

- A. I only
- B. I and II only
- C. II and III only
- D. I, II, and III

3) What is the main purpose of paragraph 2?

- A. to show how easy it is to make a robot
- B. to tell what a robot is
- C. to describe the things a robot can do
- D. to explain the difference between a robot and a machine

4) According to the passage, when was the first real robot made?

- A. 1961
- B. 1900
- C. 2003

D. 2000 years ago

5) Using the information in the passage as a guide, which of these gives the best use of a robot?

A. to help make a sandwich

B. to help tie shoes

C. to help read a book

D. to help explore Mars

6) Which of these statements correctly summarizes how the author of this passage feels about robots?

A. Robots are old.

B. Robots are confusing.

C. Robots are helpful.

D. Robots are dangerous.

7) Near the end of the passage, the author says that "In the future, we will have even more robots." The author concludes by telling us that robots "will help make life better." What do you think about this? Do you think this is true? Will robots help make life better? Why or why not? Explain.



The Solar Eclipse

A solar eclipse occurs when the moon moves in front of the Sun and hides at least some part of the Sun from the earth. In a partial eclipse, the Moon covers part of the Sun; in an annular eclipse, the Moon covers the center of the Sun, leaving a bright ring of light around the Moon; in a total eclipse, the Sun is completely covered by the Moon.

It seems rather improbable that a celestial body the size of the Moon could completely block out the tremendously immense Sun, as happens during a total eclipse, but this is exactly what happens. Although the Moon is considerably smaller in size than the Sun; the Moon is able to cover the Sun because of their relative distances from Earth. A total eclipse can last up to 7 minutes, during which time the Moon's shadow across Earth at a rate of about .6kilometers per second.

1. This passage mainly:

- (A) describes how long an eclipse will last
- (B) gives facts about the Moon
- (C) explains how the Sun is able to obscure the Moon
- (D) informs the reader about solar eclipses

2- In which type of eclipse is the Sun obscured in its entirety?

- (A) A partial eclipse
- (B) An annular eclipse

- (C) A total eclipse
- (D) A celestial eclipse

3. The word "annular" in line 2 means having a form of:

- (A) square
- (B) cube
- (C) rectangle
- (D) circle

4. The word "ring" in line 3 could best be replaced by

- (A) piece of gold
- (B) circle
- (C) jewel
- (D) bell

5. The passage states that which of the following happens during an eclipse

- (A) The Moon hides from the Sun.
- (B) The moon is obscured by the Sun.
- (C) The Moon begins moving at speed of .6 kilometers per second.
- (D) The Moon's shadow crosses Earth.

6- The word "tremendously" in line 6 is closest in meaning to:

- (A) partly
- (B) some
- (C) very
- (D) little

7. The word "relative" in line 8 could best be replaced by

- (A) familiar
- (B) infinite
- (C) comparative

(D) paternal

8. According to the passage, in which type of the eclipse the moon is obscured to some degree:

(A) a celestial eclipse

(B) a partial eclipse

(C) a total eclipse

(D) a whole eclipse

9. How many types of the solar eclipse are mentioned in the passage?

(A) one

(B) two

(C) three

(D) four

10- Where in the passage does the author mention how the solar eclipse happens:

(A) lines 1-2

(B) lines 2-4

(C) lines 4-6

(D) lines 6-8

Pearl S. Buck

One of the most popular literary figures in American literature is a woman who spent almost half of her long life in China, a country on a continent thousands of miles from the United States. In her lifetime she earned this country's most highly acclaimed literary award: the Pulitzer Prize, and also the most prestigious form of literary recognition in the world, the Nobel Prize for Literature. Pearl S. Buck was almost a household word throughout much of her lifetime because of her prolific literary output, which consisted of some eighty - five published works, including several dozen novels, six collections of short stories, fourteen books for children, and more than a dozen works of nonfiction.

When she was eighty years old, some twenty - five volumes were awaiting publication. Many of those books were set in China, the land in which she spent so much of her life. Her books and her life served as a bridge between the cultures of the East and the West. As the product of those two cultures she became as she described herself, "mentally bifocal." Her unique background made her into an unusually interesting and versatile human being. As we examine the life of Pearl Buck, we cannot help but be aware that we are

in fact meeting three separate people: a wife and mother, an internationally famous writer and a humanitarian and philanthropist. One cannot really get to know Pearl Buck without learning about each of the three. Though honored in her lifetime with the William Dean Howell Medal of the American Academy of Arts and Letters in addition to the Nobel and Pulitzer prizes. Pearl Buck as a total human being, not only a famous author. is a captivating subject of study.

1. What is the author's main purpose in the passage?

- (A) To offer a criticism of the works of Pearl Buck.
- (B) To illustrate Pearl Buck's views on Chinese literature
- (C) To indicate the background and diverse interests of Pearl Buck
- (D) To discuss Pearl Buck's influence on the cultures of the East and the West

2. According to the passage, Pearl Buck is known as a writer of all of the following EXCEPT

- (A) novels (B) children's books (C) poetry (D) short stories

3. Which of the following is NOT mentioned by the author as an award received by Pearl Buck?

- (A) The Nobel Prize
- (B) The Newberry Medal
- (C) The William Dean Howell medal
- (D) The Pulitzer prize

4. According to the passage, Pearl Buck was an unusual figure in American literature in that she

- (A) wrote extensively about a very different culture
- (B) published half of her books abroad
- (C) won more awards than any other woman of her time
- (D) achieved her first success very late in life

5. According to the passage, Pearl Buck described herself as "mentally bifocal" to suggest that she was

- (A) capable of resolving the differences between two distinct linguistic systems
- (B) keenly aware of how the past could influence the future
- (C) capable of producing literary works of interest to both adults and children
- (D) equally familiar with two different cultural environments

6. The author's attitude toward Pearl Buck could best be described as

- (A) indifferent (B) admiring (C) sympathetic (D) tolerant

The Sunlight

When we accept the evidence of our unaided eyes and describe the Sun as a yellow star, we have summed up the most important single fact about it-at this moment in time.

It appears probable; however, that sunlight will be the color we know for only a negligibly small part of the Sun's history. Stars, like individuals, age and change. As we look out into space, We see around us stars at all stages of evolution. There are faint blood-red dwarfs so cool that their surface temperature is a mere 4,000 degrees Fahrenheit, there are searing ghosts blazing at 100, 000 degrees Fahrenheit and almost too hot to be seen, for the great part of their radiation is in the invisible ultraviolet range. Obviously, the "daylight" produced by any star depends on its temperature; today(and for ages to come) our Sun is at about 10,000 degrees Fahrenheit, and this means that most of the Sun's light is concentrated in the yellow band of the spectrum, falling slowly in intensity toward both the longer and shorter light waves.

That yellow "hump" will shift as the Sun evolves, and the light of day will change accordingly. It is natural to assume that as the Sun grows older, and uses up its hydrogen fuel-which it is now doing at the spanking rate of half a billion tons a second- it will become steadily colder and redder.

1. What is the passage mainly about?

- | | |
|----------------------------|----------------------------------------|
| (A) Faint dwarf stars | (B) The evolutionary cycle of the Sun |
| (C) The Sun's fuel problem | (D) The dangers of invisible radiation |

2. What does the author say is especially important about the Sun at the present time?

- | | |
|----------------------------|---------------------------------|
| (A) It appears yellow | (B) It always remains the same |
| (C) It has a short history | (D) It is too cold |

3. Why are very hot stars referred to as "ghosts"?

- | | |
|----------------------------|--------------------------------|
| (A) They are short- lived. | (B) They are mysterious. |
| (C) They are frightening. | (D) They are nearly invisible. |

4. According to the passage as the Sun continues to age, it is likely to become what color?

- (A) Yellow (B) Violet (C) Red (D) White

5. In line 15, to which of the following does "it" refer?

- (A) yellow "hump" (B) day (C) Sun (D) hydrogen fuel

The Colonization of North America

The first English attempts to colonize North America were controlled by individuals rather than companies. Sir Humphrey Gilbert was the first Englishman to send colonists to the New World. His initial expedition, which sailed in 1578 with a patent granted by Queen Elizabeth was defeated by the Spanish. A second attempt ended in disaster in 1583, when Gilbert and his ship were lost in a storm. In the following year, Gilbert's half brother, Sir Walter Raleigh, having obtained a renewal of the patent, sponsored an expedition that explored the coast of the region that he named "Virginia." Under Raleigh's direction efforts were then made to establish a colony on Roanoke Island in 1585 and 1587. The survivors of the first settlement on Roanoke returned to England in 1586, but the second group of colonists disappeared without leaving a trace. The failure of the Gilbert and Raleigh ventures made it clear that the tasks they had undertaken were too big for any one colonizer. Within a short time the trading company had supplanted the individual promoter of colonization.

1. Which of the following would be the most appropriate title for the passage?

- (A) The Regulation of Trading Companies
- (B) British - Spanish Rivalry in the New World
- (C) Early Attempts at Colonizing North America
- (D) Royal Patents Issued in the 16th Century

2. The passage states which of the following about the first English people to be involved in establishing colonies in North America?

- (A) They were requested to do so by Queen Elizabeth.
- (B) They were members of large trading companies.
- (C) They were immediately successful.
- (D) They were acting on their own.

3. According to the passage, which of the following statements about Sir Humphrey Gilbert is true?

- (A) He never settled in North America.
- (B) His trading company was given a patent by the queen.
- (C) He fought the Spanish twice.
- (D) He died in 1587.

4. When did Sir Walter Raleigh's initial expedition set out for North America?

- (A) 1577
- (B) 1579
- (C) 1582
- (D) 1584

5. Which of the following can be inferred from the passage about members of the first Roanoke settlement?

- (A) They explored the entire coastal region.
- (B) Some did not survive.
- (C) They named the area "Virginia".
- (D) Most were not experienced sailors.

6. According to the passage, the first English settlement on Roanoke Island was established in

- (A) 1578
- (B) 1583
- (C) 1585
- (D) 1587

7. According to the passage, which of the following statements about the second settlement on Roanoke Island is true?

- (A) Its settlers all gave up and returned to England.
- (B) It lasted for several years.
- (C) The fate of its inhabitants is unknown.
- (D) It was conquered by the Spanish.



Insects' lives are very short and they have many enemies, but they must survive long enough to breed and perpetuate their kind. The less insect-like they look, the better their chance of survival. To look "inedible" by resembling or imitating plants is a deception widely practiced by insects. Mammals rarely use this type of camouflage, but many fish and invertebrates do.

The stick caterpillar is well named. It is hardly distinguishable from a brown or green twig. This caterpillar is quite common and can be found almost anywhere in North America. It is also called "measuring worm" or "inchworm." It walks by arching its body, then stretching out and grasping the branch with its front feet then looping its body again to bring the hind feet forward. When danger threatens, the stick caterpillar stretches its body away from the branch at an angle and remains rigid and still, like a twig, until the danger has passed.

Walking sticks, or stick insects, do not have to assume a rigid, twig-like pose to find protection; they look like inedible twigs in any position. There are many kinds of walking sticks, ranging in size from the few inches of the North American variety to some tropical species that may be over a foot long. When at rest their front legs are stretched out. Heightening their camouflage, some of the tropical species are adorned with spines or ridges, imitating the thorny bushes or trees in which they live.

Leaves also seem to be a favorite object for insects to imitate. Many butterflies can suddenly disappear from view by folding their wings and sitting quietly among the foliage that they resemble.

1. What is the main subject of the passage?

- (A) Caterpillars that live in trees
- (B) The feeding habits of insects
- (C) How some insects camouflage themselves
- (D) Insects that are threatened with extinction

2. In lines 1 and 4, the word "enemies" refers to

- (A) other creatures competing for space
- (B) extreme weather conditions
- (C) creatures that eat insects
- (D) inedible insects

3. According to the passage, how does the stick caterpillar make itself look like a twig?

- (A) By holding its body stiff and motionless
- (B) By looping itself around a stick
- (C) By changing the color of its skin
- (D) By laying its body flat against a branch

4. Which of the following is true of stick insects?

- (A) They resemble their surroundings all the time.
- (B) They make themselves look like other insects.
- (C) They are camouflaged only when walking.
- (D) They change color to make themselves invisible.

5. Which of the following are NOT mentioned in the passage as objects that are imitated as a means of protection?

- (A) Thorns
- (B) Flowers
- (C) Leaves
- (D) Sticks

6. In which paragraph does the author describe the way in which stick caterpillars move?

- (A) Paragraph one
- (B) Paragraph two

(C) Paragraph three

(D) Paragraph four

7. Where in the passage does the author describe the habitat of tropical stick insects?

(A) Line 7

(B) Lines 10-11

(C) Lines 13-15

(D) Lines 16-17



Younger birds appear all brown almost always live near water because their main food source is fish. Sometimes, however, Bald Eagles will eat dead animals (carrion). They will even steal food from other birds such as ospreys and gulls! It was for this reason that the famous Patriot Benjamin Franklin preferred the Wild Turkey as America's National symbol. Nevertheless, the Bald Eagle remains America's symbol.

1.) Benjamin Franklin thought....

- A.) the bald eagle was a fine choice for America's symbol.
- B.) the wild turkey was a better choice as America's symbol than the Bald Eagle.
- C. the bald eagle was a better choice as America's symbol than the wild turkey.
- D.) Neither the bald eagle nor the wild turkey was good choices as America's symbol.

2.) How are younger bald eagles different from adult bald eagles?

- A.) They have lighter bodies.
- B.) They have black bills.
- C.) They are totally brown.
- D.) They are smaller.

3.) What color is the bald eagle's bill?

- A.) Black.
- B.) Brown.
- C.) Yellow.
- D.) White.

4.) The author seemed surprised that...

- A.) bald eagles have white heads
- B.) bald eagles eat fish.
- C.) the bald eagle is America's symbol.
- D.) bald eagles steal food from other birds.

5.) Why do Bald Eagles usually live near water?

- A.) They eat fish.
- B.) To protect the nest from predators.
- C.) Bald Eagles like to swim.
- D.) Bald Eagles like to steal food.



