

Fayoum University

Computer Science & Information Technology

First Year

English Language 2

2022/2023

English Language 2

**Computer Science & Information
Technology**

Course Description

Fayoum University

Faculty of Computers & Information

Course Title: English Language 2

Course Code & Number:

Credit Hours: 2 hours

Pre-requisite: English Language 1

Introductory Unit

Section I: Listening



Activity 1: Listen to people calling Dr. Hilda, a counselor on a radio talk show. Complete the chart.

1. The problem of caller 1:

2. What the caller did?

3. The problem of caller 2:

4. What the caller did?

5. The problem of caller 3:

6. What the caller did?

 **Activity 2:** Listen again. According to Dr. Hilda, what should each caller have done?

SectionII : Speaking

IELTS Speaking

Describing People

A. Describe a well-known person

You should say:

- ✓ Who he/she is?
- ✓ What makes him/her famous?
- ✓ Why you admire him/her?

Discussion:

1. Do you want to become famous?
_____.

2. How to become a well-known person?
_____.

3. What kind of people can become famous?
_____.

4. What are the advantages and disadvantages of being famous?
_____.

5. What do you think of the privacy of a well-known person?
_____.

6. What do you think of the relationship between a well-known person and advertising?
_____.

7. Would you be influenced by the well-known persons in TV commercials?
_____.

Section III: Reading

A Typical PC

Computer essentials

Monitor, CPU (central processing unit), webcam, mouse, keyboard, modem, printer, speakers, CD/DVD drive, software, e.g. word processor

Parts of a computer

A computer is an electronic machine that accepts, processes, stores and outputs information. A typical computer consists of two arts: hardware and software. Hardware is any electronic or mechanical part of the computer system that you can see or touch.

Software is a set of instructions, called a program, which tells a computer what to do. There are three basic hardware sections.

1. The CPU is the heart of the computer, a microprocessor chip which processes data and coordinates the activities of all the other units.
2. The main memory holds the instructions and data which are being processed by the CPU. It has two main sections: RAM (random access memory) and ROM (read only memory).
3. Peripherals are the typical units attached to the computer. They include: Input devices, which let us enter data and commands (e.g. the keyboard and the mouse); Output devices which let us extract the results (e.g. the monitor and the printer); Storage devices, which are used to store information permanently (e.g. hard disks and DVD-RW drives); Disk drives are used to read and write data on disks.

At the back of a computer there are ports into which we can plug external devices (e.g. a scanner, a modem, etc.). They allow communication between the computer and the devices.

Functions of a PC: input, processing, output, storage

- We enter a data with a keyboard, a webcam, etc.
- The data is manipulated according to program instructions.

- We keep data and programs in memory systems where they are available for processing.

Questions:

A. Read these quotations and say which computer essential they refer to.

1. "Accelerate your lifestyle by choosing a Pentium at 4.3 GHz."
2. "Right-click to display a context-sensitive menu."
3. "You will see vivid, detailed images on a 17 display"
4. Use it when you want to let the grandparents watch the new baby sleeping."
5. Press any key to continue."

B. Match the terms with its definitions.

- | | |
|-----------------|--|
| 1. CD/DVD drive | a. any socket into which a peripheral may be connected |
| 2. speaker | b. device used to produce voice output and play back music |
| 3. modem | c. mechanism that reads and/or writes to optical discs |
| 4. port | d. device that converts data so that it can travel over the internet |

C. Complete the sentences with words from the text.

1. Computeris the visible or audible result of data processing-information that can be read, printed or heard by the user.
2. The CPU will process data as instructed by the programs you're runningincludes functions like calculating, sorting, editing drawing and searching.
3. DVDs are expected to replace CDs asdevices.
4. As a scanner, the Sigma-100 can be used tophotographs as well as documents into the computer.

Section IV: Grammar

Expressing Obligation (must/ have to)

Both **Must** and **have to** express obligation or necessity, but there are some small differences:

1. **Must** expresses **the speaker's feelings**, whereas **have to** expresses, above all, **an impersonal idea**:

Examples

You must come. You are obliged to come (I require that you come).

You have to come. You are obliged to come. (There's a rule requiring you to come).

Must I wear this tie? Am I obliged to wear this tie? (What do you think?)

Do I have to wear this tie? Am I obliged to wear this tie? (Is there a rule about ties?)

2. **Have to** mainly expresses **general obligations**, while **must** is used for **specific obligations**:

Examples

I have to brush my teeth twice a day. (general)

I must tell you something. (specific)

Note : To express obligation, duty or necessity **in the future or the past**, **must** and **need** are not used. They are replaced by **have to**:

Examples

We must (need to) buy another ticket. (Present)

We had to buy another ticket yesterday. (Past)

We'll have to buy another ticket later. (Future)

* However, in their negative forms, **mustn't** and **don't have to** have completely different meanings:

- **Mustn't** expresses prohibition

You mustn't drive. You are prohibited to drive. You are not allowed to drive.

- **Don't have to** expresses the absence of obligation or necessity:

You don't have to drive. You are not obliged to drive (but you can if you want to).

Exercise : Use *must*, *musn't*, *have to*, or *don't have to* where necessary:

1. I ----- wear a tie; I do it because I like wearing ties.
2. You ----- smoke in here; smoking is not allowed.
3. I ----- be late. It is the most importanat meeting of the year.
4. You ----- go now; you can stay a bit longer.
5. Visitors to the zoo ----- feed the animals.
6. You ----- drive so fast. We have a lot of time.
7. We ----- cook more; we hav eough food.
8. You ----- put salt in her food; the doctor said she can't eat.

Section V: Writing

Write a paragraph on "How to be a Successful Programmar" using *must*, *musn't*, *have to*, *don't have to*.

Part 1

Listening & Speaking

A. Conversations

Conversation 1

Activity 1: Number the sentences in each conversation from 1-5

Ted: Fine, it's nice to meet you, Kate. _____

Ted: Hi, Lisa. I'm good. How about you? _____

Lisa: Hello, Ted. How are you? ____¹ _____

Kate: Hello, Ted. How are you doing? _____

Lisa: I'm great. Oh, Ted, this is my friend Kate. _____

Conversation 2:

Akiko: Oh. Well, Bill, this is Toby. Toby, Bill. _____

Toby: No, we don't. _____

Bill: It's good to meet you , too, Toby. _____

Akiko: Do you two know each other? _____

Toby: Good to meet you, Bill. _____

A. Listening:  Listen to conversations 1 and 2, then check your answers.

B. Practice: Work in groups of three. Practice conversations 1 and 2.
Use your real names.

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

Assignment

Introduce yourself to a new colleague while answering the following questions

- a. What is your family name?
- b. Where are you from?
- c. Where do you live?
- d. Why did you join your current college?
- e. What are your hobbies?
- f. What kind of books and movies do you like?

Conversation 3

Activity 1: Choose a statement or question from the box to complete the following conversation:

- a. Let's take turns asking the questions.
- b. Let's compare answers.
- c. Whose turn is it?
- d. What should we do now?
- e. Why do you think...?
- f. Who wants to go first?
- g. Let's work together.
- h. Just a moment, please. I'm not quite ready.

Su Jin: Ok, I'm done. Let's work together.

Let's see if we agree on the answers.

Misha: Just _____ . One more minute. ... Ok.

Raul: Let's _____ . I think the first picture is number 2 and the second is number 1.

Misha: I agree.

Su Jin: Me, too. What _____ ?

Misha: I'll ask you the questions. You answer them.

Su Jin: Wait! Let's _____. That way, everyone asks and answers questions.

Misha: good idea. Who _____ ?

Raul: I'll go first. What are your hobbies?

Su Jin: I like to ride my bike. How about you, Misha?

Misha: I like to sing in the shower. Hey, singing is good for you! Whose
_____?

Su Jin: I think it's Raul's.

Raul: OK. But first I have another question for Misha.

Why_____?



B.Listening: Listen to check your answers.

C.Practice: Work in groups of three. Practice the previous conversation.

Use your real names.

Assignment

What can you say in each of the following situations? Use statements and questions you have studied in activity 1.

1. You don't know what to do next.

2. You want to work as a group.

3. You don't know who wants to go first.

4. You don't know whose turn it is.

5. You want to see or hear your partner's answers.

6. You want to find out someone's opinion.

7. You aren't ready to begin, and you need more time.

8. You don't want the same person to always ask the questions.

Conversation 4:



Activity 1: Listen to people calling Dr. Hilda, a counselor on a radio talk show. Complete the chart.

The problem of caller 1:

What the caller did?

The problem of caller 2:

What the caller did?

The problem of caller 3:

What the caller did?



Activity 2:  Listen again. According to Dr. Hilda, what should each caller have done?

Conversation5:

Activity 1: Listen and Practice.

Pete: Hey, Gina! I haven't seen you in ages. What have you been doing lately?