The Silk Road

In 1274, Italian explorers Marco and Niccolo Polo set out on a 24 year journey in which they traveled the famous Silk Road from Italy, through brutal deserts and towering mountains to eastern China. They traveled over 4,000 miles in all. Marco and Niccolo were among the very first Europeans to explore the fabled empire of China. In China, Marco Polo even worked for ruler Kublai Khan.

Polo detailed his experiences and findings in China by writing a book. Polo described materials and inventions never before seen in Europe. Paper money, a printing press, porcelain, gunpowder and coal were among the products he wrote about. He also described the vast wealth of Kublai Khan, as well as the geography of northern and southern China. European rulers were

very interested in the products Polo described. However, trading for them along the Silk Road was dangerous, expensive and impractical. European rulers began to wonder if there was a sea route to the east to get the products they wanted at a reasonable price.

1) How many years did Marco Polo's journey to China _____

2) Marco Polo traveled over _____ miles in his travels to China.

3) In China, Marco polo worked for _____, the ruler of China.

4) Marco Polo came to China from what country?

A. England

B. Europe

C. Italy

D. China

5) While traveling in China, Marco Polo observed many new discoveries.

Which of the following is not one of the discoveries?

A. cigarettes

B. paper money

C. gunpowder

D. coal

6) Marco polo traveled to China with _____ Polo.

7.) What word below best captures the meaning of "impractical" in the sentence:

However, trading for them along the Silk Road was dangerous, expensive and impractical.

A. positive

B. ridiculous

C. not funny

D. too difficult

8) Because of the difficulties in traveling the Silk Road, European

rulers began wondering if there was a _____ route to the east.



George Washington was born on February 22, 1732 in Westmoreland County, Virginia, although he grew up near Fredericksburg. In his childhood and adolescence, he studied math and surveying. When he was 16, he went to live with his brother Lawrence in Mount Vernon. George was scarred with Smallpox before the age of 20, but inherited his brother's land (including Mt. Vernon) when he died in 1752.

Washington's military career began in 1753, when he was sent into Ohio country. In 1754, he battled the French and was forced to surrender Fort Necessity (near present-day Pittsburgh, Pennsylvania). He continued as an officer in Ohio country, and served under the British general Edward Braddock when their army was ambushed by the French in 1755. Once again, Washington tasted defeat after their surrender of Fort Duquesne to French forces. Washington helped take Fort Duquesne back in 1758. Washington was married to Martha Custis in 1759. Washington managed the family and estate until he took command of the Virginia troops just before the American Revolution. He was made commander of the Continental Army on June 15, 1775.

Washington proved himself an excellent leader, and won several decisive battles during the Revolution. As an advocate of a federal government, Washington became chairman of the Constitutional Convention and helped in getting the Constitution ratified. In 1789, he was inaugurated as America's first president. Washington was re-elected in 1792, but refused a third term. On December 14, 1799, seventeen days before the new century, Washington died of acute laryngitis.

1.) When was George Washington born?

- A. After February 24
- B. Before February 20
- C. After February 26
- D. Before February 23

2.) George Washington couldn't be scarred with smallpox at which age?

- A. 16
- B. 17
- C. 19
- D. 21

3.) In which of the following years was George Washington successful in battle?

- A. 1750
- B. 1753
- C. 1758
- D. 1755

4.) George Washington married Martha _____.

5.) What happened first?

- A. George Washington inherited his brother's land.
- B. Washington's military career began.
- C. Washington was married.
- D. He went to live with Lawrence.

6.) What does the noun 'advocate' mean as written in the following sentence:

As an advocate of a federal government, Washington became chairman of the Constitutional Convention and helped in getting the Constitution ratified.

- A. Opponent
- B. Supporter
- C. Creator
- D. Player

7.) Which of the following was George Washington not involved in?

- A. Surrender of Fort Duquesne
- B. Constitutional Convention
- C. Revolutionary War
- D. Boston Tea Party

8.) George Washington became Chairman of the _____.

- A. Constitutional Convention
- B. American Revolution

C. Virginia

D. French forces

9.) What happened first?

A. Washington was inaugurated as 1st president.

B. Washington refused a third term.

C. 1794.

D. The new century.

10.) What happened last?

A. Washington was an excellent leader.

B. Washington won several decisive battles during the American Revolution.

C. Washington died after the new century.

D. Washington died before the new century.



Money

Money is what you use to buy things. You may earn money from completing household chores, getting good grades, for your allowance, or for losing a tooth! Money is very important in our world and comes in many different forms. People have been using money for hundreds of years. Before money gave specific values for things, people simply traded items. In the United States, we use the dollar as our currency or money, but people in different parts of the world use different currencies, though some countries also use or accept our dollars.

People earn money from the jobs they work and use that money to save for the future, pay for their houses, cars, food, taxes, medical needs and household items among other things. Even things such as turning the lights on, using the air conditioning or heat, and connecting to the internet cost money.

1) How long have people used money?

- A) They started recently.
- B) Thousands of years.
- C) Since the beginning of time
- D) Hundreds of years

2) What did people do before there was money?

- A) The story doesn't tell.
- B) They made everything themselves.
- C) People traded to get what they needed.
- D) They just never got what they needed.

3) The dollar...

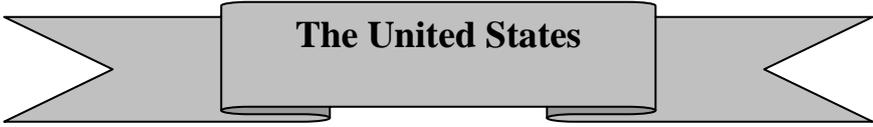
- A) is used in every country in the world.
- B) is never used in other countries.
- C) is not used very much in the United States.
- D) is used in the United States.

4.) According to the author of this story, money is....

- A) only used in America.
- B) not very important.
- C) only earned by adults.
- D) very important.

5.) Circle all of the things below that money could be used for.

- A) To buy things.
- B) To pay bills.
- C) To pay you for doing your chores.
- D) To save for the future.



The United States

The United States is a large country. It is the third largest in the whole world! It is located in a continent called North America. Parts of the United States touch three different oceans. The United States has tall mountains, wide plains, deserts, hills, rivers, lakes, volcanoes, and even rainforests! People from all over the world have come to live in the United States.

There are 50 states in the United States. The newest states, Alaska and Hawaii, are not connected to the other states. Alaska is the largest state and Hawaii is a chain of islands in the Pacific Ocean.

1.) The United States is the _____ country in the world.

- A.) smallest
- B.) third largest
- C.) second largest
- D.) largest

2.) Parts of the United States touch _____ different oceans.

- A.) three
- B.) two
- C.) four
- D.) five

3.) Alaska is _____ and Hawaii is _____.

- A.) connected to other states; a chain of islands
- B.) a chain of islands; the largest state
- C.) the largest state; a chain of islands
- D.) not connected to other states; the largest state

4.) The United States does not have _____.

- A.) 50 states
- B.) mountains
- C.) volcanoes
- D.) continents

5.) What continent is the United States a part of?



Benjamin Franklin was one of the most important Americans in history. In the early part of his life, Franklin was a business person and inventor. He ran the Pennsylvania Gazette (newspaper) and also published Poor Richard's Almanac. Poor Richard's Almanac was very popular because it made predictions about the future and had wise sayings. Ben Franklin also invented the Franklin stove, lightning rod, bifocals (eyeglasses), and started America's first library. He is probably best known for his kite experiment which proved electricity could be harnessed from lightning.

In the later part of his life, Franklin became interested in politics. He spent many years in England before coming back to America. In 1776, Franklin helped Thomas Jefferson write the Declaration of Independence. Two years later, he went to France and convinced the French to help America in the war against England. After the war, Franklin joined the Continental Congress and signed the Constitution. He died in 1790. Today, Ben Franklin is honored on the \$100 dollar bill. His name is honored on highways, schools, and businesses across America.

1.) Which of the following is something invented by Ben Franklin?

- A. Headphones
- B. Electricity
- C. Bifocals
- D. Kites

2.) Which is something that may have been found in Poor Richard's Almanac?

- A. Directions for operating a soda machine.
- B. The score of a football game.
- C. "A penny saved is a penny earned".
- D. People's phone numbers.

4.) Ben Franklin started America's first _____.

5.) Ben Franklin proved electricity could be harnessed from_____.

6.) In the later part of his life, Franklin became interested in _____

7.) Which of the following did Ben Franklin not do?

- A. Become President
- B. Sign the Constitution
- C. Help with the Declaration of Independence
- D. Travel to England

8.) What happened first?

- A. Franklin goes to France.
- B. 1776.
- C. Franklin signs the Constitution.
- D. Franklin goes to England.

8.) Today, Ben Franklin is honored on the _____ dollar bill



The country of Mexico is the third largest nation in terms of land area, and second largest nation in terms of population in North America. As of 2006, Mexico's population was well over 100,000,000 people. Mexico is located south of the United States and north of the nations of Belize and Guatemala. The Rio Bravo (called Rio Grande in America) forms much of the border between the United States and Mexico. Spanish is the official language of Mexico.

Did you know that many of our words such as tornado, tomato, taco, armadillo, and banana come from the Spanish language? In fact, much of our land came from Mexico too. The states of Texas, New Mexico, Utah, Colorado, California, and Arizona were all part of Mexico before the Mexican War. Mexico is a land full of contrasts. Northern parts of Mexico are dominated by the Sonoran and Chihuahuan Deserts. The Sonoran Desert is the world's most biologically diverse desert and contains the world's entire supply of Saguaro Cacti. The central portion of Mexico is dominated by the mountainous Mexican Plateau.

The southern parts are characterized by rainforests. Mexico's rainforests are high in biodiversity and feature animals such as jaguars, cougars, and exotic

parrots. Mexico features high mountain ridges on its Pacific Coast and on its eastern sides. Its highest point is known as Pico de Orizaba, located near the city of Puebla. Pico de Orizaba rises 18, 701 feet above sea level. It is the third highest mountain in North America, as well as the continent's highest volcano. Pico de Orizaba is classified as a dormant volcano, as it last erupted in 1846.

Mexico is well known as a popular tourist destination. People from all over the world come to bask on its beautiful beaches in Cancun and Acapulco. In addition, Mexico has dozens of important archaeological sites that preserve ancient Mayan ruins. The most famous site is Chichen Itza, a major Mayan City that lasted over 600 years on the Yucatan Peninsula. As you can tell, there is a lot to do in Mexico and a lot of really neat things to see. For more information, stop by your local library and check out a book on Mexico, or, visit one of hundreds of websites dedicated to illustrating all that is wonderful about Mexico.

1.) Where does Mexico rank among North American nations in terms of size?

- A. 1st
- B. 2nd
- C. 3rd
- D. 4th

2.) Which of the following words is probably NOT derived from the Spanish language?

- A. tomato
- B. ketchup
- C. banana
- D. armadillo

3.) Circle all of the following states that used to be part of Mexico.

- A. Colorado
- B. Wisconsin

C. Arizona

D. Illinois

4.) Which of the following statements is NOT true?

A. The Sonoran Desert is located in northern Mexico.

B. The Chihuahuan Desert contains all of the world's Saguaro Cacti

C. There are rainforests in southern Mexico.

D. Central Mexico is dominated by the Mexican Plateau.

5.) Which of the following forms the border between Mexico and the United States?

A. Rio Grande

B. Rio Bravo

C. All of the Above

D. None of the Above

6.) Which of the following IS NOT true about Pico de Orizaba?

A. It is the highest mountain in Mexico

B. It is the highest volcano in North America

C. It is the third highest mountain in North America

D. It is the third highest volcano in North America

7.) Where is Chichen Itza?

A. Guatemala

B. northern Mexico

C. Yucatan Peninsula

D. Near Puebla

8.) Which of the following would be most unlikely?

A. Finding a jaguar in a Mexican rainforest.

B. Finding groves of Saguaro cacti in the Sonoran Desert.

C. Watching a volcanic eruption from Pico de Orizaba.

D. Watching people sunbathing in Acapulco.

9.) Which nation DOES not border Mexico?

- A. United States
- B. Canada
- C. Guatemala
- D. Belize

10.) What would be a good title for this passage?

- A. The story of Pico de Orizaba
- B. The Mexican people
- C. Mayan Ruins
- D. An Introduction to Mexico



A decorative banner with a central rectangular box containing the title "The Color Green". The banner has a ribbon-like appearance with pointed ends.

Green is a beautiful color! In nature, the grass that you walk on is green and the leaves that you see on trees are usually green. Most of the plants that you see are green too! Frogs are green and many grasshoppers are green too. Turtles are different shades of green. Did you know that you can make green paint by mixing blue and yellow? Because you can make green by mixing two primary colors, it is called a secondary color. Green is also the name used to describe the movement to make products that do not harm the Earth. Green products are often those made from recycled materials or those that are safe to throw out in the trash

1.) According to the passage, which is green?

- A.) A frog.

- B.) A bat.
- C. A primary color.
- D.) A mushroom.

2.) Turtles are...

- A.) not found in nature.
- B.) different shades of green.
- C.) green products.
- D.) not green.

3.) What is a green product?

- A.) One that is mixed together.
- B.) One that is fun.
- C.) One that is made from grass.
- D.) One that is safe for Earth.

4.) Which of the following might be an example of a green product?

- A.) A soft pillow.
- B.) A plastic bottle that can be recycled
- C.) A frog.
- D.) A big truck.

5.) Green is...

- A.) A primary color.
- B.) A type of kite.
- C.) A secondary color.
- D.) A kind of plant.



Homing Pigeons

Homing pigeons are placed in a training program from about the time they are twenty-eight days of age. They are taught to enter the loft through a trap and to exercise above and around the loft, and gradually they are taken away for short distances in wicker baskets and released. They are then expected to find their way home in the shortest possible time.

In their training flights or in actual races, the birds are taken to prearranged distant points and released to find their way back to their own lofts.

Once the birds are liberated, their owners, who are standing by at the home lofts, anxiously watch the sky for the return of their entries. Since time is of the essence, the speed with which the birds can be induced to enter the loft trap may make the difference between gaining a win or a second place.

The head of a homing pigeon is comparatively small, but its brain is one quarter larger than that of the ordinary pigeon. The homing pigeon is very intelligent and will persevere to the point of stubbornness some have been known to fly a hundred miles off course to avoid a storm.