Gina: Nothing exciting. I've been working two jobs for the last six months.

Pete: How come?

Gina: I'm saving up money for a trip to Morocco.

Pete: Well, that's exciting.

Gina: Yeah, it is. What about you?

Pete: Well, I've only been spending money. I'm pursuing a full-time modeling career.

Gina: Really, How long have you been modeling?

Pete: Since I graduated. But I haven't been getting any work. I need a job soon. I'm almost out of money!

Activity 2:

Listen to two other people at the party. What has happened since they last saw each other?

B.Speaking

IELTS Speaking

Lesson 1

Describing People

B. Describe a well-known person

You should say:

- ✓ Who he/she is?
- ✓ What makes him/her famous?
- ✓ Why you admire him/her?

Discussion:

1. Do you want to become famous?

2. How to become a well-known person?

3. What kind of people can become famous?

4. What are the advantages and disadvantages of being famous?

5. What do you think of the privacy of a well-known person?

6. What do you think of the relationship between a well-known person and advertising?

7. Would you be influenced by the well-known persons in TV commercials?

Lesson 2

Describing Places

Describe a restaurant or a cafe.

You should say:

- ✓ Where it is?
- ✓ What it looks like?
- ✓ What kind of services are provided?
- ✓ What kind of food you like there/ What kind of food is famous?
- ✓ Why you like it?

Discussion:

1. Do you like cooking?

Will you cook for your friends when they visit you?

Who cooks in an Egyptian family?

What do you think of the advantages and disadvantages of fast food?

Why is fast food so popular?

Where would Egyptians go when they eat out?

What changes would take place in terms of Egyptian eating habits?

What food is popular?

What is the difference between fresh food and canned food?

2. What are the advantages and disadvantages of family food?

Lesson 3

Stress

Activity 1:

Rank the following occupations in order of how stressful you think they are then compare your list with your partner's.

Doctor – mother – student - personal assistant – miner – lawyer - computer programmer – salesperson - advertising executive – accountant - fire-fighter – teacher - police officer – politician.

Activity 2:

Use the following questions to begin a conversation with your partner.

1. How do you know when you are suffering from stress? What are the symptoms?
2. Do you get stressed easily? Why/not?
3. What do you do to reduce the stress in your life? How do you relax? How often do you relax?
4. Have you ever tried acupuncture, massage, hypnotherapy, etc. to help you to cope with stress? How helpful was it?/How helpful do you think it would be?
5. What circumstances stress you the most?
6. Do you think life is more stressful now than in the past? Why/not?
7. Do you think life in general (and your life in particular) will become more or less stressful in the future?
8. Which life events (e.g. losing your job, taking an exam, starting a new job, getting married, learning to drive, etc.) do you think are the most stressful?
9. What do you do to help your family and friends when they are stressed?
10. To what extent do you agree with the following statement? ‘When people say they can’t handle stress they mean they can’t handle responsibility’.

Lesson 4

Conversation Test

Section 1

Read each situation and circle your answer:

- 1. What is the best way to introduce yourself at a party?**
 - a. Say hello and give your full name.
 - b. Say hello and give your first name only.
 - c. Say hello only.
- 2. When you want to check important details, you should**
 - a. wait and then repeat the important information back to the speaker.
 - b. make notes and check later.
 - c. Interrupt the speakers to ask them to repeat.
- 3. Which of these expressions can you use to give someone advice?**
 - a. I think you should
 - b. Do you think you could?
 - c. Would you mind?
- 4. What should you say if someone says a word or expression you don't understand?**
 - a. Sorry, what do you mean?
 - b. I can't understand what are you saying.
 - c. Can you speak a bit more slowly, please?
- 5. Your hotel room is too dark and you call reception. What is the best thing to say?**
 - a. Come and replace the light.
 - b. Sorry, but the light in my room doesn't work.
 - c. Please, repair the light in here.

6. When an immigration officer asks you for information , should you

- a. reply, then ask a question?
- b. answer and give as much detail as possible?
- c. give only the information they ask for?

7. You are on a bus. It's hot and you want to open a window.

What should you say to the person next to you?

- a. Would you mind if I open a window?
- b. I want to open a window.
- c. I'm going to open this window.

8. A friend suggests going to a museum. Which is the most polite way to say you don't want to go?

- a. No, I don't to do that.
- b. I'd rather not do that.
- c. That's a terrible idea.

9. Which of these is not a good topic for making small talk?

- a. Family
- b. Weather
- c. Politics

10. Which sentence is most polite?

- a. I'll take your bag.
- b. Give me your bag.
- c. May I take your bag.

Part II

Reading Comprehension

Passage 1

Activity: Read the passage below and answer the questions that follow

Computers are machines that can help us in many ways. But they cannot think or do things on their own. Humans have to feed them with information and tell them what to do with it. They cannot come up with any new information. But they can save much time and work. For example, all the information and the office files can be stored in a computer's "memory". If a clerk were to trace any information from a particular file, the computer would only take seconds to find it. It would take a clerk days or even weeks to go through every file if no computers were used.

The first computers were huge and costly. They filled up almost the whole floor of large offices. Later, because of the usefulness and demand for computers in business, scientists soon found ways to produce cheaper and smaller computers. They invented chips which made it possible to store more information in less space.

Today, computers are not only cheaper, but also *more compact*. They can just be placed on top of an ordinary writing table. They can even be carried from place to place easily. Computers are not only used in offices by companies, but they are also used at home, by families who can afford them.

Robots, on the other hand, are not mechanical people. They are only moving parts controlled by a computer. A robot can do the same work for twenty four hours, and yet, it does not complain or get tired. In the United States robots are computers that tell them where to guard and what to do.

These robots are programmed to listen for certain noises and signals for help in case of trouble or danger.

In Japan and in some places in America, robots are used in factories to assemble cars. As computers become more common businesses and factories, people fear the tone day computers and computer controlled robots will put human workers out of work.

Assignment

1. Why do humans have to feed the computers with information and tell them what to do?

- A. Because computers can save time and work.
- B. Because computers cannot think or do things on their own.
- C. Because computers can store office information in their memory.
- D. Because computers can help us in many ways.

Answer:

2. Why did the first computers fill up almost the whole floor?

- A. Because they were huge and costly.
- B. Because of the usefulness and demand for computers in businesses.
- C. Because the office floor was small.
- D. Because they were huge.

Answer:

3. Find a word in the passage that has the same meaning as *more compact*.

- A. Huge
- B. Cheaper
- C. Smaller
- D. Costly

Answer:

4. Which of the following statements is NOT TRUE ?

- A. Robots are controlled by a computer.
- B. Robots are mechanical people.
- C. Robots do not get tired of working.
- D. Robots guard factories and museums in the United States.

Answer:

5. Humans fear that one day computers and robots.

- A. are busier than humans.
- B. are cleverer than humans.
- C. will make humans jobless.
- D. will make humans listen to certain noise.

Answer:

6. The **BEST title for this passage would be.**

- A. Computers and Robots.
- B. Old and New Computers.
- C. Robots are Security Guards.
- D. The Electronic Invention.

Answer:

Passage 2:

Physical fitness is a pre-requisite for experiencing a satisfying and fruitful life full of joys and fulfillment. Barring a small minority, most humans are healthy when they are young. By the time they are in their teens, their interests and tastes start to surface. Some like to read and write. Others develop talents that they discover in themselves. The concern about settling in a job that brings a good salary is the primary objective for most people. Other than for the exceptionally talented, this means a dreary existence where financial security is given greater importance than one's own personal enjoyment.

Up until the recent past, rest and recreation were viewed by many as irresponsible and self-indulging. It was opined to be an expression of selfishness, with hardly any economic benefit. This evaluation was proven to be fallacious with the discovery of stress as a malady. When people started to 'feel tired' even in the absence of physical exertion it made doctors and scientists wonder about the phenomenon.

Previously, stress was nearly always viewed as beneficial as it made people rise up to challenges and even become creative. The normal remedy to being tired is to rest. Doctors started to ask why a person in a sedentary job, with little physical exertion could feel abnormally tired.

Studies showed that those with hobbies and those who indulged in physical activity that resulted in bodily tiredness were less stressed. The importance of rest and recreation thus came into consideration as a remedy for stress.

Today, attitudes have changed to such an extent that rest and recreation are now considered essentials to a healthy and satisfying existence. Sports, games and other forms of physical exertion are now identified as

absolutely necessary for a healthy body and hence a healthy mind. For the first time in human history, mental health has been given an equal footing to physical health.

This has led to the emergence of various sciences that deal exclusively with a person's mental health. Gone are the days when 'mentally imbalanced' meant 'stark raving mad. Today, mental imbalance is accepted as a natural phenomenon and is more often than not addressed by counseling, by qualified professionals. Traumatic experiences like grief, disease, natural and unnatural disaster (like financial ruin due to various reasons) are all treated successfully with psychological counseling. It helps victims in such stressful situations to recover from their bad experiences in a shorter space of time and become productive, self-respecting, respectable citizens again.