Some homing pigeon experts claim that this bird is gifted with a form of built-in radar that helps it find its own loft after hours of flight, for hidden under the head feathers are two very sensitive ears, while the sharp, prominent eyes can see great distances in daytime.

Why do homing pigeons fly home? They are not unique in this inherent skill: it is found in most migratory birds, in bees, ants, toads, and even turtles, which have been known to travel hundreds of miles to return to their homes. But in the animal world, the homing pigeon alone can be trusted with its freedom and trained to carry out the missions that people demand.

1. What is the purpose of the passage?

- (A) To convince the reader to buy a homing pigeon
- (B) To inform the reader about homing pigeons and their training
- (C) To protect homing pigeons against the threat of extinction
- (D) To encourage the owners of homing pigeons to set the birds free

2. According to the passage, what happens to homing pigeons when they are about a month old?

- (A) They are kept in a trap.
- (B) They enter their first race.
- (C) They begin a training program.
- (D) They get their wings clipped and marked.

3. In line 8, when the author states that the owners "anxiously watch the sky" there is the implication that the owners

- (A) want their pigeon to win the race
- (B) are sending radar signals to their pigeons
- (C) do not know whether the race began on time
- (D) do not trust the rules set down by the judges

4. According to the passage, what is the difference between a homing pigeon and an ordinary one?

- (A) The span of the wings
- (B) The shape of the eyes
- (C) The texture of the feathers
- (D) The size of the brain

5. The author mentions all of the following at tributes that enable a homing pigeon to return home EXCEPT

- (A) instinct
- (B) air sacs
- (C) sensitive ears
- (D) good eyes

6. In line 16, the pronoun "it" refers to which of the following?

- (A) Radar
- (B) Bird
- (C) Loft
- (D) Form

7. Why does the author mention bees, ants, toads, and turtles in the last paragraph?

- (A) To describe some unusual kinds of pets
- (B) To measure distances traveled by various animals
- (C) To compare their home-finding abilities with those of homing pigeons
- (D) To interest the reader in learning about other animals



Central Park, emerging from a period of abuse and neglect, remains one of the most popular attractions in New York City, with half a million out-of-towners among the more than 3 million people who visit the park yearly. About 15 million individual visits are made each year.

Summer is the season for softball, concerts, and Shakespeare; fall is stunning; winter is wonderful for sledding, skating, and skiing; and springtime is the loveliest of all. It was all planned that way.

About 130 years ago Frederic Law Olmsted and his collaborator Calvert Vaux submitted their landscaping plan for a rectangular parcel two miles north of the town's center. The barren swampy tract, home for squatters and a bone-boiling works that made glue, was reported as 'a pestilential spot where miasmatic odors taint every breath of air.' It took 16 years for workers with pickaxes and shovels to move 5 million cubic feet of earth and rock, and to plant half a million trees and shrubs, making a tribute to nature—a romantic nineteenth-century perception of nature.

What exists today is essentially Olmsted and Vaux's plan, with more trees, buildings, and asphalt. Landscape architects still speak reverently of Olmsted's genius and foresight, and the sensitive visitor can see the effects he sought.

1. With what subject is the passage mainly concerned?

- (A) The lives of Olmsted and Vaux
- (B) New York City's tourist industry
- (C) Examples of nineteenth-century art in New York City
- (D) The development of Central Park

2. According to the passage, which is the prettiest time of year in Central Park?

- (A) Winter
- (B) Spring
- (C) Summer
- (D) Fall

3. It can be inferred that the rectangular parcel mentioned in line 9 is

- (A) the site of Central Park (B) a gift presented to New York
(C) a skyscraper in New York (D) the proposed design for Central Park

4. According to the passage, before Olmsted and Vaux began their work, the area now occupied by Central Park was

- (A) a romantic place (B) an infertile, marshy space
(C) a green and hilly park (D) a baseball field

5. It can be inferred from the passage that today's landscape architects praise Olmsted for his

- (A) enthusiasm for sport
(B) skill at designing factories
(C) concern for New York's homeless people
(D) foresight in anticipating New York's urbanization

6. Where in the passage does the author mention unpleasant smells?

- (A) Lines 1-3 (B) Lines 5-7 (C) Lines 10-12 (D) Lines 15-16

Resources of the reading part:

- *http://www.k12reader.com/reading-comprehension/Gr5_Wk1_From_Nomad_to_Farmer.pdf
- *Longman_2010_complete_course_for_the_preparation_for_toefl_e_computers_papers_pdf
- * [www.ets.org/ toefl_tips.pdf](http://www.ets.org/toefl_tips.pdf).
- * Baron's. How to prepare for the TOEFL by Pamila Sharp. 11thh edition. 2004.
- * <http://englishforeveryone.org/Topics/Reading-Comprehension.htm>.
- * <http://mrnussbaum.com/readingpassageindex>
- * www.rhlschool.com/reading.htm
- * www.literacy.uconn.edu/compre.htm/reading.comprehension.worksheets.
- *<http://englishforeveryone.org/Topics/Reading-Comprehension.htm>
- *http://www.abcteach.com/free/t/testpractice_language_1.pdf
- *<http://mrnussbaum.com/pdfs/washington4.pdf>

Part Two

Writing



Kinds of Sentences

Outline Notes

What are the 4 kinds of sentences?

- Declarative
- Interrogative
- Imperative
- Exclamatory

What is a declarative sentence?

- A **declarative sentence** expresses a statement. It ends with a period.
- **Example:**

A successful inventor must use both knowledge and creativity.

What is an interrogative sentence?

- An **interrogative sentence** asks a question. It ends with a question mark.
- **Example:**

Who invented the telephone?

What is an imperative sentence?

- An **imperative sentence** tells or asks someone to do something. It usually ends with a period but may end with an exclamation point.
- **Example:**

Name the inventor of the telegraph. Answer the question and win \$1,000!

What is an exclamatory sentence?

- An **exclamatory sentence** shows strong feeling. It always ends with an exclamation point.

- **Example:**

I am so glad someone invented the computer!

II. Using Different Kinds of Sentences

Add the correct end punctuation to each of these sentences. Then rewrite the sentences according to the instructions in parentheses. You may have to add or delete words and change word order.

EXAMPLE Did Thomas Edison make the first light bulb?

(Change to a declarative sentence.)

Thomas Edison made the first light bulb.

1. How useful the invention of the light bulb was

(Change to a declarative sentence.)

2. Thomas Edison was born in 1847

(Change to an interrogative sentence.)

3. Will you tell me what Edison's first job was

(Change to an imperative sentence.)

4. Edison was a creative thinker

(Change to an exclamatory sentence.)

5. What a tremendous effect Edison's inventions have had on the world

(Change to a declarative sentence.)

6. Was Edison the inventor of the phonograph too

(Change to a declarative sentence.)

7. Edison's laboratory was in New Jersey
(Change to an interrogative sentence.)

Kinds of Sentences

Practice Exercises

I. Identifying Kinds of Sentences

On the line, identify each sentence below by writing D for declarative, INT for interrogative, IMP for imperative, or E for exclamatory. Add the proper punctuation mark at the end of each sentence.

1. Alexander Graham Bell was an American inventor _____
2. Did you know he invented the telephone in 1876 _____
3. What a useful invention that was _____
4. Try to name another American inventor _____
5. Have you ever heard of Garrett A. Morgan _____
6. He was the inventor of the traffic light _____
7. Imagine the traffic problems we'd have without it _____
8. Matthias Baldwin built a locomotive called Old Ironsides _____
9. Find out what else Baldwin invented _____
10. Do you enjoy photography _____
11. How easy it is to take pictures today _____
12. Think of an invention that could make life easier _____
13. Would you like to be an inventor someday _____

Directions: For each of the following sentences, add correct punctuation. Then write the type of sentence on the line: *declarative, interrogative, imperative and exclamatory.*

1. Is that a stink bug _____

2. Take that ugly bug outside please _____
3. Many birds eat bugs _____
4. Bugs are very useful little creature _____
5. Are bedbugs really bugs _____
6. My sister really bugs me _____
7. Get that bug away from me now _____
8. Do you think ants are bugs _____
9. Are you feeling itchy _____
10. Stop it right now _____

Directions: Change each of the following interrogative sentences into imperative sentences.

11. Could you please help me wash the car? _____
12. Will you bring the bucket here? _____
13. Do you mind filling it with soap and water? _____
14. Will you wash the car? _____

Directions: Answer each interrogative sentence with a **declarative sentence**.

15. What is your name? _____
16. When is your birthday? _____
17. What is your favorite subject? _____

II- Writing Section

Paragraph Structure

A **paragraph** is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences.

The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

A paragraph may stand by itself. In academic writing, you often write a paragraph to answer a test question such as the following: "Define management by objective, and give one example of it from the reading you have done for this class." A paragraph may also be one part of a longer piece of writing such as an essay or a book.

We mark a paragraph by indenting the first word about a half inch (five spaces on a typewriter or computer) from the left margin.

The following model contains all the elements of a good paragraph. Read it carefully two or three times. Then answer the Writing Technique questions that follow, which will help you analyze its structure.

Gold

Gold, a precious metal, is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been

used in hundreds of industrial applications, such as photography and dentistry. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. In conclusion, gold is treasured not only for its beauty, but also for its utility.

Writing Technique Questions

1. What is the topic of the paragraph?

2. What two main points does the writer make about the topics?

1st point

2nd point

3- In which two sentences does the writer say that there are two main points? Write them below.

4- What examples does the writer use to support each point? List the two examples below.

1st example

2nd example

The three parts of a paragraph:

I. Topic sentence: states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph.

A. Controlling idea - the part of the topic sentence that announces the specific area to be discussed.

Notice how the topic sentence of the model states both the topic and the controlling idea.

Gold, a precious metal, is prized for two important characteristics.

II. Supporting sentences – develop the topic sentence. That is, they explain or prove the topic sentences by giving more information about it. Following are some of the supporting sentences that explain the topic sentence about gold.

First of all, gold has a lustrous beauty that is resistant to corrosion.

For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago.

Another important characteristic of gold is its usefulness to industry and science.

The most recent use of gold is in astronauts' suits.

III. Concluding sentence – signals the end of the paragraph and leaves the reader with important points to remember:

In conclusion, gold is treasured not only for its beauty, but also for its utility.

In stand-alone paragraphs, the concluding sentence is important, whereas when the paragraph is part of a longer piece of writing, the concluding sentence may summarize the main idea of the paragraph, and also serve as a transition sentence that leads to the topic of the next paragraph. Here, the writer would reserve the important points to remember until the final concluding paragraph.

Unity and coherence

Unity means that you discuss only *one* main idea in a paragraph. The main idea is stated in the topic sentence, and then *each and every supporting sentence* develops that idea. If, for example, you announce in your topic sentence that you are going to discuss two important characteristics of gold, discuss only those. Do not discuss anything else such as the price of gold, the history of gold, or gold mining.

Coherence means that your paragraph is easy to read and understand because 1) your supporting sentences are in some kind of logical order and 2) your ideas are connected by the use of appropriate connecting words and transition signals. For example, in the paragraph about gold, there are two supporting ideas: gold is beautiful and gold is useful. Each of these supporting ideas is discussed, one after the other, and an example is given for each one. This is one kind of logical order. Furthermore, the relationship between the ideas is clearly shown by using appropriate transition words and phrases such as "first of all", "the second important characteristic", "for example" and "in conclusion".

**** Writing a topic sentence.**

EXAMPLE:

Miami is a nice place to take a vacation to. It is always sunny and warm. The beaches are gorgeous with soft, white sand and beautiful, blue water. There are many fine restaurants in the Miami area, and most of the big hotels offer terrific entertainment nightly.

(1) _____.

My plane was six hours late. The hotel was horrible. On the third day my wallet was stolen, so I lost all my credit cards. It rained every day except for one day, and on that day I got a terrible sunburn.

(2) _____.

I cannot wait to come home from school to eat the delicious meals she has prepared. She is always experimenting with different ingredients and recipes. No one in the world can cook the way my mother does.

****Identifying topic and supporting sentences.**

A. Read the following sentences about San Francisco. Two of the sentences are topic sentences, and the rest are supporting sentences. Put a T in front of each topic sentence, and an S in front of each supporting sentence.

1. ____ San Francisco is usually warm and pleasant during the day.

2. _____ Some of the country's most famous restaurants and hotels are in San Francisco.
3. _____ There are many things to see and do in San Francisco.
4. _____ The city has many interesting tourist attractions.
5. _____ There are many excellent art galleries.
6. _____ The weather in San Francisco is very pleasant.
7. _____ It is never too hot or too cold.
8. _____ The nightlife is exciting.
9. _____ San Francisco has a ballet company, an opera house, and a symphony orchestra.
10. _____ It is cool and breezy at night.
11. _____ The winters are mild and it rarely snows.

B. Write the two topic sentences on the lines provided. Then list the relevant supporting sentences under the topic sentences.

Topic sentence 1:

.....

Supporting sentences:

.....

.....

.....

.....

Topic sentence 2:

.....

Supporting sentences:

.....

.....

.....

.....

.....
.....
C. Now write the sentences from group 1 in paragraph form. Notice that the first sentence is indented.

.....
.....
.....
.....
.....
.....
.....
D. Now write the sentences from group 2 in paragraph form.

.....
III. The Concluding Sentence: summarizing the main idea of the paragraph

****Underlining the concluding sentence.**

Why are fast-food restaurants so popular? In fact, there are three main reasons. First, they are convenient. In today's fast-moving society, the ability to get a quick bite to eat is vital for busy people, and the waiting time in fast-food stores is short. In addition, the prices are low. A satisfying meal can be bought for a reasonable amount of money. Third, standards of hygiene in fast-food chain stores are generally high, and that is important in today's health-

conscious society. In sum, fast-food restaurants are popular because they are convenient, cheap, and clean.

**** Choosing the most suitable concluding sentence.**

1. The topic sentence: I usually read the same four sections of a newspaper.

Supporting sentences: First, I turn to the local news to find out what is going on in the country.

After that, I look over the comics to cheer myself up after reading all the bad news. When I am ready for something serious again, I go back to the news section and look at the international pages. Finally, I check the sports pages to see how my favorite teams and athletes have been performing.