The parameters to physical and mental balance have been clearly identified. They are regular physical examinations, a proper balance of rest and recreation, contact with loved ones, friendship and companionship. Today, being employed no longer just means being present to do one's work each day. Today, being employed also means having annual medical check-ups, eating right, being involved in physically exertive activities, attending seminars to enhance one's mental training and attending annual dinners.

Gone are the days when there was a single guideline on what is good decorum and discipline. Today's attitude is such that there is acceptance to how children, youngsters, teenagers, youths, adults and the aged behave differently. Creches and kindergartens cater to the needs of children. Today, on the other extreme, we have homes for the aged that cater to the needs of the elderly. This is a direct result of the development of sciences that deal with physical and mental balance of various ages.

In the age of the digital revolution, we may expect more inventions that constantly analyse our physical and mental balance on a more regular basis. When we wear devices that monitor our health constantly, the annual medical check-up will surely become obsolete. The validity of constant information retrieval about our physical and mental balance may best be seen in the case of the pilot who deliberately crashed a plane full of people. He was already proven to have psychological problems. But the information was hidden from the authorities.

Assignment:

Answer the following questions using complete sentences

1. **From paragraph 1**, what is the pre-requisite for a life full of joys and fulfillment?

.....

2. **From paragraph 2**, what was viewed as irresponsible and self-indulging?

.....

3. **From paragraph 2**, what discovery led to the validity of rest and recreation?

.....

4. **From paragraph 4**, who were the less stressed people?

.....

5. **From paragraph 6**, what did mentally imbalanced mean. In your own words, what does it mean today?

.....

6. **From paragraph 8**, how has today's attitude changed in relation to people of different ages?

.....

7. What is the other extreme of creches and kindergartens stated ?

.....

8. In your own words, what characteristic of a human life is enhanced with good physical and mental balance?

Characteristic:

Reason:

.....

.....

.....

9. Based on the passage, write a summary of :

- **The importance of physical and mental balance:**

.....
.....

- **The good that still happens despite being sickly and physically handicapped**

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

Passage 3

HUMAN DEVELOPING

When early humans hunted and gathered food, they were not in control of their environment. They could only interact with their surroundings as lower organisms did. When humans learned to make fire, however, they became capable of altering their environment. To provide themselves with fuel they stripped bark from trees, causing the trees to die. Clearings were burned in forests to increase the growth of grass and to provide a greater grazing area for the wild animals that humans fed upon. This development led to farming and the domestication of animals. Fire also provided the means for cooking plants which had previously been inedible. Only when the process of meeting the basic need for food reached a certain level of sophistication was it possible for humans to follow other pursuits such as the founding of cities.

Questions

- 1. This passage is mainly concerned with ----.**
 - A) the evolution of farming techniques
 - B) the role of hunting as a source of food
 - C) how the discovery of fire changed the development of mankind
 - D) basic food-gathering techniques of early humans
 - E) how people supplied themselves with food prior to the discovery of how to make fire

- 2. One can infer from the passage that the discovery of how to make fire ---**
 - A) improved the hunting skills of early humans
 - B) caused early humans to interact with their surroundings as lower organisms did

- C) taught early humans how to live with lower organisms
- D) increased alimentary options for early humans
- E) made easier for early humans to gather food

3. As we understand from the passage, early humans ----.

- A) didn't eat plants before they learned how to control fire
- B) used fire as a tool to alter their surroundings
- C) gained better control of their environment when they learned to live with lower organisms
- D) started to maintain their food supply by hunting and gathering food when they started cooking with fire
- E) were the prey of many predators

Passage 4

Programming

Programming languages

Programming is the process of writing a program using a computer language. A program is a set of instructions which a computer uses to do a specific task (e.g. a solution to a Maths problem).

The only language a PC can directly execute is machine code, which consists of 1s and 0s. This language is difficult to write, so we use symbolic languages that are easier to understand. For example, assembly languages use abbreviations such as ADD,SUB, MPY to represent instructions. The program is then translate into machine code by software called assembler.

Machine code and assembly languages are called low-level languages because they are closer the hardware.

High-level languages, however, are closer to human languages; they use forms resembling English, which makes programming easier. The program is translate into machine cod by software called a compiler. Some examples are:

- FORTRAN- used for scientific and mathematical applications.
- COBOL- popular for business applications.
- BASIC- used as a teaching language; Visual BASIC is now used to create Windows applications.
- C- used to write system software; graphics and commercial programs.
- Java- designed to run on the Web; Java applets are small programs that run automatically on web pages and let you watch animated characters, and play music and games.

The languages used to create Web documents are called markup languages; they are instructions (markups) to format and link text files. Examples are:

- HTML- the code used to create Web pages
- Voice XML- it makes Internet content accessible via speech recognition and phone. Instead of using a web browser on a PC, you use a telephone to access voice-equipped websites. You just dial the phone number of the website and then give spoken instructions, commands, and get the required information.

Steps in writing a program

To write a program, software developers follow those steps.

-First they try to understand the problem and define the purpose of the program.

- They design a flowchart, a diagram which shows the purpose of the logical steps of the program.
- Next they write the instructions in a high-level language (Pascal, C, etc).

This is called coding. The program is then compiled.

- When the program is written, they test it: they run the program to see if it works and use special tools to detect bugs, or errors. Any errors are corrected until it runs smoothly. This is called debugging, or bug fixing.
- Finally, software companies write a detailed description of how the program works, called program documentation. They also have a maintenance program. They get reports from users about any errors found in the program After it has been improved, it is published as an updated version.

Questions

A. Match the terms from A opposite with their definition.

- | | |
|-------------------------|--|
| 1. Programming | a. basic language which consists of binary codes. |
| 2. machine code | b. programming language such as C, Java or Visual BASIC |
| 3. assembly language | c. writing computer programs |
| 4. high-level language | d. low-level language translated into machine code by an assembler |
| 5. Java applet | e. software which converts a source program into machine code |
| 6. Compiler for the web | f. language used to create and format documents |
| 7. markup language | g. small self-contained program written in Java |

Passage 5

Chess

Chess is called the game of kings. It has been around for a long time. People have been playing it for over 500 years. Chess is based on an even older game. The chess we play today is from Europe. It is a two-player game. One player uses the white pieces and the other player used the black pieces. Each piece moves in a special way. One piece is called the king. Each player has the same set of pieces. The player take turns moving their pieces. The game ends when a player loses his or her king.

There are a few more rules, but those are the basics.

Some people think that chess is more than a game. They think that it makes the mind stronger. Good chess players use their brain and time to make their moves. Playing chess makes the brain very active and increases the intelligence – the ability to acquire and apply knowledge and skills. These skills help us in our life also and aids us to take the right decisions in life. Chess is a kind of workout of the mind.

There is another type of chess which can be played within short time limits. It is called Blitz chess. In Blitz chess, each player gets ten minutes to use for the whole game. The players' clock runs during their turn. Each player hits the time after his or her move. This stops the clock. It also starts the other player's clock. If a player runs out of time, he loses the game. Games of blitz chess are fast-paced, i.e. moving very quickly.

Chess is not for people only. Computer also have been playing chess since the 1970s. At first they did not play well and made mistakes. As time went on they grew stronger. In 1997, a computer called Deep Blue had beaten the best player in the world for the first time.

Questions

- 1.** How does the game of chess end according to the passage?

.....

- 2.** Why is Blitz chess different from Regular chess?

.....

- 3.** Is playing chess good for people? Give reasons for your answer.

.....

- 4.** Which type of chess is more challenging?

.....

B. Fill in the blanks with words from the above passage.

5. The best chess player in the world was defeated by

6. The word **fast-paced** means

7. Chess is called

8. The word **intelligence** means

Part III

Grammar

Sentence Structure

A. Independent clause:

An independent clause can stand alone as a sentence. It contains a subject and a verb and is a complete idea.

(S+ V + Object) :

I like *spaghetti*.

He reads *many books*.

B. Dependent clause:

A dependent clause is not a complete sentence. It must be attached to an independent clause to become complete. This is also known as a subordinate clause.

- **Although I like sushi,...**
 - **Because he reads many books,...**
-  **Subject:** A person, animal, place, thing, or concept that does an action. Determine the subject in a sentence by asking the question “Who or what?”
- **I** like reading.
 - **He** reads many books.
-  **Verb:** Expresses what the person, animal, place, thing, or concept does. Determine the verb in a sentence by asking the question “What was the action or what happened?”
- I **like** reading.

- He reads many books.
- The movie is good. (The *be* verb is also sometimes referred to as a copula or a linking verb. It links the subject, in this case "the movie," to the complement or the predicate of the sentence, in this case, "good.")