The concluding sentence:

a. ____ Of course, I also look at my horoscope every day to see what is going to happen.

b. ____ Reading the newspaper thoroughly is something I like to do every day.

c. ____ To sum up, I do not have a lot of time to read the newspaper, so I only look at the parts that interest me most.

d. ____ All in all, my favorite part of the newspaper is the front page because it is full of important information.

2. The topic sentence: High school students spend their summer vacation in a variety of ways.

Supporting sentences: Many of them use the school holidays to make some money. They take temporary jobs in shops, restaurants, or gas stations. Others attend study courses in languages or subjects they have been having difficulty with. Some just stay home, passing

the time by sleeping a lot or watching television. The luckiest ones, however, get to go abroad on stuffy tours or vacations.

The concluding sentence:

- a. _____ Going abroad is something I am really looking forward to doing after I graduate from high school.
- b. _____ In general, most high school students are not able to travel abroad because of the pressure of their studies.
- c. _____ Whatever they do, most students agree that summer vacation is the best time of the year.
- d. _____ Without a doubt, summer vacation is popular among high school students because of the good weather.

****Writing a paragraph.**

- 1. Look at the topic and come up with a topic sentence.
- 2. Jot down any ideas that support the topic sentence.
- 3. Decide which should be included in the paragraph. Cross out the ones that are not relevant.
- 4. Write the relevant ideas from the list in sentence form.
- 5. Write the sentences in paragraph form.

Practice:

_____ is a great place to visit.

Topic sentence:

Supporting ideas:

- 1-
- 2-.....
- 3-.....
- 4-.....
- 5-.....

**TYPES OF SENTENCES:
SIMPLE, COMPOUND, COMPLEX,
AND COMPOUND-COMPLEX**

A simple sentence consists of an *independent clause*, so it contains a *subject* and a *verb*. It does **NOT** contain either a dependent clause or another simple sentence. *Examples of simple sentences –*

Short simple sentence: The dog barked.

Long simple sentence: Leaning first this way and then that, the large tan dog with a wide black collar barked loudly at the full moon last night from under the lilac bush in the shadow of the north side of the house.

The simple sentence may have a compound subject: The dog *and* the cat howled.

It may have a compound verb: The dog howled *and* barked.

It may have a compound subject and a compound verb: The dog and the cat howled and yowled, respectively.

A compound sentence consists of two or more simple sentences joined by

(1) a comma followed by a coordinating conjunction (*and, but, or, nor, for, yet, so*): The dog barked, and the cat yowled.

(2) a semicolon: The dog barked; the cat yowled.

(3) a comma, but **ONLY** when the simple sentences are being treated as items in a series:

The dog barked, the cat yowled, and the rabbit chewed.

A complex sentence consists of a combination of an independent clause and a dependent clause. An example with a *relative clause* as the dependent clause:

The dog that was in the street howled loudly.

A student who is hungry would never pass up a hamburger.

An example with a *subordinating conjunction* creating the dependent clause (note the various positions of the dependent clause):

End: The dog howled although he was well fed.

Front: Because the dog howled so loudly, the student couldn't eat his hamburger.

Middle: The dog, although he was well fed, howled loudly.

Subordinating Connectors for Complex Sentences

after	once	when
although	provided	whenever
as	rather than	where
as if	since	whereas

as long as	so that	wherever
as though		whether
because	than	which
before	that	while
even though	though	who
if	till	whoever
now that	unless	whom
	until	whomever
	what	whose

A compound-complex sentence consists of a combination of a compound sentence and a complex sentence.

As the dog howled, one cat sat on the fence, and the other licked its paws.

Practice

Decide whether the following sentences are simple, compound or complex:

1. Pauline and Bruno have a big argument every summer over where they should spend their summer vacation.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

2. Pauline loves to go to the beach and spend her days sunbathing.

- A. Simple Sentence

- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

3. Bruno, on the other hand, likes the view that he gets from the log cabin up in the mountains, and he enjoys hiking in the forest.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

4. Pauline says there is nothing relaxing about chopping wood, swatting mosquitoes, and cooking over a woodstove.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

5. Bruno dislikes sitting on the beach; he always gets a nasty sunburn.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

6. Bruno tends to get bored sitting on the beach, watching the waves, getting sand in his swimsuit, and reading detective novels for a week.

- A. Simple Sentence
- B. Compound Sentence

- C. Complex Sentence
- D. Compound-Complex Sentence

7. This year, after a lengthy, noisy debate, they decided to take separate vacations.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

8. Bruno went to the White Mountains of New Hampshire, and Pauline went to Cape Cod.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

9. Although they are 250 miles apart, they keep in constant contact on the internet.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

10. Bruno took the desktop computer that he uses at work, and Pauline sits on the beach with her laptop computer, which she connects to the internet with a cellular phone.

- A. Simple Sentence
- B. Compound Sentence
- C. Complex Sentence
- D. Compound-Complex Sentence

How To Write An Essay

Before gathering information, you need to choose a topic and decide on the focus of your topic. Once you have an idea as to what you want to write about, you will begin your research and try to write a thesis statement.

- ✱ Write the thesis statement. The main idea of the essay is stated in a single sentence called the thesis statement. You must limit your entire essay to the topic you have introduced in your thesis statement.

Six Prewriting Steps:

1. Think carefully about what you are going to write. Ask yourself: What question am I going to answer in this paragraph or essay? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence (or thesis statement) from the most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph or essay interesting? Do I need more facts on this topic? Where can I find more facts on this topic?

2. Open your notebook. Write out your answers to the above questions. You do not need to spend a lot of time doing this; just write enough to help you remember why and how you are going to write your paragraph or essay.

3. Collect facts related to your paragraph or essay topic. Look for and write down facts that will help you to answer your question. Timesaving hint: make sure the facts you are writing are related to

the exact question you are going to answer in your paragraph or essay.

4. Write down your own ideas. Ask yourself: What else do I want to say about this topic? Why should people be interested in this topic? Why is this topic important?

5. Find the main idea of your paragraph or essay. Choose the most important point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph or essay.

6. Organize your facts and ideas in a way that develops your main idea. Once you have chosen the most important point of your paragraph or essay, you must find the best way to tell your reader about it. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your essay. Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the essay. Write down your own note set that you can use to guide yourself as you write your essay.

As you begin your research, you will take notes of the topics that pertain to your thesis. Your note taking will include the bibliographic information and the page numbers of your sources.

When you've decided that you have enough information, you will begin your rough draft of the essay.

You will begin by writing an introductory paragraph. This is the first paragraph of your essay and will begin with your thesis statement.

The introduction introduces the main idea of your essay. A good opening paragraph captures the interest of your reader and tells why your topic is important.

Provide some background information about your topic. You can use interesting facts, quotations, or definitions of important terms you will use later in the essay.

Ex) Hockey has been a part of life in Canada for over 120 years. It has evolved into an extremely popular sport watched and played by millions of Canadians. The game has gone through several changes since hockey was first played in Canada.

✳ **What are supporting paragraphs?**

Supporting paragraphs make up the main body of your essay.

✳ **What do they do?**

They develop the main idea of your essay.

✳ **How do I write them?**

1. List the points that develop the main idea of your essay.
2. Place each supporting point in its own paragraph.
3. Develop each supporting point with facts, details, and examples.

To connect your supporting paragraphs, you should use special transition words. Transition words link your paragraphs together and make your essay easier to read. Use them at the beginning and end of your paragraphs.

Examples of transition words that can help you to link your paragraphs together:

For listing different points
First
Second

For counter examples
However
Even though

Third

On the other hand

Nevertheless

For additional ideas

Another

In addition to

Related to

Furthermore

Also

To show cause and effect

Therefore

Thus

As a result of

Consequently

Like all good paragraphs, each supporting paragraph should have a topic sentence, supporting sentences, and a summary sentence.

✳ What is a summary paragraph?

The summary paragraph comes at the end of your essay after you have finished developing your ideas. The summary paragraph is often called a "conclusion."

✳ What does it do?

It summarizes or restates the main idea of the essay. You want to leave the reader with a sense that your essay is complete.

How do I write one?

1. Restate the strongest points of your essay that support your main idea.
2. Conclude your essay by restating the main idea in different words.
3. Give your personal opinion or suggest a plan for action.

Example:

Overall, the changes that occurred in hockey have helped to improve the game. Hockey is faster and more exciting as a result of changes in the past 120 years. For these reasons, modern hockey is a better game than hockey in the 1890s.

Essay Outline Template

I. Introduction

Get the reader's attention – ask a leading question; relay something enticing about the subject in a manner that commands attention. You could start with a related quote, alluring description, or narrative.

Thesis Statement

State the thesis – what you are going to discuss. You could state the causes and effects to be discussed; comparison of subject X and subject Y; your position on the issue; your proposal if applicable; and the main points that will develop your argument.

II. Body

1. First Point, Topic sentence, Explanation

- a. Supporting evidence (examples, facts, theories, statistics, quoted authorities, details, reasons, etc.)
- b. Supporting evidence
- c. (Conclusion and lead-in)

2. Second Point

- a. Support
- b. Support
- c. optional

3. Third Point

- a. Support
- b. Support
- c. optional

III. Conclusion

Summarize your thesis and how your evidence supports your points. Re-emphasize your thesis in a fresh way, showing how you have achieved your purpose. You may wish to appeal to the reader to see how you have come to a logical conclusion, or make a memorable final statement.

I. INTRODUCTION

A. Background Information

1. General background information that grabs attention (reference)
2. More specific background information to lead into the thesis (reference)

B. Thesis statement

3. Topic
4. Outline your key points

II. BODY

A. Support Paragraph 1

1. Thesis statement
2. Supporting Ideas
 - a. Reason/Detail/Fact and transition (reference)
 - b. More information and transition (reference)
 - c. Maybe even more information (reference)
3. Summarizing/Concluding/Transition sentence

B. Support Paragraph 2

4. Thesis statement
5. Supporting Ideas
 - a. Reason/Detail/Fact and transition (reference)

- b. More information and transition (reference)
- c. Maybe even more information (reference)
- 6. Summarizing/Concluding/Transition sentence

B. Possible Support Paragraph 3

- 7. Thesis statement
- 8. Supporting Ideas
 - a. Reason/Detail/Fact and transition (reference)
 - b. More information and transition (reference)
 - c. Maybe even more information (reference)
- 9. Summarizing/Concluding/Transition sentence

B. Maybe even another Support Paragraph 4 (or more)

- 10. Thesis statement
- 11. Supporting Ideas
 - a. Reason/Detail/Fact and transition (reference)
 - b. More information and transition (reference)
 - c. Maybe even more information (reference)
- 12. Summarizing/Concluding/Transition sentence

III. CONCLUSION

- A. Summarize/Review key points
- B. Concluding thought

Sample Essay

Shyness

If you suffer from shyness, you are not alone, for shyness is a universal phenomenon. According to recent research, “close to 50 percent of the general population report that they currently experience some degree of shyness in their lives. In addition, close to 80 percent of people report having felt shy at some point in their lives” (Payne, par. 3). As shyness is so prevalent in the world, it is not surprising that social scientists are learning more about its causes. They have found that shyness in an individual can result from both biological and environmental factors. Recent research reveals that some individuals are genetically predisposed to shyness. In other words, some people are born shy. Researchers say that between 15 and 20 percent of newborn babies show signs of shyness: they are quieter and more vigilant. Researchers have identified physiological differences between sociable and shy babies that show up as early as two months. In one study, two-month-olds who were later identified as shy children reacted with signs of stress to stimuli such as moving mobiles and tape recordings of human voices: increased heart rates, jerky movements of arms and legs, and excessive crying. Further evidence of the genetic basis of shyness is the fact that parents and grandparents of shy children more often say that they were shy as children than parents and grandparents of non-shy children (Henderson and Zimbardo 6).

However, environment can, at least in some cases, triumph over biology. A shy child may lose much of his or her shyness. On the

other hand, many people who were not shy as children become shy as adults, a fact that points to environment or experiential causes.

The first environmental cause of shyness may be a child's home and family life. Children who grew up with a difficult relationship with parents or a dominating older sibling are more likely to be inhibited in social interactions. Another factor is the fact that today's children are growing up in smaller and smaller families, with fewer and fewer relatives living nearby. Growing up in single-parent homes or in homes in which both parents work full time, children may not have the socializing experience of frequent visits by neighbors and friends. Because of their lack of social skills, they may begin to feel socially inhibited, or shy, when they start school (7).

A second environmental cause of shyness in an individual may be one's culture. In a large study conducted in several nations, 40 percent of participants in the United States rated themselves as shy, compared to 57 percent in Japan and 55 percent in Taiwan. Of the countries participating in the study, the lowest percentage of shyness was found in Israel, where the rate was 31 percent. Researchers Henderson and Zimbardo say, "One explanation of the cultural difference between Japanese and Israelis lies in the way each culture deals with attributing credit for success and blame for failure. In Japan, an individual's performance success is credited externally to parents, grandparents, teachers, coaches, and others, while failure is entirely blamed on the person." Therefore, Japanese learn not to take risks in public and rely instead on group-shared decisions. "In Israel, the situation is entirely reversed," according to Henderson and Zimbardo. "Failure is externally attributed to parents, teachers,

coaches, and friends, anti-Semitism, and other sources, while all performance success is credited to the individual's enterprise." The consequence is that Israelis are free to take risks since there is nothing to lose by trying and everything to gain (10).

In addition to family and culture, technology may play a role as well. In the United States, the number of young people who report being shy has risen from 40 percent to 50 percent in recent years (10). The rising numbers of shy young people may be "due in part to the growing dependence on non-human forms of communication, coming about as a result of our huge advances in technology" (Payne, par. 4). Watching television, playing video games, and surfing the Web have displaced recreational activities that involve social interaction for many young people. Adults, too, are becoming more isolated as a result of technology. Face-to-face interactions with bank tellers, gas station attendants, and store clerks are no longer necessary because people can use machines to do their banking, fill their gas tanks, and order merchandise. College students take online telecourses. Telecommuters work at home, giving up daily contact with coworkers. Everyone texts, emails, and converses anonymously in online chat rooms. As a result, people have less opportunity to socialize in person, become increasingly awkward at it, and eventually start avoiding it altogether. In short, they become shy.

While being shy has some negative consequences, it has positive aspects, too. For one thing, it has been mentioned that shy people are good listeners ("Shyness"). Furthermore, a university professor writing about his own shyness says, "Because of their tendency

toward self-criticism, shy people are often high achievers, and not just in solitary activities like research and writing. Perhaps even more than the drive toward independent achievement, shy people long to make connections to others, often through altruistic behavior” (Benton).

To sum up, shyness has both genetic and environmental causes. Some people come into the world shy, while others become shy as a result of their experiences in life. It appears that most people have experienced shyness at some time in their lives, and recent research indicates that the number of shy people is increasing. Therefore, if you are shy, you have lots of company.

Part Three

Grammar



The Simple Present Tense

Form:

He/she/ it or a singular noun + verb + s

We/they/you or a plural noun + an infinitive without to

Usage

We use the simple present tense:

1. For repeated or regular actions in the present time period:

Examples:

I **take** the train to the office.

The train to Berlin **leaves** every hour.

John **sleeps** eight hours every night during the week.

2. For facts:

Examples:

The President of The USA **lives** in The White House.

A dog **has** four legs.

We **come** from Egypt.

3. For habits:

Examples:

I **get up** early every day.

Carol **brushes** her teeth twice a day.

They **travel** to their country house every weekend.

4. For things that are always / generally true:

Examples:

It **rains** a lot in winter.

The Queen of England **lives** in Buckingham Palace.

They **speak** English at work.

More Examples:

He usually **gets** up at 7:00 o'clock.

Ali **enjoys** playing football.

Monkeys **like** bananas very much.

Salem **collects** stamps.

It is known that the earth **goes** around the sun.

It often **rains** in winter.

The spelling for the verb in the third person differs depending on the ending of that verb

1. For verbs that end in **-o, -ch, -sh, -ss, -x, or -z** we add **--es** in the third person.

go – goes catch – catches wash – washes

kiss – kisses fix – fixes buzz – buzzes

2. For verbs that end in a **consonant + y**, we remove the **y** and add **-ies**.

marry – marries study – studies carry – carries

NOTE: For verbs that end in a **vowel + Y**, we just add **-s**.

play – plays enjoy – enjoys say – says

Negative sentences in the simple present tense

To make a negative sentence in English we normally use **don't or doesn't** with all verbs except **To Be** and **Modal verbs** (can, might, should etc.). We add **don't** between the subject and the verb. We use **don't** when the subject is **I, you, we** or **they**.

Affirmative: You speak French.

Negative: You **don't** speak French.

When the subject is **he, she** or **it**, we add **doesn't** between the subject and the verb to make a negative sentence.

Affirmative: He speaks German.

Negative: He **doesn't** speak German.

Negative Contractions

Don't = Do not

Doesn't = Does not

I **don't** like meat = I **do not** like meat.

There is no difference in meaning though we normally use contractions in spoken English.

Questions in the simple present tense

To make a question in English we normally use **do or does**.

We add **do** at the beginning of the affirmative sentence to make it a question. We use **do** when the subject is **I, you, we** or **they**.

Affirmative: You speak English.

Question: **Do** you speak English?

When the subject is **he, she** or **it**, we add **does** at the beginning to make the affirmative sentence a question.

Affirmative: He speaks French.

Question: **Does** he speak French?

Keywords

Usually – Always – Sometimes – Often - Never – Rarely – Seldom
– Occasionally

Exercise 1:

Fill in the blanks with the simple present tense of the verbs in brackets.

1. Heba..... in a department store. She is a saleswoman.
(work)
2. We are human beings. We.....mistakes. (make)
3. Ziyad.....English very well. (speak)
4. Sometimes he.....very fast. (run)
5. Octoberafter August. (come)
6. A dogbut a baby cries. (bark)
7. You must see a doctor. You.....pale. (look)
8. Hany's knee..... (hurt)
9. Cats milk very much. (like)
10. Salma alwayssandwiches for lunch. (eat)

Exercise 2:

Underline the verbs in the following sentences.

1. These books belong to Ali.
2. It is a fact that the earth goes around the sun.
3. Bats sleep during the day.
4. We go to school on foot.
5. He has a good book.

6. Polar bears live at the North Pole.
7. Most children learn very fast.
8. Mr. Salem teaches us history.
9. Many department stores close on Friday.

Am, Is and Are

The words **am, is, are** are verbs, but they are not action words. They are the simple present tense of the verb **be**.

Use **am** with the pronoun **I**, and **is** with the pronouns **he, she** and **it**.

Use **are** with the pronouns **you, we** and **they**.

Examples

I am a teacher. I am not a doctor

She is Miss Laila. She is a teacher.

He is my brother. He is a doctor. He is not a mechanic.

You are a stranger. You are not my friend.

We are in the same class, but we are not on the same team.

They are good friends. They are not enemies.

It is a donkey. It is not a horse.

Learn these contractions:

I am = I'm

they are = they're

you are = you're

we are = we're

he is = he's

she is = she's

it is = it's

is not = isn't

are not = aren't

In questions, use **aren't** as a contraction of **am not**. For example, you can say:

I'm taller than you, aren't I?

But in a statement you say:

I'm not as old as you.

Use **is** and **are** with the word **there** to say what you can see and hear.

Examples

There is a river near the school.

There are a lot of dictionaries in the library.

Is there any food in the fridge?

Exercise 1:

Fill in the blanks with "**There is**" or "**There are**".

1. many different kinds of animals in the zoo.
2.plenty of food on the table.
3. nothing in the cupboard.
4.not many bedrooms in the new house.
5. a pool near the garden.
- 6..... palm trees along the road.
7. a star in the sky.
8. lots of gardens in our town.
9.lots of mistakes on your test paper.
10. a wasps' nest in the tree.
11. flies in the soup.

Exercise 2:

Fill in the blanks with "**am**", "**is**" or "**are**".

1. Sheexhausted.
2. We very tired.
3. They my books.
4. Hea soldier.
5. You taller than Hany.

The Present Continuous Tense

Form

Subject + am/is/are + present participle

Usage

We use the present continuous tense:

1. When somebody is doing something at the moment:

Examples:

Carla **is washing** her hair.

Christian **is playing** table-tennis.

2. When something is happening at the moment:

Examples:

It **is snowing** at the moment.

The Christmas sales **are happening** as we speak.

3. To talk about something that is happening around the time of speaking but not necessarily at that exact moment:

Examples:

My brother **is learning** how to play the violin at school.

Computers **are becoming** smaller and faster all the time.

More Examples

The man's writing a letter now.

Look! They are quarreling.

Listen! He is explaining the lesson.

I'm playing volleyball with my friend now.

She's riding a horse now.

He's taking a walk in the garden at the moment.

The present participle is the form of a verb ending with *-ing*. For example: show + ing = showing, come + ing = coming

If a verb ends in **e**, you usually have to drop the **e** before you add *-ing*. For example:

chase + ing = chasing

cycle + ing = cycling

drive + ing = driving

smile + ing = smiling

You have to double the last letter of some verbs before you add *-ing*.

For example:

jog + ing = jogging

swim + ing = swimming

get + ing = getting

rob + ing = robbing

nod + ing = nodding

stop + ing = stopping

Notice that the verbs above are all short verbs of just one syllable. They all end with a consonant and have only one vowel before the consonant.

Keywords

Look! – Listen! Now – at present – at the moment

Exercise 1:

Fill in the blanks with the present continuous tense of the verbs in brackets.

1. The workersvery hard now. (work)
2. They a model now. (make)
3. The plane above the clouds at the moment. (fly)
4. The managers a meeting now. (have)
5. They the roller-coaster ride at the moment. (enjoy)

6. Look! She her hair. (wash)
7. It dark. (get)
8. Look! The dentist Sally's teeth. (examine)
9. The train through the tunnel now. (pass)

Exercise 2:

Write the present participle of the following verbs.

- | | |
|----------------|-----------------|
| 1. jump | 2. drop |
| 3. climb | 4. bring |
| 5. come | 6. go |
| 7. run | 8. ask..... |
| 9. sleep | 10. catch |
| 11. fall | 12. write |

Have and has

Use **has** with **he, she, it**, and with singular nouns. Use **have** with **I, you, we, they**, and with plural nouns.

The verbs **have** and **has** are used to say what people own or possess. They are also used to talk about things that people do or get, such as illnesses.

Examples

- | | |
|-----------------------------------|--------------------------------------|
| Our school has large windows. | I have a younger sister. |
| They have art lessons on Mondays. | Have a cake, if you like. |
| She has a lot of stamps. | She has long hair. |
| Mum has a cold. | Hany often has sandwiches for lunch. |

We have breakfast at 7:00 a.m.

Ali has a sore knee.

Learn these contractions:

I have = I've

you have = you've

he has = he's

she has = she's

it has = it's

we have = we've

they have = they've

have not = haven't

has not = hasn't

Exercise:

Fill in the blanks with "**have**" or "**has**".

1. The boys new clothes.
2. The mantwo daughters.
3. Nahla a toothache.
4. Many poor people nothing to eat.
5. The girls golden hair.
6. A donkey four legs.
7. Cairo a very big airport.
8. A trianglethree sides.
9. All the passengers their tickets.
10. Theya good chance of winning the prize.
11. Wea new mathematics teacher.
12. She a bad temper.
13. I often fruit for dessert.
14. They never any problem with exams.
15. She always cake for breakfast.
16. The brooma black handle.

The Present Perfect Tense

Form

Subject + has / have + the past participle

Usage

We use the present perfect to say that an action happened at an unspecified time before now. The exact time is not important. You cannot use the present perfect with specific time expressions such as: **yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day**, etc. We can use the present perfect with unspecific expressions such as: **ever, never, once, many times, several times, before, so far, already, yet**, etc.

Examples:

I **have seen** that movie twenty times.

I think I **have met** him once before.

There **have been** many earthquakes in California.

People **have travelled** to the moon.

People **have not travelled** to Mars.

Have you **read** the book yet?

Nobody **has** ever **climbed** that mountain.

Has there ever **been** a war in the United States?

Yes, there **has been** a war in the United States.

The past participle of a regular verb usually ends in **-ed**, just like the simple past tense. But the past participles of irregular verbs do not follow this rule.

More Examples:

Ali has gone out.

They have moved to Aswan.

Sally's cut her finger.

Mahdi has scored two goals.

I've just finished my shower.

Uncle Hany has lost his wallet.

It has not rained for months.

Have you found your car yet?

Jane has made two spelling mistakes.

We have opened a new

shop.

Keywords

Since – For – Recently – Already – Never – Ever – Yet – Lately –
Once - Many times - Several times - So far

Exercise 1:

Fill in the blanks with the present perfect tense of the verbs in brackets.

1. Sam in the tent several times. (sleep)
2. It not for two months. (rain)
3. Some prisoners from the prison. (escape)
4. Mum her car key. (lose)
5. All my friends (arrive)
6. My brother and I a big fish. (catch)
7. I this movie twice. (see)
8. Tamer a goal. (score)
9. The plane at the airport. (land)
10. John a puppet. (make)

Exercise 2:

Write the past participle of the following verbs.

- | | |
|----------------|----------------|
| 1. cut | 2. draw |
| 3. break | 4. buy |
| 5. drink | 6. find |
| 7. do | 8. hear |
| 9. sing | 10. know |

The Simple Past Tense

Form

I / He / She / It / Singular subjects + Was / Past tense verb

We / You / They / Plural subjects + Were / Past tense verb

The simple past tense is usually formed by adding **-ed** to the verb.

For example:

laugh + ed = laughed

look + ed = looked

jump + ed = jumped

lift + ed = lifted

If the verb ends with **-e**, just add **-d**. For example:

agree + d = agreed

hate + d = hated

die + d = died

live + d = lived

play → played

carry → carried

With verbs that end in **-y** preceded by a consonant, change the **y** to **i** before adding **-ed**. For example:

bury + ed = buried

fry + ed = fried

carry + ed = carried

hurry + ed = hurried

cry + ed = cried

try + ed = tried

Remember these spelling rules:

You must double the last letter of some verbs before adding **-ed**.

For example:

fan + ed = fanned

pat + ed = patted

grab + ed = grabbed

rip + ed = ripped

nod + ed = nodded

slam + ed = slammed

Notice that the verbs above are all short verbs of just one syllable. They all end with a consonant, and have only a single vowel before the consonant.

The simple past tense of some irregular verbs does not change at all.

Examples

Her necklace **cost** only 10 dollars.

My brother **hurt** his foot when he jumped over the rock.

The worker **cut** down the tree this morning.

Most irregular verbs, however, take different forms in the simple past tense.

Examples

Ali **got** a car for his birthday last week.

I **heard** a noise in the night.

He **brought** his little sister to school yesterday.

He **lost** his pen on the bus yesterday.

They **sold** their house last week.

The baby **slept** right yesterday.

My book **fell** off the desk last night.

Usage

Use the simple past tense to talk about things that happened in the past. The simple past tense is also used to talk about things that happened in stories.

Examples

They drove to Alexandria last weekend.

Yesterday Mum took me to the party.

The Queen gave Snow White a poisoned apple in the last episode.

I bought a new dress last week.

Jane learned to play the guitar yesterday.

Keywords

Last (day, week, month, year, etc.), **yesterday – ago – in the past – in 2006**

Negative sentences in the simple past tense

We use **didn't (did not)** to make a negative sentence in the simple past tense. This is for regular and irregular verbs in English.

(Exception is *To Be* and Modal Verbs such as *Can*)

Compare the following:

Present: They **don't** live in Canada.

Past: They **didn't** live in Canada.

The main verb (*live* in the example above) is in its base form (of the infinitive). The auxiliary **didn't** shows that the sentence is negative and in the past tense.

Questions in the simple past tense

We use **did** to make a question in the past tense. This is for regular and irregular verbs in English. (Exception is *To Be* and Modal Verbs such as *Can*)

Compare the following:

Present: **Do** they live in France?

Past: **Did** they live in France?

The main verb (*live* in the example above) is in its base form (of the infinitive). The auxiliary **did** shows that the question is in the past tense.

Examples of questions in the simple past tense

Did you go to work yesterday?

Did they arrive on time?

Did she like the surprise?

Where **did** she go?

What **did** you do yesterday?