 **Object:** A person, animal, place, thing, or concept that receives the action. Determine the object in a sentence by asking the question “The subject did what?” or “To whom?/For whom?”

- I like sushi.
- He reads many books.

 **Prepositional Phrase:** A phrase that begins with a preposition (i.e., in, at for, behind, until, after, of, during) and modifies a word in the sentence. A prepositional phrase answers one of many questions. Here are a few examples: “Where? When? In what way?”

- I like sushi for dinner.
- He reads many books in the library.

Exercises:

A. Identify the wrong part in the following sentence:

a . A no-smoking program has help overweight people reduce their risk of heart attacks or their need for surgery by 63 percent.

- a. A
- b. reduce
- c. need
- d. help

b. For decades the food industry has been known serving up sugary or fat-laden products, promoted with ceaseless advertising.

1. For decades
2. promoted with
3. ceaseless
4. has been known

B. Identify the type of the underlined parts in the following sentences:

- a. Richard is a doctor.
- b. They work in an international school.
- c. Sara missed the train because she got up late.
- d. My two sisters are pharmacists.
- e. He works hard.
- f. He won two million dollars.

1. Parts of Speech

Word types can be divided into nine parts of speech:

- Nouns
- Pronouns
- Verbs
- Adjectives
- Adverbs
- Prepositions
- Conjunctions
- Articles/determiners
- Interjections

- ✓ Some words can be considered more than one part of speech, depending on context and usage.
- ✓ Interjections can form complete sentences on their own.

The 9 Parts of Speech

Read about each part of speech below and get started practicing identifying each.

Noun

Nouns are a person, place, thing, or idea. They can take on a myriad of roles in a sentence, from the subject of it all to the object of an action. They are capitalized when they're the official name of something or someone, called *proper nouns* in these cases. Examples: *pirate, Caribbean, ship, freedom, Captain Jack Sparrow*.

Pronoun

Pronouns stand in for nouns in a sentence. They are more generic versions of nouns that refer only to people. Examples: *I, you, he, she, it, ours, them, who, which, anybody, ourselves*.

Verb

Verbs are action words that tell what happens in a sentence. They can also show a sentence subject's state of being (*is, was*). Verbs change form based on tense (present, past) and count distinction (singular or plural). Examples: *sing, dance, believes, seemed, finish, eat, drink, be, became*

Adjective

Adjectives describe nouns and pronouns. They specify which one, how much, what kind, and more. Adjectives allow readers and listeners to use their senses to imagine something more clearly. Examples: *hot, lazy, funny, unique, bright, beautiful, poor, smooth.*

Adverb

Adverbs describe verbs, adjectives, and even other adverbs. They specify when, where, how, and why something happened and to what extent or how often. Examples: *softly, lazily, often, only, hopefully, softly, sometimes.*

Preposition

Prepositions show spacial, temporal, and role relations between a noun or pronoun and the other words in a sentence. They come at the start of a prepositional phrase, which contains a preposition and its object. Examples: *up, over, against, by, for, into, close to, out of, apart from.*

Conjunction

Conjunctions join words, phrases, and clauses in a sentence. There are coordinating, subordinating, and correlative conjunctions. Examples: *and, but, or, so, yet, with.*

Articles and Determiners

Articles and determiners function like adjectives by modifying nouns, but they are different than adjectives in that they are necessary for a sentence to have proper syntax. Articles and determiners specify and identify nouns, and there are indefinite and definite articles. Examples: articles: *a, an, the*; determiners: *these, that, those, enough, much, few, which, what.*

Some traditional grammars have treated articles as a distinct part of speech. Modern grammars, however, more often include articles in the category of determiners, which identify or quantify a noun. Even though they modify nouns like adjectives, articles are different in that they are essential to the proper syntax of a sentence, just as determiners are necessary to convey the meaning of a sentence, while adjectives are optional.

Interjection

Interjections are expressions that can stand on their own or be contained within sentences. These words and phrases often carry strong emotions and convey reactions. Examples: *ah, whoops, ouch, yabba dabba do!*

How to Determine the Part of Speech

Only interjections (*Hooray!*) have a habit of standing alone; every other part of speech must be contained within a sentence and some are even required in sentences (nouns and verbs). Other parts of speech come in many varieties and may appear just about anywhere in a sentence.

To know for sure what part of speech a word falls into, look not only at the word itself but also at its meaning, position, and use in a sentence.

For example, in the first sentence below, *work* functions as a noun; in the second sentence, a verb; and in the third sentence, an adjective:

- *Bosco showed up for work two hours late.*
 - The **noun work is the thing** Bosco shows up for.
- *He will have to work until midnight.*
 - The **verb work is the action** he must perform.
- *His work permit expires next month.*
 - The attributive noun [or converted adjective] *work* modifies the noun *permit*.

Learning the names and uses of the basic parts of speech is just one way to understand how sentences are constructed.

Dissecting Basic Sentences

To form a basic complete sentence, you only need two elements: a noun (or pronoun standing in for a noun) and a verb. The noun acts as a subject and the verb, by telling what action the subject is taking, acts as the predicate.

Ex. Birds fly.

In the short sentence above, *birds* is the noun and *fly* is the verb. The sentence makes sense and gets the point across.

You can have a sentence with just one word without breaking any sentence formation rules. The short sentence below is complete because it's a command to an understood "you".

Ex. Go!

Here, the pronoun, standing in for a noun, is implied and acts as the subject. The sentence is really saying, "(You) go!"

Constructing More Complex Sentences

Use more parts of speech to add additional information about what's happening in a sentence to make it more complex. Take the first sentence from above, for example, and incorporate more information about how and why birds fly.

- Birds fly when migrating before winter.

Birds and *fly* remain the noun and the verb, but now there is more description.

When is an adverb that modifies the verb *fly*. The word *before* is a little tricky because it can be either a conjunction, preposition, or adverb depending on the context. In this case, it's a preposition because it's followed by a noun. This preposition begins an adverbial phrase of time (*before winter*) that answers the question of when the birds *migrate*.

Before is not a conjunction because it does not connect two clauses.

Assignment

Choose the part of speech to which the bold word belong in the following sentences.

I bought a **beautiful** dress at the mall.

- preposition
- adjective
- noun

2. What did **she** ask you to do?

- conjunction
- preposition
- pronoun

3. I left my shoes **under** the kitchen table.

- adjective
- preposition
- pronoun

4. If we finish our work **quickly** we can go to the movies.

- adverb
- conjunction
- verb

5. On Saturdays I **work** from nine to five.

- verb
- preposition
- adverb

6. I want to go to a **university** in the United States.

- adjective
- preposition
- noun

7. I'm sure I've **met** your girlfriend before.

- verb
- preposition
- interjection

8. **Well**, I don't think I'll be home before 6.

- interjection
- preposition
- pronoun

9. Andy knocked on the door **but** nobody answered.

- adverb
- adjective
- conjunction

10. **After** lunch let's go out for a coffee.

- pronoun
- preposition
- verb

2. Expressing ability

Can, Could, Be able to

1. **can** and **could** are modal auxiliary verbs.
2. **be able to** is NOT an auxiliary verb (it uses the verb **be** as a main verb).

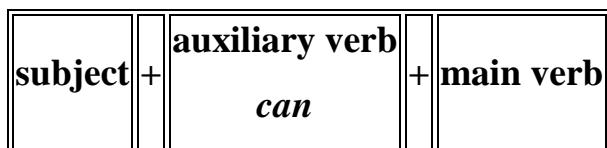
Can

Can is an auxiliary verb, a modal auxiliary verb. We use **can** to:

- talk about possibility and ability
- make requests
- ask for or give permission

Structure of *can*

The basic structure for *can* is:



The main verb is always the bare infinitive (infinitive without *to*).

	subject	auxiliary verb <i>can</i>	main verb	
Affirmative	I	can	play	tennis.
Negative	He	cannot	play	tennis.
		can't		
Question	Can	you	play	tennis?

Notice that:

- *Can* is invariable. There is only one form: ***can***

- The **main verb** is always the **bare infinitive**.

The main verb is always the bare infinitive (infinitive without *to*). We cannot say: ~~I can to play tennis.~~

Use of **can**

***can* for possibility and ability**

We use ***can*** to talk about what is possible, what we are able or free to do:

- She **can** drive a car.
- John **can** speak Spanish.
- I **cannot** hear you. (I **can't** hear you.)
- **Can** you hear me?

Normally, we use ***can*** for the present. But it is possible to use ***can*** when we make present decisions about future ability.