What **did** you say? - I didn't say anything.

Why **did** we have to come?

Exercise 1:

Fill in the blanks with the correct simple past tense of the verbs in brackets.

1. Salemthe highest grade in his English class. (get)
2. The party at 8:00 p.m. (begin)
3. He home alone last night. (go)
4. The wind throughout the night. (blow)
5. Jane up the ladder carefully last night. (climb)
6. Who all the windows yesterday? (shut)
7. An orange on his head last week. (drop)
8. The ball into the well yesterday. (roll)
9. She her old car and a new one last month. (sell/buy)

Exercise 2:

Write the simple past tense of the following verbs.

1. rain
2. sit.....

- | | |
|---------------|-----------------|
| 3. shut | 4. read |
| 5. take | 6. tell |
| 7. walk | 8. write |
| 9. open | 10. close |
| 11. cry | 12. cook |

Was and Were

The verbs **was** and **were** are forms of the verb **be**. **Was** is the simple past tense of **am** and **is**. Use **was** with the pronouns **I, he, she** and **it**, and with singular nouns. **Were** is the simple past tense of **are**. Use **were** with the pronouns **you, we** and **they**, and with plural nouns.

Examples

She **was** at school this morning.

They **were** brave soldiers.

Edison **was** a famous inventor.

These **were** my best books.

Beethoven **was** a German composer.

They **were** third in the car race.

There **weren't** any clouds in the sky.

Were you still in bed when I phoned?

Learn these contractions:

was not = wasn't

were not = weren't

Exercise:

Fill in the blanks with "**was**" or "**were**".

1. There a lot of people at our party yesterday.

2. They the champions last year.
3. Where is Salem? He.....here just now.
4. Mum and Dad on vacation last week.
5. The weather fine this morning.
6. Don't blame her. It.....my mistake.
7. There a small pond here many years ago.
8. Ahmedsick yesterday.

The Past Continuous Tense

Form

Subject + was / were + -v + -ing

Usage

I **was working** at 10 p.m. last night.

They **were** not **playing** football at 9 a.m. this morning.

What **were** you **doing** at 10 p.m. last night?

What **were** you **doing** when he arrived?

She **was cooking** when I telephoned her.

We **were having** dinner when it started to rain.

Ram went home early because it **was snowing**.

Sally **was packing** her books into her schoolbag at 10 o'clock yesterday.

Hany and I **were tidying** our room yesterday at 7:00.

Mum **was cooking** our supper when I came home.

Salma **was waiting** for the bus when Ali passed by.

Miss May **was cleaning** the chalkboard all day yesterday.

Keywords

While – When – All day yesterday – Just as

Exercise:

When Mr Hany walked into the class, what were the children doing?

Fill in the blanks with the correct past continuous tense of the verbs in brackets.

1. Alihis math exercise. (do)
2. Mustafa Joe his new watch. (show)
3. Sally a horse in her notebook. (draw)
4. James to Mustafa. (talk)
5. Muhannad a book. (read)
6. Khalid the chalkboard. (erase)
7. Ahmed for his pencil. (look)
8. Some girls a lot of noise. (make)

The Simple Future Tense

Form

We / I + will / shall + an infinitive without *to*

He / she/ it/ you / they + will + an infinitive without *to*

Examples:

You **will help** him later.

Will you **help** him later?

You **will not help** him later.

I hope it **won't rain** tomorrow.

Noha is ill. She **will not be** at the party.

We **shall play** football after lunch.

You **will grow** fat if you eat too much.

Be Going To

am/is/are + going to + verb

Examples:

You **are going to meet** Jane tonight.

Are you **going to meet** Jane tonight?

You **are not going to meet** Jane tonight.

Usage

Use the future tense for things that have not happened yet, but are going to happen. Use the verbs **shall** and **will** as helping verbs or auxiliary verbs to form the future tense.

Examples

They **will** finish the task next week.

I **shall** be sixty years old next year.

He says it **will** rain this afternoon.

Use **shall** or **will** with **I** and **we**. Use **will** with **you, he, she, it** and **they**.

Learn these contractions:

I shall = I'll	we shall = we'll	I will = I'll
we will = we'll	you will = you'll	they will = they'll
he will = he'll	she will = she'll	shall not = shan't
it will = it'll	will not = won't	

Keywords

Next (week, month, year, etc.) - **Tomorrow** – **In the future** – **In the coming days** – **Soon** – **Later** – **Shortly**

You can also use the simple present tense to talk about things that have been arranged for the future.

Examples

The bus **leaves** the museum at 10:00 in the morning.

The new school year **starts** on Saturday.

The new grocery's **opens** tomorrow.

We **get** to London at 8:00 a.m.

Exercise 1:

Complete these sentences by changing **shall** or **will** to the appropriate form of the verb **be** + **going to** (i.e., **am, is, or are** + **going to**).

1. We shall visit my uncle this evening. Wevisit my uncle this evening.
2. They will be busy tomorrow. They.....be busy tomorrow.

3. I hope I will be ready on time. I hope Ibe ready on time.
4. It will rain soon. It.....rain soon.

Exercise 2:

Fill in the blanks with the correct future tense of the verbs in brackets, using **shall** or **will**.

1. Hamdy lots to do on his grandfather's farm. (find)
2. If we ask her, she us how to play the piano. (teach)
3. You fat if you eat too many desserts. (grow)
4. The new school building ready soon. (be)
5. we home now? (go)
6. We to the club after lunch. (go)

Active and Passive Voice

A sentence is written in active voice when the subject of the sentence performs the action.

e.g. The girl was washing the dishes.

A sentence is written in passive voice when the subject of the sentence has an action done to it by someone or something else.

e.g. The dishes were being washed by the girl.

Active: Simple Present

The film fascinates me.
 The film bores Ahmed.
 The film surprises them

Passive: Simple Present

I am fascinated by the film.
 Ahmed is bored by the film.
 They are surprised by the film.

Active: Simple Past

Passive: Simple Past

The film bored me. I was bored by the film.

The film fascinated Ahmed. Ahmed was fascinated by the film.

The film surprised them. They were surprised by the film.

Active: Present Continuous **Passive: Present Continuous**

I am helping Sally. Sally is being helped by me.

Active: Past Continuous

I was cleaning the car.

They were cleaning the bedroom.

Sally was cleaning the kitchen and the living room.

Passive: Past Continuous

The car was being cleaned by me.

The bedroom was being cleaned by them.

The kitchen and the living room were being cleaned by Sally.

Active: Present Perfect

Passive: Present Perfect

I have mailed the letter.

The letter has been mailed by me.

Jane has mailed the gifts.

The gifts have been mailed by Jane

Active: Future with WILL

Passive: Future with WILL

He will mail the gift.

The gift will be mailed by him.

Jane will mail the gifts.

The gifts will be mailed by Jane.

Active: can / can't (cannot)

Passive: can / can't (cannot)

He can open the can.

The can can be opened by him.

Lee cannot foretell the future.

The future cannot be foretold by Lee.

Lee can't foretell the future.

The future can't be foretold by Lee.

Active: may / may not

Her company may give David a new office.

The lazy boy may not do the homework.

Passive: may / may not

David may be given a new office by her company.

The homework may not be done by the lazy boy.

Active: should / shouldn't

Students should memorize English verbs.

Children shouldn't smoke cigarettes.

Passive: should / shouldn't

English verbs should be memorized by students.

Cigarettes shouldn't be smoked by children.

Active: must / must not

Tourists must apply for a passport to travel abroad.

Customers must not use that door.

Passive: must / must not

A passport to travel abroad must be applied for.

That door must not be used by customers.

Exercise 1:

The following are all written in passive voice. Change each sentence into active voice.

1. The milk was spilt by a dog.
2. The car was driven into a tree by a crazy girl.
3. The ball was kicked by Ali.
4. The book was left on the table by Salma.
5. The glass was broken by Mona.
6. The juice was drunk by the girl.

Exercise 2:

Show which of the following sentences are active and which are passive:

1. The pen was being used by Mr Hany.
2. The model was made by Sally.
3. Khalid hit the tree with a stone.
4. The girl jumped off the step.
5. David was watching the birds.
6. Michael was eating an apple.
7. The picture was painted by Baker.
8. My sister opened the present.

Direct and Indirect Speech

We often have to give information about what people say or think. In order to do this you can use direct or quoted speech, or indirect or reported speech.

Direct Speech / Quoted Speech

Saying exactly what someone has said is called direct speech (sometimes called quoted speech)

Here what a person says appears within quotation marks ("...") and should be word for word.

For example:

She said, "Today's lesson is on presentations." Or "Today's lesson is on presentations", she said.

Indirect Speech / Reported Speech

Indirect speech (sometimes called reported speech), doesn't use quotation marks to enclose what the person said and it doesn't have

to be word for word. When reporting speech the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

Rules

If the reporting verb is in the present or future tense (e.g., say, will say) there is no change in the tense of the verb in the indirect speech.

Antony says, "I eat a mango".

Antony says, that he eats a mango.

In other case the tense of the verbs in the reported speech or indirect speech must be generally changed.

1. Present tense in the direct becomes past tense.

Sally said, "I write a letter".

Sally said that she wrote a letter.

2. Past tense in the direct becomes past perfect or remains unchanged.

Hend said, "I bought a pen yesterday".

Hend said that she had bought a pen the day before.

3. Present continuous in the direct becomes past continuous.

Hamdy said, "I am going to church".

Hamdy said that he was going to church.

4. Past continuous in the direct becomes past perfect continuous.

Mustafa said, "I was playing cricket".

Mustafa said that he had been playing cricket.

5. Present perfect in the direct becomes past perfect.

Kamal said, "I have done my homework".

Kamal said that he had done his homework.

6. 'Will' and 'Shall' are changed to 'would'.

He said, "I will go to London tomorrow".

He said that he would go to London the next day.

Exception to the above rules:

If the direct speech contains the universal truth, the tense of the direct speech remains unchanged even if the reporting verb is in the past.

The teacher said, "The sun rises in the East".

The teacher said that the sun rises in the East.

Rules:

To change a statement from direct speech to indirect speech, follow the following rules:

1. Remove the quotation marks in the statement.
2. Use the conjunction 'that'
3. Change the reporting verb 'say to' into 'tell'
4. Change the reporting verb 'said to' into 'told'

Imperative Sentence (Order or Request)

To change imperatives from direct speech to indirect speech, follow the following rules.

Rules:

1. Remove the quotation mark.
2. Use 'to' if it is an affirmative sentence. (without don't)

3. Use ‘not to’ if the sentence begins without "**Don't**".
4. Don't use ‘that’
5. Omit the word ‘please’.
6. Use the word ‘request’ instead of ‘say’.
7. If the direct speech contains a request or a command, the reporting verb (say, said) change to **tell, request, order, command** etc. in its correct tense.

Examples

1. "Don't talk in the class", said the teacher to the students.

The teacher advised the students not to talk in the class.

2. "Be careful", said the man to the woman.

The man ordered the woman to be careful.

3. "Bring me a cup of tea", said Hany to Hend.

Hany asked Hend to bring him a cup of tea.

4. "Please give me something to eat. I am hungry", the old man said to his wife.

The old man requested his wife to give him something to eat and said that he was hungry.

Some expressions in the direct speech are changed in the indirect speech as shown in the following table:

Direct speech	Indirect speech
Now	Then
Here	There
This	That
These	Those
Ago	Before

Today	That day
Yesterday	The day before
Tomorrow	The next day
Last week	The week before
Last month	The month before
Next month	A month after

Exercise

Change the following into indirect speech.

1. He said, "My friends were playing volleyball".
2. He said, "My wife can cook delicious meals".
3. Ali said, "I am going to school".
4. My brother said, "The sun rises in the East."
5. He said, "I will go to Paris tomorrow".
6. He said, "I have been reading a book".
7. Kamal said, "I have done my homework".
8. James said, "I was playing chess".
9. Kate said, "I am going to church".
10. Muhannad said, "I bought a pen yesterday".
11. "I need to go to the store", said my wife.
12. Emmy said, "I'm going to see my mother tomorrow".
13. Ahmed said, "I'm leaving today".
14. Hala said, "I went to London".

Nouns

*Nouns are **words** that name people, places, things, or ideas.*

Types of Nouns

- **Common:** These name general, *nonspecific* people, places, things, or ideas. They start with a lowercase letter unless they begin a sentence. Ex.: *writer, city, park, religion*

- **Proper:** These name *specific* people, places, things, or ideas. They always start with a capital letter. Ex.: *Ahmed, Cairo, Disneyland, Christianity,*

Nouns can be divided into **common nouns** and **proper nouns**. Common nouns are words for people, animals, places, or things. Proper nouns are names for particular people, places or things. The names of countries and their people are also proper nouns. They always begin with a capital letter.

Their Relationship

Common noun	Proper noun
Man	Ahmed, Khaled, Ramy, Usama, Ali ...etc
Woman	Salma, Nadia , Samera, Aleya, Fatma...etc
Country	Egypt, Libya, France, Germany ...etc
Cat	Bossy, Toty ...etc

Every proper noun has a common noun equivalent, but not every common noun has a proper noun equivalent. For example, *dust* is only a common noun. There is no specific kind of dust, so it's just common.

- **Abstract:** These are the opposite of concrete. They name something that you cannot perceive with your five senses -

something that *does not physically* exist .ex: *happiness, freedom, Christianity*

• **Concrete:** These name something that you can perceive with your five senses - something that *physically* exists. Ex: *cat, chocolate, Martha*

• **Countable:** These *can be counted*, and they use both the singular and the plural forms. Anything that you can make plural is a countable noun. Ex: *clock/clocks, pen,/pens, poem/poems*

• **Uncountable:** These guys *cannot be counted*. Since they cannot be counted, they only use the singular form. ex: *milk, rice, water*

• **Compound:** These are made up of two or more smaller words. Ex: *tablecloth, haircut, hairdresser, snowball*

• **Collective Nouns:** These are singular nouns that refer to a group of things as one whole. Ex: *class, audience, swarm*

• **Singular:** These refer to *one* person, place, thing, or idea, ex: *box, face, road, ball*

• **Plural:** These refer to *more than one* person, place, thing, or idea. They generally end with an *s*. Ex: *boxes, faces, roads, balls*

Exercises

1. Which of the following is a proper noun?

- a) singer b) Ahmed c) milk d) sister

2. Which of the following is a common noun?

- a) birds b) London c) iron d) India

3. Which of the following is a collective noun?

- a) team b) book c) marbles d) ships

4. "Artist" is a/an noun?