- A. **Can** you help me with my homework? (present)
- B. Sorry. I'm busy today. But I **can** help you tomorrow. (future)

***can* for requests and orders**

We often use ***can*** in a question to ask somebody to do something. This is not a real question - we do not really want to know if the person is able to do something, we want them to do it! The use of ***can*** in this way is informal (mainly between friends and family):

- **Can** you make a cup of coffee, please.
- **Can** you put the TV on.
- **Can** you come here a minute.
- **Can** you be quiet!

can for permission

We sometimes use **can** to ask or give permission for something:

- A. **Can I smoke in this room?**
- B. You **can't** smoke here, but you **can** smoke in the garden.

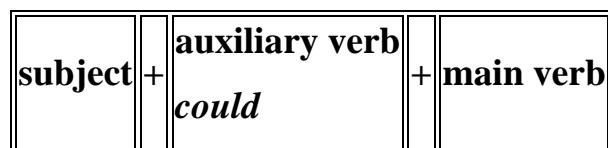
(Note that we also use **could**, **may**, **might** for permission. The use of **can** for permission is informal.)

Could

Could is an auxiliary verb, a modal auxiliary verb. We use **could** to:

- talk about past possibility or ability
- make requests

Structure of **could**



The main verb is always the bare infinitive (infinitive without **to**).

	subject	auxiliary verb <i>could</i>	main verb
Affirmative	My grandmother	could	swim.
Negative	She	could not	walk.
		couldn't	
Question	Could	your grandmother	swim?

Notice that:

- **Could** is invariable. There is only one form: **could**
- The **main verb** is always the **bare infinitive**.

The main verb is always the bare infinitive (infinitive without *to*). We cannot say: ~~I could to play tennis.~~

Use of could

could for past possibility or ability

We use **could** to talk about what was possible in the past, what we were able or free to do:

- I **could** swim when I was 5 years old.
- My grandmother **could** speak seven languages.
- When we arrived home, we **could not** open the door. (...**couldn't** open the door.)
- **Could** you understand what he was saying?

We use **I** (positive) and **couldn't** (negative) for general ability in the past. But when we talk about one special occasion in the past, we use **be able to** (positive) and **couldn't** (negative). Look at these examples:

	past	
	general	specific occasion
Affirmative	My grandmother could speak Spanish.	A man fell into the river yesterday. The police were able to save him.
Negative	My grandmother couldn't speak Spanish.	A man fell into the river yesterday. The police couldn't save him.

Could for requests

We often use **could** in a question to ask somebody to do something. The use of **could** in this way is fairly polite (formal):

- **Could** you tell me where the bank is, please?
- **Could** you send me a catalogue, please?

Be able to

Although we look at **be able to** here, it is **not** a modal verb. It is simply the verb **be** plus an adjective (able) followed by the infinitive. We look at **be able to** here because we sometimes use it instead of **can** and **could**.

We use **be able to**:

- to talk about ability

Structure of *be able to*

The basic structure for **be able to** is:

subject + be + able + to-infinitive				
	subject	main verb <i>be</i>	adjective <i>able</i>	to-infinitive
Affirmative	I	am	able	to drive.
Negative	She	is not	able	to drive.
		isn't		
Question	Are	you	able	to drive?

Notice that ***be able to*** is possible in all tenses, for example:

- I **was able to** drive...
- I **will be able to** drive...
- I **have been able to** drive...

Notice too that ***be able to*** has an infinitive form:

- I would like **to be able to** speak Chinese.

Use of *be able to*

Be able to is NOT a modal auxiliary verb. We include it here for convenience, because it is often used like "can" and "could", which **are** modal auxiliary verbs.

***be able to* for ability**

We use ***be able to*** to express ability. "Able" is an adjective meaning: having the power, skill or means to do something. If we say "I **am able to** swim", it is like saying "I **can** swim". We sometimes use ***be able to*** instead of "can" or "could" for ability. ***Be able to*** is possible in all tenses - but "can" is possible only in the present and "could" is possible only in the past for ability. In addition, "can" and "could" have no infinitive form. So we use ***be able to*** when we want to use other tenses or the infinitive.

Look at these examples:

- I **have been able to** swim since I was five. (present perfect)
- You **will be able to** speak perfect English very soon. (future simple)
- I would like **to be able to** fly an airplane. (infinitive)

Exercises

1. _____ he understand what you were talking about?

- Could
- Cans
- Coulded

2. My sister _____ play tennis now.

- can to
- can
- will can

3. I _____ walk when I was less than a year old.

- can
- could
- have can

4. (Polite) _____ you tell me what time it is, please?

- Could
- Can
- Will

5. My grandfather _____ walk without any help last night.

- can
- could
- was able to

6. I would like to _____ play the piano.

- can
- could
- be able to

7. How long have you _____ drive?

- can
- coulded
- been able to

8. I'll _____ help you later.

- can
- could
- be able to

9. Can you help me? I _____ never understand this.

- can
- cannot
- am able to

10. Will people _____ live forever one day?

- could be
- be able to
- could be able to

3. Future Plans and Intentions

1. Going to+ inf. (to talk about present intentions in the future; near future or more distant future)

- I am going to do something= I have already decided to do it, I intend to do it.

-I'm going to have a bath in a few minutes. (the near future)

-Sarah has won some money. She is going to buy a new car.

2. Present continuous (I am doing)

a. We use the Present Continuous when we say what we have arranged to do in the future.

I've got my ticket. I'm leaving tomorrow.

What are you doing tonight? (=asking about your plans)

I'm visiting my uncle this week. (=I've arranged this)

Note: I'm going to do something= I've decided to do it (but perhaps not arranged to do it)

A: Your shoes are dirty. B: Yes, I know. I'm going to clean them.(=I've decided to clean them, but I have not arranged to clean them)

-I've decided not stay here any longer. Tomorrow I'm going to look for somewhere else to stay.

-We're going to get married one day (=an intention)

- We're getting married soon. (=the wedding is arranged)

b. In some cases, it doesn't matter whether we use the Present continuous or going to.

-I'm going to play football this evening.

I'm playing football this evening.

3. Will

We use **will** for talking about things we think will happen **without** any special plan or arrangement. We **predict** they will happen or see them as **a future fact**

- I can give it to her- I'll see her at work. (=I don't need to arrange this)

-We use will/'ll when we decide to do something at the time of speaking.

- Oh, I've left the door open. I'll go and shut it.

- What would you like to drink? I'll have an orange juice, please.

-You can use *won't* to say that somebody refuses to do something.

I've tried to give her advice, but she won't listen.

The car won't start. (=the car 'refuses' to start)

***Shall I....?* *Shall we....?* (to ask somebody's opinion especially in offers and suggestions)**

-Shall I open the window?

-I've got no money. What shall I do? (=What do you suggest?)

- Will I meet you at the station? (=asking about a future fact)

- Shall I meet you at the station? (an offer)

- Will we have dinner at the hotel? (asking about a future fact)

- Shall we have dinner at the hotel? (a suggestion)

-

4. Other ways to talk about the future

a. Verbs

hope: We're hoping to buy a flat later this year.

plan: I'm planning to sell my scooter.

think: we're thinking of having a party soon.

want: I want to finish this by tonight.

b. Phrases

-due to: we use due to for something that is formally arranged.

The plane's due to take off in about twenty minutes.

-be about to: when something will happen very soon or immediately.

She's about to have a baby.

- **Future clauses with if, when, etc**

If, when, As soon as, Once, +... present simple.., .. Future ..

As soon as I **get** home I'm **going to** have a shower.

When Ali **arrives**, I'll **invite** him to the party.

Note

You can also say that something is going to happen in the future when there is some indication that something is going to happen.

Look at those black clouds! It's going to rain. (The clouds are there now)

I feel terrible. I'm going to be sick. (I feel terrible now)

-was going to do = I intended to do something in the past but I didn't do it.

I was going to travel by train, but then I decided to travel by car.

Exercise

1. Maybe _____ out for dinner tonight.
 we're going
 we'll go

2. I think _____ the dog for a walk now.
 I'll take
 I'm taking

3. I have three days off next week. _____ visit my mother.
 I'm going to
 I will

4. The clouds are very black. I think _____ snow.
 it's going to
 it will

5. We _____ the laundry tomorrow.
 will doing
 are doing

6. Alexander _____ taking his driving test next week.
 will
 is

7. The bus _____ at 7:30 sharp.
 arrives
 is arriving

8. Tomorrow _____ a public holiday.

- is
- is going to be

9. Don't get up. _____ the door.

- I'm answering
- I'll answer

10. My plane _____ at 3:00 pm on Sunday.

- leaves
- is going to leave

4. Have something done

a) Study this example situation:

The roof of Jill's house was damaged in a storm, so she arranged for a workman to repair it. Yesterday the workman came and did the job. Jill had the roof repaired yesterday.

This means:

Jill didn't repair the roof herself. She arranged for someone else to do it for her.