- a) abstract c) concrete a) collective d) countable

5. "Family" is a/an noun?

a) collective b) abstract c) concrete d) countable

6. Which of the following is not an abstract noun?

a) goodness b) bravery c) family d) childhood

7. Which of the following is not a countable noun?

a) books b) gold c) horse d) apple

8. Which of the following is not a proper noun?

a) team b) London c) Monday d) Nelson

Articles

Use of a / an / the

Types	Words	Examples
The Indefinite article	A or An	A king, an elephant
The Definite Article	The	Call the man

1. 'A' / 'An' means **one**. So we can use 'a' / 'an' only with **singular countable nouns**.

2. **An** is not used with **plural nouns or proper nouns**.

We cannot say : an Egypt , a Fatma or a Christianity

3. 'A' / 'An' cannot be used with **uncountable nouns**

For example, We cannot say : a milk, a water, a tea, a sugar, a rice.

'**The**' can be used with all nouns (singular or plural).

Exercise: Insert "a", "an", "the" or "no article" if necessary.

1. There was . . . knock on . . . door. I opened it and found . . . small dark man in . . . blue overcoat and . . . woolen cap.
2. He said he was . . . employee of . . . gas company and had come to

- read . . . meter.
3. But I had . . . suspicion that he wasn't speaking . . . truth because . . . meter readers usually wear . . . peaked caps.
 4. However, I took him to . . . meter, which is in . . . dark corner under . . . stairs (. . . meters are usually in . . . dark corners under . . . stairs).
 5. I asked if he had . . . torch; he said he disliked torches and always read . . . meters by . . . light of . . . match.
 6. I remarked that if there was . . . leak in . . . gas pipe there might be . . . explosion while he was reading . . . meter.
 7. He said, 'As . . . matter of . . . fact, there was . . . explosion in . . . last house I visited; and Mr. Smith, . . . owner of . . . house, was burnt in . . . face.'
 8. Mr. Smith was holding . . . lighted match at . . . time of . . . explosion.'
 9. To prevent . . . possible repetition of this accident, I lent him . . . torch.
 10. He switched on . . . torch, read . . . meter and wrote . . . reading down on . . . back of . . . envelope.
 11. I said in . . . surprise that . . . meter readers usually put . . . readings down in . . . book.
 12. He said that he had had . . . book but that it had been burnt in . . . fire in . . . Mr. Smith's house.
 13. By this time I had come to . . . conclusion that he wasn't . . . genuine meter reader; and . . . moment he left . . . house I rang . . . police.
 14. Are John and Mary . . . cousins? No, they aren't . . . cousins; they are . . . brother and . . . sister.
 15. . . fog was so thick that we couldn't see . . . side of . . . road. We

- followed . . . car in front of us and hoped that we were going . . . right way.
16. I can't remember . . . exact date of . . . storm, but I know it was on Sunday because everybody was at . . . church. On Monday . . . post didn't come because . . . roads were blocked by . . . fallen trees.
17. Peter thinks that this is quite . . . cheap restaurant.
18. There's been . . . murder here. Where's . . . body? There isn't . . . body. Then how do you know there's been . . . murder?
19. Number . . . hundred and two, - . . . house next door to us, is for sale. It's quite . . . nice house with . . . big rooms. . . . back windows look out on . . . park.
20. I don't know what . . . price . . . owners are asking. But Dry and Rot are . . . agents. You could give them . . . ring and make them . . . offer.
21. . . . postman's little boy says that he'd rather be . . . dentist than . . . doctor, because . . . dentists don't get called out at . . . night.
22. Just as . . . air hostess (*there was only one on the plane*) was handing me . . . cup of . . . coffee . . . plane gave . . . lurch and . . . coffee went all over . . . person on . . . other side of . . . gangway.
23. There was . . . collision between . . . car and . . . cyclist at . . . crossroads near . . . my house early in . . . morning. . . . cyclist was taken to . . . hospital with . . . concussion. . . . driver of . . . car was treated for . . . shock. . . . witnesses say that . . . car was going at . . . seventy miles . . . hour.
24. Professor Jones, . . . man who discovered . . . new drug that everyone is talking about, refused to give . . . press conference.
25. Peter Piper, . . . student in . . . professor's college, asked him why he refused to talk to . . . press.

26. We're going to . . . tea with . . . Smiths today, aren't we? Shall we take . . . car? We can go by . . . car if you wash . . . car first. We can't go to . . . Mrs. Smith's in . . . car all covered with . . . mud.
27. He got . . . job in . . . south and spent . . . next two years doing . . . work he really enjoyed.
28. It is . . . pleasure to do . . . business with such . . . efficient organization.
29. . . day after . . . day passed without . . . news, and we began to lose . . . hope.
30. Would you like to hear . . . story about . . . Englishman, . . . Irishman and . . . Scotsman? No. I've heard . . . stories about . . . Englishmen, . . . Irishmen and . . . Scotsmen before and they are all . . . same.
31. But mine is not . . . typical story. In my story . . . Scotsman is generous, . . . Irishman is logical and . . . Englishman is romantic. Oh, if it's . . . fantastic story I'll listen with . . . pleasure.
32. My aunt lived on . . . ground floor of . . . old house on . . . River Thames. She was very much afraid of . . . burglars and always locked up . . . house very carefully before she went to . . . bed. She also took . . . precaution of looking under . . . bed to see if . . . burglar was hiding there.
33. . . modern burglars don't hide under . . . beds,' said her daughter. I'll go on looking just . . . same,' said my aunt.
34. One morning she rang her daughter in . . . triumph. I found . . . burglar under . . . bed . . . last night,' she said, 'and he was quite . . . young man.'
35. . . apples are sold by . . . pound. These are forty pence . . . pound.
36. It was . . . windy morning but they hired . . . boat and went for . . .

sail along . . . coast. In . . . afternoon . . . wind increased and they soon found themselves in . . . difficulties.

Pronouns

Pronouns replace nouns. If we didn't have pronouns, we'd have to keep repeating our nouns and that would make our sentences very cumbersome and repetitive. Pronouns are usually short words.

Subject Pronouns

The personal pronouns are *I, you, he, she, it, we, and they*. More often than not (but not exclusively), they replace nouns representing people.

Examples

- She watered the plants.
- I wanted to go to the party but he wouldn't let me.
- Sometimes, they act crazy.
- You can go to the game, as long as you finish the dishes.
- It isn't possible.
- We are finished with examples..

Exercise: Add a suitable subject pronoun:

- might see you later.
- have to come now.
- lives in Nebraska.
- makes me angry
- just might work.

- caught the last train.
- can't see the end

Object Pronouns

me – him – her – it - you – them – us

The words **me**, **you**, **him**, **her**, **it**, **us** and **them** take the place of nouns. These pronouns are used as the object of the verb in a sentence.

Examples

- The bookie showed me a crowbar and told me to pay him immediately.
- I begged him for more time.
- He said he'd given me enough time already.
- I tried to dodge the crowbar, but he hit me with it anyway.
- Just then, the police arrived and arrested us.

Exercise: **Add a suitable object pronoun:**

- Sarah hit on the arm.
- I need to tell something.
- Larry took aside.
- The message wasn't for
- Take to the store.
- Summer is fun for
- Margaret took downstairs.

Possessive Adjectives

my – his – her – its – your – our – their

Examples

- My money is all gone.
- I gambled it all away on your race horse.
- His jockey was too fat.

Exercise: Add a possessive adjective beside the subjective pronoun

1. Where are (you).....friends now?
2. Here is a postcard from (I).....friend Peggy.
3. She lives in Australia now with (she).....family.
4. (She).....husband works in Newcastle.
5. (He).....company builds ships.
6. (They).....children go to school in Newcastle.
7. (I).....husband and I want to go to Australia, too.
8. We want to see Peggy and (she).....family next winter.
9. (We).....winter!
10. Because it is (they).....summer.

Possessive Pronouns

Possessive pronouns are used to show possession. Like: **mine –his – hers – its – yours – theirs – ours**

Examples

1. The dog is mine.
2. The cat is yours.
3. My house is small.
4. Our house is big.
5. Its colour is red.

6. The ring is hers.
7. The bag is theirs.

Exercises: Add possessive adjectives or possessive pronouns:

- I saw book on table.
- hair is longer than
- My dog is better than dog.
- book is on desk?
- treasure is special.
- The house is and paint is flaking.
- Is car really that fast?
- We shall finally have what is rightfully
- mother gets along well with
- What's is, my friend.
- Never underestimate value to family.
- The dog is
- The cat is
- house is small.
- house is big.
- colour is red.
- The ring is
- The bag is

Reflexive Pronouns These are the ones that end in “self” or “selves.” They are object pronouns that we use when the subject and the object are the same noun.

myself - herself - himself - itself - yourself - yourselves - themselves - ourselves. They refer to the person or animal that is the subject of the verb.

Examples

1. I made this cake **myself**.
2. Be careful with the knife. You'll cut **yourself**.
3. Michael is looking at **himself** in the mirror.
4. Susan has hurt **herself**.
5. Our cat washes **itself** after each meal.
6. We organized the party all by **ourselves**.
7. Come in, children, and find **yourselves** a seat.
8. Baby birds are too young to look after **themselves**.
9. I told **myself** not to bet all my money on one horse.
10. The bookie hurt **himself** chasing me through the alley.

Exercise : Add a suitable reflexive pronoun:

1. I did not want to believe it and then I saw the UFO.....
2. The girl looked atin the mirror.
3. Freddy, you'll have to do your homework.....
4. You don't need to help them. They can do it
5. I introduced.....to my new neighbour.
6. Boys, can you make your beds?
7. She made.....a pullover.
8. What happens when a fighting fish sees.....in the mirror?
9. The father decided to repair the car.....
10. We can move the table.....

Demonstrative Pronouns

The words **this**, **these**, **that** and **those** are called demonstrative pronouns. They are showing words.

Examples

- It's a *wooden* table. (material)
- It's a *lovely* table. (opinion)
- It's a *broken* table. (observation)
- It's a *coffee* table. (purpose)

Exercise 1: Underline the adjectives in the following sentences.

1. There is an empty room upstairs.
2. It's a hot summer.
3. Don't be crazy.
4. This park is clean and green.
5. Many people exercise to keep healthy.
6. I think these eggs are rotten.
7. We are all bored. There isn't anything to do.
8. The pupils don't find the joke amusing.
9. James was absent because he was ill.

English can be very tricky, so you have to be careful, but a lot of English adjectives end with these suffixes:

-able/-ible – adorable, invisible, responsible, uncomfortable

- **-al** – educational, gradual, illegal, viral
- **-an** – American, Mexican, urban
- **-ar** – cellular, popular, spectacular, vulgar
- **-ent** – intelligent, potent, silent, violent
- **-ful** – harmful, powerful, tasteful, thoughtful
- **-ic/-ical** – athletic, energetic, magical, scientific
- **-ine** – bovine, canine, equine, feminine, masculine
- **-ile** – agile, docile, fertile, virile
- **-ive** – informative, native, talkative
- **-less** – careless, endless, homeless, timeless
- **-ous** – cautious, dangerous, enormous, malodorous

- **-some** – awesome, handsome, lonesome, wholesome

The Correct Order for Multiple Adjectives:

When you list several adjectives in a row, there's a specific order they need to be written or spoken in. Native speakers of English tend to put them in the correct order naturally, but if you're learning English, you'll have to memorize the order. It goes like this:

- **Determiner** – This means an article (a, an, the), a number or amount, a possessive adjective (my, his, her, its, your, our, their), or a demonstrative (this, that, these, those).
- **Observation/Opinion** – beautiful, expensive, gorgeous, broken, delicious, ugly
- **Size** – huge, tiny, 4-foot-tall
- **Shape** – square, circular, oblong
- **Age** – 10-year-old, new, antique
- **Color** – black, red, blue-green
- **Origin** – roman, English, Mongolian
- **Material** – silk, silver, plastic, wooden
- **Qualifier** – a noun or verb acting as adjective

Exercise 2: Add the correct endings to turn these words into adjectives.

wind – fool - gold – charm – friend – child - rot – love – danger -
interest - peace – dirt - storm – music - mud – nation - forget - dust

Comparison of Adjectives

We use **comparative adjectives** to describe people and things:

This car is certainly **better** but it's much **more expensive**.

I'm feeling **happier** now.

We need a **bigger** garden

We use **than** when we want to compare one thing with **another**:

She is two years older **than** me.

New York is much bigger **than** Boston.

He is a better player **than** Ronaldo.

France is a bigger country **than** Britain.

When we want to describe how something or someone **changes** we can use **two comparatives** with **and**

The balloon got **bigger and bigger**.

Everything is getting **more and more expensive**.

Grandfather is looking **older and older**.

We often use "the" with comparative adjectives to show that one thing **depends on another**:

- When you drive faster it is more dangerous
The faster you drive, the more dangerous it is.
- When they climbed higher it got colder
The higher they climbed, the colder it got.

Exercise: Choose the correct option for these comparative and superlative adjective sentences.

1. I am _____ my brother.

- a) taller than b) the tallest c) tallest

2. She is _____ student in her class.

- a) younger than b) the youngest c) young

3. The dog is _____ the cat.

- a) the older than b) older than c) the oldest

4. The red jacket is _____ than the blue jacket.

- a) expensiver b) more expensive c) most expensive

5. My mother is _____ in her family.

- a) the shorter b) the shorter than c) the shortest

6. I like sushi, but Chinese food is _____.

- a) better than b) the better c) the best

7. My drink is _____ of all the drinks.

- a) colder than b) the coldest c) the most cold

8. My sister is _____ student in her class.

- a) smarter than b) the smarter c) the smartest

9. Her brother is _____ soccer player on his team.

- a) the better b) better than c) the best

Adverbs

An **adverb** can be a word (incredibly) or a phrase (last night) that describes or modifies a verb, an adjective or another adverb, and sometimes a sentence, but not a noun or a pronoun

- I dreamed about you **last night**. (**Adverb**: last night; verb: dreamed)

- The monster was **incredibly** ugly. (**Adverb**: incredibly; adjective: ugly)
- The heart patient collapsed **quite suddenly**. (**Adverb**: suddenly; **Adverb**: quite)
- **Fortunately**, we were in time to buy the last tickets. (**Adverb**: fortunately modifying a sentence)

In many sentences, the adverb comes after the verb

He called **yesterday**.