Compare:

-Jill repaired the roof. (= *she did it herself*)

-Jill had the roof repaired. (= *she arranged for someone else to do it*)

Now study these sentences:

-Did Ann make that dress herself or did she have it made?

-Are you going to repair the car yourself or are you going to have it repaired?

To say that we arrange for someone else to do something for us, we use the structure *have something done*.

The word order is important:

the past participle (done/repaired etc.) comes after the object (the roof):

have + object + past participle

Jill had the roof repaired yesterday.
Where did you have your hair done?
We are having the house painted at the moment.
Tom has just had a telephone installed in his flat.
How often do you have your car serviced?
Why don't you have that coat cleaned?
I want to have my photograph taken.

b) 'Get something done' is possible instead of have something done

(mainly in informal spoken English):

-I think you should get your hair cut. (= *have your hair cut*)

c) Have something done sometimes has a different meaning.

For example: -He had all his money stolen while he was on holiday.

This doesn't mean that he arranged for somebody to steal his *money!*

'*He had all his money stolen*' means only:

'All his money was stolen'.

With this meaning, we use have something done to say that something (often something not nice) happen to someone:

-George had his nose broken in a fight. (= his nose was broken)

Assignment

Complete the sentences and make clear that the people don't / didn't do it themselves.

1. Yesterday, (I / cut / my hair).

2. Every Friday, (Joe / wash / his car).

3. Tomorrow, (she / repair / her shower) .

4. Each Saturday, (we / deliver / a pizza) to our home.

5. Last year, (Bob / clean / his house) by a charwoman.

6. As Phil had a broken arm, (he / type / his texts) by his secretary.

7. (I / pick up / the goods) tomorrow in the afternoon.

8. (we / redecorate / our walls) last summer.

9. Whenever Clara is staying at this hotel, (she / carry / her bags) into her room.

10.(we / organize / our last party) by professionals.

Tenses Review

Put the verbs into the correct tense (simple present or present progressive)

1. Look! Sara (go) to the movies.
2. On her right hand, Sara (carry) her handbag.
3. The handbag (be) very beautiful.
4. Sara usually (put) on black shoes but now she (wear) white trainers.
5. And look, she (take) an umbrella because it (rain)

Put the verbs into the correct tense (simple past or past perfect)

1. When he (wake up) , his mother (already /prepare) breakfast
2. We (go) to London because our friends (invite) us
3. He (hear) the news, (go) to the telephone and (call) a friend.
4. When she (start) learning English she (already /learn) French.
5. Jane (already / type) three pages when her computer (crash) .
6. By the time the doctor (arrive) at the house the patient (die) .
7. Before that day we (never / think) of traveling to Japan.
8. I (know) him a long time before I (meet) his family.
9. They (not / know) where to meet because nobody (tell) them.
10. It (be) cloudy for days before it (begin) to rain.

Put the verbs into the correct tense (simple past or present perfect).

1. I (just / finish) [] my homework.
2. Mary (already / write) [] five letters.
3. Tom (move) [] to his home town in 1994.
4. My friend (be) [] in Canada two years ago.
5. I (not / be) [] to Canada so far.
6. But I (already / travel) [] to London a couple of times.
7. Last week, Mary and Paul (go) [] to the cinema.
8. I can't take any pictures because I (not / buy) [] a new film yet.
9. (they / spend) [] their holidays in Paris last summer?
10. (you / ever / see) [] a whale?

Put the verbs into the correct tense (Simple Past or Past Progressive).

1. The receptionist (welcome) [] the guests and (ask) [] them to fill in the form
2. The car (break) [] down and we (have) [] to walk home.
3. The boys (swim) [] while the girls (sunbath) [].
4. My father (come) [] in, (look) [] and (tell) [] me to tidy up my room.
5. While one group (prepare) [] dinner the others (collect) [] wood for the campfire.
6. While the parents (have) [] breakfast the children (run) [] about.
7. Martha (turn) [] off the light and (go) [] to bed.

Put the verbs into the correct tense (simple future or future perfect)

1. Tomorrow I think I (start) [] my new project.
2. I (finish) [] it by the end of this month.
3. The teacher (probably/assign) [] a test to his students next Monday.
4. He (correct) [] it by the end of next week.

5. My friend (certainly/get) a good mark.
6. By 9 o'clock, we (finish) our homework.
7. They (leave) the classroom by the end of the hour.
8. I think I (start) my trip tomorrow

5. Words Often Confused

There are different reasons why we may confuse words that have different meanings or different uses in English. The following list attempts to bring together many that you might want to keep in mind. With the presentation of each set of confused words, sentences or explanations are provided to help you remember how they should be used. You can keep this list to refer to when you want. For now, read through the list making a small mark to the side of words you have misused before or words you feel you could misuse sometime. Then perform the exercise as described at the end of this sheet.

Some people don't agree with the idea of a list of "mistakes". They say one should never draw students' attention to mistakes in this way, because that will confuse them and make them make mistakes they would not have made otherwise. This is simply not true. People who think it is have clearly very little practical experience of teaching English as a foreign language. The truth is that most students will make and continue to make these classic mistakes until they are warned about them.

1. **a, an** -- Use **a** before any word or acronym beginning with a consonant sound: a young man; a teacher; a hypothesis. Use **an** before any word beginning with a vowel sound, regardless of whether the word begins with a vowel: an elephant; an LWR; **a** HEPA filter (because HEPA is pronounced as a word rather than as letters); an honest man.
2. **accept, except** -- "Accept" means "to agree to, or to receive willingly"; "Except" means to leave out, or to rule out:
 - I gladly accept your gift.
 - Everyone went except John.

3. **adapt, adopt** -- To **adapt** means to make apt or suitable; to adjust; To **adopt** means opt or choose as one's own; to accept:

 - Have you adapted to your new surroundings in the city?
 - They decided to adopt a child from the orphanage.
4. **advice, advise** -- **Advice** is a noun, and **advise** is a verb. When you **advise** someone, you give that person **advice**.
5. **affect, effect** -- To **affect** is a verb and means “to influence”; “**Effect**” is used primarily as a noun and means “result”:

 - His smoking affected his health
 - His smoking had a negative effect on his health.
6. **agree to, with, on** -- You **agree to** something such as a plan. You **agree to** do something. You **agree with** someone else. You **agree with** others **on** a course of action.
7. **allusion, illusion** -- You make an **allusion** when you refer to something indirectly; an **illusion** is something that is not really there.
8. **already, all ready** -- **Already** is an adverb meaning “even now” or “previously”; **All ready** is an adjective phrase meaning “completely prepared”:

 - I've already finished my homework
 - I'm all ready to go now.
9. **altogether, all together** -- **Altogether** means “entirely” or “on the whole”. **All together** means that all parts of a group are considered.

10. among, between -- **Among** is used with more than two items.

Between is used with two items, except in some close collective relationships: We quarreled **among** the five of us, but the real argument was **between** Bob and Harold. An alliance was effected **between** Germany, Italy, and Japan

11. angry at, with -- We get **angry “with”** a person, but “**at**” a thing:

He was **angry at** the weather (not: “**with the weather**”).

12. assure, ensure, insure -- **Assure** means “to convince;” “to guarantee.” **Insure** means “to guard against loss.” **Ensure** means “to make certain.” **Assure** and **ensure** are often used interchangeably, but they actually have different meanings. **Assure** takes a direct object – usually a person or group of persons. You **assure** someone that something has been done. **Ensure** does not imply that you are giving assurance to someone else. You **ensure** that something has been done.

- I **assure** you of my good intentions.
- Please **insure** this package.
- **Ensure** that you lock your car.

13. bad, badly -- Use the adjective **bad** after linking verbs: He felt **bad** (not **badly**). Use the adverb **badly** to modify action verbs, adjectives and adverbs: He injured his knee **badly**. He was **badly** injured.

14. beside, besides -- **Beside** means “by the side of”, and **besides** means “in addition to”:

- He stood just **beside** me.

- **Besides** good looks, the contestants must have talent.

15. borrow, lend -- **To borrow** is to get something from someone, and **to lend** is to give something to someone:

- He **borrowed** some money from me.
- I **lent** him some money.

16. breath, breathe -- “**Breath**” is a noun, “**breathe**” is a verb: to take a deep breath to breathe deeply.

17. cite, site - To **cite** is to refer to or perhaps to quote. A **site** is a location: the site of the planned new office building.

18. compare to, compare with -- **Compare to** means “assert a likeness”; **Compare with** means “analyze for similarities and differences”:

- He **compared** the precipitate **to** chocolate pudding; both are brown and gooey
- He **compared** the precipitate **with** chocolate pudding to decide which one tasted better.

19. complement, compliment -- **Complement** implies some-thing that completes: The adjective “great” functions as a **complement** in the sentence “You look great today.” A **compliment** is flattery or praise:

- John: You look great today.
- Mary: Thanks a lot for this **compliment**.

20. compose, comprise, consist of, include -- Parts **compose** a whole. A whole **consists of** or **comprises** parts. **Comprise** may refer to all parts or only major parts. **Consist** means that all parts are listed, but **include** does not.

- Cement, aggregate, and water **compose** concrete.
- Concrete is **composed** of cement, aggregate, and water.
- Concrete **comprises** (or **consists of**) cement, aggregate, and water.
- Concrete **includes** cement and aggregate.
(Is comprised of is always incorrect).

21. conscience, conscious -- “**Conscience**” is a noun designating a moral sense of right and wrong; “**Conscious**” is an adjective describing something that is awake or aware:

- My **conscience** hurt me
- The driver of the wrecked car was still **conscious**.

22. continuous, continual -- **Continuous** means without interruption: There is a **continuous** stretch of desert across North Africa. **Continual** means to occur repeatedly, but is not interrupted: There were **continual** sounds of hammering.

23. could of, should of, would of -- All of these expressions are meaningless and should not be used. In informal speech, when we say “**could have**” it may sound like “could of.” If we were to write what we hear, it would look like “**could’ve**,” but in most kinds of writing it’s best to use “**could have, should have, or would have**.”

- 24. council, counsel** -- A **council** is a group of people who meet to consider, debate, or instruct. **Counsel** is advice. Also, a lawyer is a legal counsel, or adviser.
- 25. detract, distract** -- To **detract** (from) is to reduce, to take something away; To **distract** is to draw attention away:
- The muddy field **detracted** from the usual crispness of the marching band
 - The scent of a rabbit does not **distract** a well-trained bird dog.
- 26. differ from, with** -- One thing or person **differs** from another in characteristics. You **differ** with someone when you disagree.
- 27. Dual, duel** -- “**Dual**” means “double:” a dual carburetor. A **duel** is a battle between two opponents.
- 28. economic, economical** -- **Economic** applies to material wealth and to business or household enterprise. **Economical** means “prudent in management,” “not wasteful,” “thrifty.” Thus, say “**economic** resources” but “**economical** management” or “**economic** problems” but “**economical** living.”
- 29. either . . . or, neither . . . nor**--**Either** means “one of two”; **neither** means “not one of two.” **Or** goes with **either**; **nor**, with **neither**.
- **Either** Sarah **or** I will go, but **neither** Bill **nor** Jan will.”
- When used alone, both **either** and **neither** take verbs in the singular.
- **Either** is ready to go with you. **Neither** is now ready.

When one element of the **either . . . or/neither . . . nor** construction is singular and the other is plural, the verb should agree with the element closest to it.

- **Either** he **or** his assistant is going to the reception.
- **Neither I nor** my cats are leaving!

30. eminent, imminent -- An **eminent** person is famous. Something is **imminent**; it will happen soon.

31. farther, further -- **Farther** refers to distance. **Further** indicates additional degree, time, or quantity.

- As you go **farther** away, your ability to hear is **further** decreased.

32. fewer, less -- Use “**fewer**” if you can count whatever you are talking about, “**less**” if you cannot:

- **Fewer** steers, **less** beef, **fewer** steaks.
- **Less** salary, **fewer** dollars, even **fewer** steaks.

33. grow, grow up -- **To grow** means “to develop and become bigger, taller or longer over a period of time”; **to grow up** means “to become a man or a woman”:

- George has **grown** two inches this year.
- When I **grow up** I shall be a doctor.

Other meanings of “**to grow**”:

- (1) to cultivate: Rice **grows** in Egypt.
- (2) to cause to grow: We **grow** flowers in our garden

- (3) to allow to grow: He **grew** a beard.
- (4) to become: The nights **grow** cold in winter.

34. imply, infer -- To imply is to suggest or hint at. To infer is to deduce or conclude.

- His tie and shirt colors **imply** (suggest) that he is colorblind.
- He is not colorblind, so we **infer** (surmise) that he merely has wretched taste.

35. its, it's -- “**Its**” is possessive; “**It's**” means “it is” or (sometimes) “it has”:

- The dog dropped its bone
- It's here.
- It's been here for three weeks.

36. lay, lie -- **Lay** (lay, laid, laid, laying) means “to put” or “to place.” This verb requires a direct object to complete its meaning:

- Please **lay** the boxes on the pallets with extreme care.
- I **laid** the message right on your desk.
- I **had laid** two other notes there yesterday.
- He is always **laying** the blame on his assistants.

Lie (lie, lay, lain, lying) means “to recline, rest, or stay” or “to take a position of rest.” It refers to a person or thing as either assuming or being in a reclining position. This verb cannot take an object:

- Now he **lies** in bed most of the day.
- The mountains **lay** before us as we proceeded west.

- This letter has **lain** unanswered for two weeks.
- Today's mail is **lying** on the receptionist's desk.

37. learn, teach -- To **teach** means "to give instruction", but to **learn** means "to receive instruction":

- Prof. Smith **teaches** us linguistics.
- I've been **learning** English for about ten years now.

38. made of, made from -- **Made of** is used if the material of which the thing is made can still be seen, and **made from** if the material can no longer be seen:

- Tables are usually made of wood.
- Bread is usually made from wheat.

39. personal, personnel -- A **personal** letter. The **personnel** department of a large business.

40. prejudice, prejudiced -- Use "**prejudice**" only as a noun. Use "**prejudiced**" when you want an adjective to describe someone:

- He has a prejudice against stupid people
- John is prejudiced against stupid people.

41. presently, at present -- **Presently** means shortly or soon; **at present** means now:

- The doctor will be here **presently**.
- His uncle is in London **at present**.

42. principal, principle -- If you remember that a “**principle**” is a rule, and that “**principal**” is the spelling for other meanings of the word, you should have no trouble: a principle of good behavior; the principal of a school; principal and interest; the principal cause of the fire.

43. prior, previous, before -- **Prior** is an adjective and is interchangeable with **previous**. Don’t use **prior to**. **Before** is an adverb.

- He was hired according to **prior** agreement.
- The agreement was reached **before** his arrival.

41. proved, proven -- **Proved** is preferred as a verb. **Proven** is better used as an adjective.

- He has **proved** his point.
- He has a **proven** record of achievement

42. steal, rob -- The object of the verb **to steal** is the thing taken away, whereas the object of the verb **to rob** is the person from whom or the place from which the thing is taken away.

- Some men **stole** a bank last night.
- Some men **robbed** a bank last night.

43. supposed (to) -- When you want to use the expression “**supposed to**,” be sure you remember the “d:”

- I’m supposed to be in class in twenty minutes.

44. **than, then** -- The thunder was noisier **than** before. **Then** the rain came.
45. **their, there, they're** -- “**Their**” shows possession: The birds left their nests. “**There**” usually shows place: She stood **there**. “**They're**” means “they are.” They're coming!
46. **to, too, two** -- They wanted **to** go **to** see the **two** elephants, too. Remember, “**too**” is used to mean “also” or “very.”
47. **use to, used to** -- “**Use to**” is sometimes written for “**used to**,” probably because we don't often hear the “d” clearly in speech. Be sure to include the “d” in writing:
- I **used to** be a student at that school.
- Note that the construction (BE + USED TO) expresses a habit in the present and is always followed by the gerund (VERB+ing).
- I am **used to** traveling to Cairo by train.
48. **whose, who's** -- “**Whose**” is possessive: the woman whose husband was late. “**Who's**” means “who is.”
- Who's that man in the corner?
49. **your, you're** -- “**Your**” is possessive: This is your life. “**You're**” means “you are.” You're late!
50. **whether, if** -- **Whether** implies a condition of doubt. **If** implies no alternative.
- If it does not rain, we will decide **whether** to have a picnic.

Part IV

WRITING

How to write a paragraph

Parts of a Paragraph

Three essential parts compose any paragraph: a topic sentence, supporting sentences and a concluding sentence.

Topic Sentence: it states the main idea of the paragraph. It contains the name of the topic that is to be carried out. This sentence has to be precise, but avoid telling everything in the first sentence or your reader will lose interest. The topic sentence serves to limit the topic to one or two areas that will be discussed entirely in the space of one paragraph. The area is what we call the controlling idea.

What does it do?

It introduces the main idea of the paragraph.

How do I write one?

Summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about.

Example:

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

Supporting Sentences:

What are supporting sentences?

They come after the topic sentence, making up the body of a paragraph.

It means that these sentences explain the topic by giving reasons, examples, facts, statistics, and quotations.

What do they do?

They give details to develop and support the main idea of the paragraph.

How do I write them?

You should give supporting facts, details, and examples.

Example:

There are three reasons why Canada is one of the best countries in the world. **First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price.** **Second, Canada has a high standard of education.** Students are taught by well-trained teachers and are encouraged to continue studying at university. **Finally, Canada's cities are clean and efficiently managed.** Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

Closing Sentences:

What is the closing sentence?