- The train will arrive **soon**.
- He strove **hard** to reach the top.
- The patient is sleeping **soundly**.

Unlike **adjectives**, **adverbs** do not modify **nouns**.

Correct: That woman has a **beautiful** daughter. (**Adjective**)

Incorrect: That woman has a **beautifully** daughter. (**Adverb**)

Correct: He found the exam quite **hard**. (**Adjective**)

Incorrect: He found the exam quite **hardly**. (**Adverb**)

Correct: We heard a **loud** explosion and then saw **thick** smoke.
(**Adjective**)

Incorrect: We heard a **loudly** explosion and then saw **thickly** smoke. (**Adverb**)

Some **adverbs** and **adjectives** share the same word. Examples of such words include **far**, **hard**, and **long**.

• I got a pair of shoes **cheap** in the sale. (**Adverb**)

I got a **cheap** pair of shoes in the sale. (**Adjective**)

• We don't live **far** away from here. (**Adverb**)

Where we live isn't **far** from here. (**Adjective**)

- She worked quite **hard**. (**Adverb**)

She found the work quite **hard**. (**Adjective**)

- If we exercise regularly, we may live **longer**. (**Adverb**)

If we exercise regularly, we may live a **longer** life. (**Adjective**)

- You have written the name **wrong**. (**Adverb**)

You have written the **wrong** name. (**Adjective**)

Types of Adverbs

There are different kinds of adverbs expressing different meaning.

The following are some of the common ones.

Adverb of time

An adverb of time tells us when something is done or happens. We use it at the beginning or at the end of a sentence. We use it as a form of emphasis when we place it at the beginning. Adverbs of time include **afterwards, already, always, immediately, last month, now, soon, then, and yesterday**.

- He collapsed and died **yesterday**.
- His factory was burned down **a few months ago**.
- **Last week**, we were stuck in the lift for an hour.

Adverb of place

An adverb of place tells us where something is done or happens. We use it after the verb, object or at the end of a sentence. Adverbs of place include words such as **above, below, here, outside, over there, there, under, upstairs**.

- We can stop **here** for lunch.
- The schoolboy was knocked **over** by a school bus.

- They rushed for their lives when fire broke out in the floor **below**.

Adverb of manner

An adverb of manner tells us how something is done or happens. Most adverbs of manner end in –ly such as **badly, happily, sadly, slowly, quickly**, and others that include **well, hard, fast**, etc.

- The brothers were **badly** injured in the fight.
- They had to act **fast** to save the others floating in the water.
- At the advanced age of 88, she still sang very **well**.

Adverbs of degree

An adverb of degree tells us the level or extent that something is done or happens. Words of adverb of degree are **almost, much, nearly, quite, really, so, too, very**, etc.

- It was **too** dark for us to find our way out of the cave. (Before adjective)
- The referee had to stop the match when it began to rain **very** heavily. (Before adverb)
- Her daughter is **quite** fat for her age.
- The accident victim **nearly** died from his injuries.
- After all these years, she is still feeling **very** sad about her father's death.

Adverb of frequency

An adverb of frequency tells us how often something is done or happens. Words used as adverbs of frequency include **again, almost, always, ever, frequently, generally, hardly ever, nearly**,

always, never, occasionally, often, rarely, seldom, sometimes, twice, usually, and weekly.

- They were **almost** fifty when they got married.
- He hardly **ever** say something nice to his wife.
- While overseas, he **frequently** phoned home.
- She is not **nearly** always right although she thinks she is **always** right.
- He complained that she **never** smiled back.
- We only write to each other very **occasionally**.
- Peter **seldom** reads the Bible.
- **Sometimes** he stays late in the office to complete his work.
- Our cat was bitten **twice** by the same dog.
- The men **usually** propose marriage.

Like the comparison of adjectives, adverbs have three degrees of comparison:

the **Positive**, the **Comparative**, and the **Superlative**. Most adverbs end in **-ly**, and they form the Comparative with **more** and the superlative with **most**. The following shows some of the adverbs ending in **-ly**.

- The team played **brilliantly** against a stronger opponent.
(Positive)
- The team has to play **more passionately** to win more matches.
(Comparative)
- The team needs another striker in order to play **most effectively**.
(Superlative)

Positions of Adverbs

Adverbs occupy different positions in a sentence.

1. At the beginning of a sentence before the subject

Sometimes she gives me a lift to work.

Fortunately we got home before it started to rain.

Suddenly all the lights went out.

2. After the auxiliary verb and before the main verb

The father was **tragically** killed in a road accident.

The rain has **already** stopped when we arrived.

3. After the auxiliary verb (be) that is used as the main verb

She is **always** quick to point out other people's faults.

As usual, they are **very** late.

The boys were **incredibly** lucky to be alive after what happened.

4. Before the main verb if there is no auxiliary verb

Their parents **often** go to the cinema.

She **reluctantly** agreed to his proposals.

Your fat uncle **accidentally** knocked my vase of fresh flowers over.

5. After the main verb if there is no auxiliary verb

The sisters dressed **beautifully** for the occasion.

The tourist looked **carefully** at the antique before she bought it.

She spoke **loudly** to the crowd on women's issues.

6. At the end of a sentence

He admitted punching and kicking the man **repeatedly**.

Our old neighbour fell and hurt her leg **badly**.

Hey, you have not pronounced my name **correctly**.

Some adverbs have two adverbial forms each – one ends in –ly while the other one doesn't have –ly

Examples:

- He **freely** admitted to his mother that he had escaped from the prison.
- My barber friend let me have a haircut for **free**.
- The son is **nearly** as skinny as his father.
- Don't go too **near** to the tree; it could be struck by lightning.
- They had a real fight **shortly** before their marriage.
- We had to cut **short** the boat trip when everyone complained of feelings of seasickness

Exercise 1 Find the adjective in the first sentence and fill in the blanks with the corresponding adverb.

1. James is careful. He drives.....
2. The girl is slow. She walks.....
3. Her English is perfect. She speaks English.....
4. Our teacher is angry. She shouts.....
5. My neighbour is a loud speaker. He speaks.....
6. He is a bad writer. He write.....
7. Jane is a nice guitar player. He plays the guitar.....
8. He is a good painter. He paints.....
9. She is a quiet girl. She does her job.....
10. This exercise is easy. You can do it.....

Exercise :2 Underline the adverbs in the following sentences.

1. The man shouted loudly.
2. He arrived early.
3. The train has already left.
4. He drove carelessly.
5. The students talked noisily.
6. Let's go now.
7. The children are playing outside.
8. Come here!
9. Tom spoke politely to his teacher.
10. Have you seen Anne's cat anywhere?

Exercise 3 : Write the correct form of the words in brackets (adjectives or adverbs).

1. Liza is (quick)..... She walks.....
2. Nancy is a (careless).....girl. She drives her car.....
3. The man is (nice)..... He behaves.....
4. He was (bad).....injured. He had.....accident.
5. They can do the maths problems (easy)..... They think maths is an.....school subject.
6. Marie is a (good).....writer. She writes.....
7. It's a (beautiful).....drawn picture. it looks.....
8. Drivers must drive (slow).....in this road. It is a (dangerous).....road?
9. She smiled (happy)..... She had aface.
10. I did the homework (complete).....by myself. I'm an (autonomous).....student.

Prepositions

In grammar, a preposition is a word which is used before a noun, a noun phrase or a pronoun, connecting it to another word. Generally speaking one can classify prepositions in three groups: prepositions of time, prepositions of place and other types of prepositions.

Prepositions of Time

Prepositions of time indicate the period of time that something happens (during, from, since, throughout, until, etc.)

- I had a couple of terrifying nightmares **during** the night.
- She swears never to talk to me again **from** tomorrow.
- His girlfriend has been missing **since** last Sunday.
- He slept **throughout** the lecture.

Prepositions of time used to indicate a particular time (at, by, in, on, etc)

- I had a big argument with my grandma **at** lunchtime.
- The funeral should be over **by** five o'clock.
- The astrologer said I would be dead **in** five years.
- The boss is always sleepy **on** Monday mornings.

Prepositions of time used to indicate a particular time in relation to another (after, before, etc)

- I start to wonder whether I will be Heaven or Hell **after** death.
- I usually need to go to the toilet **before** having my breakfast.

Prepositions of place

Prepositions of place tell us the position of something (across, in, inside, on, outside, etc).

- The newly built bridge **across** the river has just collapsed.
- His alarm clock went off twice and he is still **in** bed.
- There was something like a snake **inside** the dark cage.
- There was a fly **on** the bull's nose.

- I fell asleep while waiting **outside** the clinic for my turn.

Prepositions of place tell us the position of something in relation to another (behind, beside, between, in front, near, etc)

- **Behind** his farmhouse was a big scary scarecrow.
- I sat **beside** a snoring lady in the cinema.
- There is an awkward gap **between** her two front teeth.
- Someone parked a tractor **in front** of our house.

3. Prepositions of Direction

These prepositions show direction of movement to somewhere (into, onto, to, etc).

- A fly got **into** his soup while he was drinking it.
- I must have put the pumpkin **onto** someone else's trolley in the supermarket.
- The teacher has gone **to** the loo again.

These prepositions show direction of movement from somewhere (away from, from, off, etc).

- He warned them to keep **away from** his daughter.
- Two tigers in the circus have escaped **from** their cage.
- The strong wind blew the wig **off** his head

Exercise 1: Use an appropriate preposition

1. I'll probably see the group leader ___ Friday.
2. We first visited the gold mine _____ 1999.
3. The little secret is written _____ page 999.
4. We are moving house _____ about a month's time.
5. _____ three days' time the derelict building will be demolished.
6. Sometimes I read _____ my room _____ the evening.
7. He was injured _____ the left arm _____ a fight with a dog.
8. The full moon comes _____ the fifteen of the month.
9. _____ that night there will be a torch-light procession.
10. They live _____ mulberry Drive _____ that village _____ the Austrian border.

Exercise 2: Use one of the following words to fill in each blank

below: at – from – of – to – with

1. He was absent _____ this year's ostrich racing event.
2. A number of uninvited guests were present _____ her wedding.
3. He is late again even though he lives within a mile _____ here.
4. I wonder who's the crazy one who filled my shoes _____ sand.
5. Look closely at my eyes and you will find one is different _____ the other.
6. We love our uncle and are always ready _____ help him do anything.
7. His lawyer said he is innocent _____ the crime of cannibalism.
8. I just can't beat him even if I pray. He's always excellent _____ playing board games.
9. Do we have to learn to be patient _____ our elderly neighbour who always plays loud music?

10. Why do you have to tell me the advantages _____ using a computer?

Exercise 3: In each exercise put a suitable preposition in each blank space.

1. I hope to get married early _____ December but I must find a woman _____ the end of this month.
2. He doesn't like to admit that he has virtually no hope _____ striking the lottery jackpot.
3. I'll probably dance with her but _____ only about a minute or two.
4. I was thinking _____ a suitable day _____ our journey _____ the Gobi Desert _____ foot.
5. Put that naked statue _____ me _____ the corner _____ the room, please.
6. The man _____ charge _____ the team is a bad loser. He always behaves badly.
7. He took us _____ a drive _____ the pouring rain _____ the island.
8. She comes _____ school _____ a taxi but goes home _____ bus.
9. We decided to picnic and build sandcastles _____ the beach _____ the middle _____ a cold moonlit night.
10. He failed _____ his second attempt to pass her exam, and had to stay _____ college _____ another year.
11. They are all fifteen except Peter whose fifteen birthday was _____ the fifth _____ last month.
12. When a mouse scurried _____ the floor, she jumped _____ the table.

13. She tidied the whole house in preparation _____ the visit of her pen friend _____ Japan.
14. The floor shook _____ the loud explosion which occurred just _____ midnight.
15. There was nothing to prevent me _____ setting up business _____ the residential premises.
16. His car swerved _____ the road when he tried to avoid a ghostly figure _____ a white dress standing _____ his way.
17. Despite living _____ the ripe old age _____ 100, she never experienced loss _____ hearing which often occurs _____ old age.
18. My parents work _____ a farm but my brother works _____ a circus _____ a clown _____ other jobs.

Conjunctions

A conjunction is a linking word such as **and**, **or**, **but**. Conjunctions are used to connect words or sentences. A conjunction may link two or more than two words or sentences.

Examples

The animal is large **but** timid. It's cold, wet **and** windy today.
 Is this a sheep **or** a goat? A horse, a zebra **or** a donkey?

The words **before**, **after**, **as**, **when**, **while**, **until**, **since**, are also conjunctions. They tell when something happens, so they are called conjunctions of time.

Examples

1. Maggie could play the piano before she was five.
2. I always brush my teeth after I've had my breakfast.

3. You have grown taller since I saw you last.
4. Wait here until I come back.
5. Tran saw an accident while he was walking home.
6. Take all your belongings with you when you leave the plane.

Exercise 1 :Complete these sentences with "and", "but" or "or".

1. I asked for some bread _____ butter.
2. Mr. _____ Mrs. Chen have three children.
3. Maggie is a good singer _____ a poor dancer.
4. We wish you a Merry Christmas _____ a Happy New Year.
5. Is their new baby a boy _____ a girl?
6. The dictionary has 1000 words _____ 200 drawings.
7. Sue is taller than Nat _____ shorter than Mike.
8. Are you going by train _____ by bus?

Exercise 2 :Put the right conjunctions to complete the following sentences. (when, while, as, before, after, since, until)

1. Jack always brushes his teeth _____ he has eaten a meal.
2. It started to rain _____ the children were playing in the garden.
3. Let's go home _____ it gets dark.
4. Give this letter to Anne _____ you see her.
5. She has known Jack _____ he was a child.
6. The party began at 8:00 P.M. and lasted _____midnight.
7. Alice looked unhappy _____ she walked in.