The closing sentence is the last sentence in a paragraph.

What does it do?

It restates the main idea of your paragraph.

How do I write one?

Restate the main idea of the paragraph using different words.

Example:

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. **As a result, Canada is a desirable place to live.**

A good paragraph also needs two important elements: unity and coherence.

Unity: it means that in your paragraph you discuss one and only one main idea which is stated in the topic sentence and then developed by the supporting sentences.

Coherence: it means that your paragraph is easy to read and understand because:

Your supporting sentences are in logical order

Your ideas are connected by the use of appropriate transition signals.

Prewriting a Paragraph

The prewriting stage is when you think carefully and organize your ideas for your paragraph before you begin writing. There are six steps involved in this process. They are the following:

- 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 make this paragraph interesting? What facts can be stated to support this topic?
- Write your answers to the above questions and do not need to spend a lot of time doing this. Just write enough to help you remember why and how you are writing.
- Collect facts related to your topic. Write down facts that will help you answer your questions.
- Write down your own ideas. Ask yourself: What other things can I include about this topic? Why should people be interested in this topic? Why is this topic important?
- Find the main idea of your paragraph: Choose the most important point. If you cannot decide which is the most important one, just choose one and stick to it throughout your paragraph.
- Organize your facts and ideas to develop your topic, find the best way to tell the reader about it. Decide which facts will support the main idea.

Writing a Paragraph

The writing stage is when you turn your ideas into sentences and you communicate them. **Some important steps are the following:**

- Write a topic sentence, some supporting sentences, and one closing sentence

- Make sure that the sentences are clear, simple, and they express what you really mean
- Focus on the main idea of your paragraph
- Re-read what you wrote and see if the idea is clear and you can read it with ease

Editing a Paragraph

The editing stage is when you check your paragraph for mistakes and correct them. Do not forget to do the following:

- 1-Check your grammar and spelling
- 2-Read your text again and make sure each sentence makes sense
- 3-See if your paragraph is interesting to read

Transitional Signals

Transition signals can be compared to traffic signs. They are words that tell you to go forward, to turn, to slow down and to stop. Better said, they help the reader when to you are giving a similar idea, an opposite idea, an example, a result, or a conclusion. As a writer it is important to use these types of words to help you follow your ideas coherently.

Types of Transitional Signals

Transition words can be classified taking into account they type of help they might offer a writer. They can be classified in the following types:

Words that Show Addition

They aid the writer when he or she wants to present two or more ideas that continue along the same line of thought. Some common addition words are: **and, also, another, in addition, moreover, first of all, second, third, furthermore, finally.**

Words that Show Time

They indicate a time relationship. They tell us when an specific event took place in relation to another. Some of these words are: **First, then, often, since, next, before, after, soon, as, now, until, previously, while, during, immediately, frequently.**

Words that Show Contrast

They signal a change in the direction of the writer's thought. They tell us a new idea will be different in a significant way from the previous one. Some contrast words are: **but, however, yet, although, in contrast, instead, still, in spite of, despite, on the other hand, on the contrary.**

Word that Show Comparison

These words are used when a writer wants to point out a similarity between two subjects. They tell us that the previous idea is similar to the next one in some way. Some words that show comparison are: **like, as, just like, just as, in like manner, equally, similarly, in a similar fashion, in the same way.**

Words that Show Illustration

These words are used if you as a writer want to provide one or more examples to develop and clarify a given idea. They tell us that the second idea is an example of the first. Some illustration words are: **for example, for instance, as an illustration, to illustrate, such as, to be specific, including.**

Words that Show Location

Location transitions show a relationship in space. They tell us where something is in relation to something else. Some of these words can be: **next to, in front of, in back of, below, between, inside, outside, opposite, on top of, across, beneath, in the middle of, on the other side, at the end of, ahead of, over, under, behind, near, far.**

Words that Show Cause and Effect

These types of words are useful if an author wants to describe a result of something. They tell us what happened or will happen because something else happened. These type of words are: **because, if... then, as a result, consequently, accordingly, therefore, since, so.**

Words that Summarize or Conclude

These types of words are used when the idea that follows will sum up the entire writing or a final statement will be written as a conclusion. These words are: **in summary, in conclusion, in short, all in all, in brief, in other words, on the whole, to conclude, to sum up.**

Study this paragraph

Why I Want to Learn English

There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is so that I can travel to English-speaking countries. The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to the U.S. in the future. I will become a manager for my company soon. For all these reasons, I am very excited about learning English

Why I Want to Learn English

(1) There are three reasons why I want to learn English. (2) One reason is that English has become an international language. (3) It is now used by most international companies, including the company where I work, for business communication. (4) Another reason why I want to learn English is so that I can travel to English-speaking countries. (5) The United States, England, Australia and many other countries all use English as their primary language. (6) Finally, I want to learn English because I plan to move to the U.S. in the future. (7) I will become a manager for my company soon. (8) For all these reasons, I am very excited about learning English.

Type the correct number for each sentence:

Identify the topic sentence:

Identify the conclusion:

Identify the first main point:

Identify the second main point:

Identify the third main point:

Identify the support detail for the first main point:

Identify the support detail for the second main point:

Identify the support detail for the third main point:

Structure of a Paragraph

Topic Sentence:

There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is so that I can travel to English-speaking countries. The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to the U.S. in the future. I will become a manager for my company soon. For all these reasons, I am very excited about learning English.

First Main Point:

There are three reasons why I want to learn English. **One reason is that English has become an international language.** It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is so that I can travel to English-speaking countries. The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to the U.S. in the future. I will become a manager for my company soon. For all these reasons, I am very excited about learning English.

Second Main Point:

There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for

business communication. **Another reason why I want to learn English is so that I can travel to English-speaking countries.** The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to the U.S. in the future. I will become a manager for my company soon. For all these reasons, I am very excited about learning English.

Third Main Point:

There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is so that I can travel to English-speaking countries. The United States, England, Australia and many other countries all use English as their primary language. **Finally, I want to learn English because I plan to move to the U.S. in the future.** I will become a manager for my company soon. For all these reasons, I am very excited about learning English.

Conclusion:

There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is so that I can travel to English-speaking countries. The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to the U.S. in the future. I will become a manager for my company soon.

For all these reasons, I am very excited about learning English.

Support Detail for the first main point:

There are three reasons why I want to learn English. One reason is that English has become an international language. **It is now used by most international companies, including the company where I work, for business communication.** Another reason why I want to learn English is so that I can travel to English-speaking countries. The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to the U.S. in the future. I will become a manager for my company soon. For all these reasons, I am very excited about learning English.

Support Detail for the second main point:

There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is so that I can travel to English-speaking countries. **The United States, England, Australia and many other countries all use English as their primary language.** Finally, I want to learn English because I plan to move to the U.S. in the future. I will become a manager for my company soon. For all these reasons, I am very excited about learning English.

Support Detail for the third main point:

There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is so that I can travel to English-speaking countries. The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to the U.S. in the future. **I will become a manager for my company soon.** For all these reasons, I am very excited about learning English.

Sample Complaint Letter

Your address

Business name and address

Today's date

Dear Sir/Madam,

I am writing to complain about which I purchased from your company a month ago. On (date of the contract), I purchased (rented or leased) a (product or service) from you: model xyz, at a price of...(give as much detail as possible include model or other identifying numbers that might apply). The purchase agreement was made at your store located at (give details about the location of the store, the person you dealt with and any particular or relevant representations made to you about the product, goods or services). Describe the problem here.

I am dissatisfied with the product and service I have received for a number of reasons. Firstly, I was told that I would receive it within forty-eight hours whereas in fact it took two weeks to arrive.

Your advertisement promised that **However, I have calculated that** Furthermore, I totally fail to comprehend how you can say that it works hard.

Finally, I have discovered that it is not the original product and it has some defects.

I am of the opinion that your product has been a total waste of time and money, and demand a complete refund of everything that I have paid, including postage and packing.

I look forward to your immediate reply. You can contact me at my home telephone number at

Yours sincerely,

Sample 1- Covering Letter

My Street Address

City, State Zip Code

Telephone Number

E-mail Address

Month, Day, Year (Date)

Horizons Unlimited

PO Box 444

Richmond

Dear Sir,

I am writing to apply for as it appeared in and enclose my CV for your consideration.

I am a qualified and experienced PA, and am bilingual in Spanish and English. I also speak French fluently. I am interested in any secretarial positions you have in your firm. However, I am willing to consider any kind of work.

Experience has taught me how to build strong relationships with all at the organization. I have the ability to work within a team as well as cross-team.

If I can provide you with any further information on my background and qualifications, please let me know.

I can be reached at anytime via e-mail at or phone at

I am looking forward to hearing from you soon.

Yours sincerely,

Your name