

*Sudan University Of Science & Technology*

*College of Languages*

*Department of University Requirements*

***General English***

***For First Year Students***

**(Semester 1)**

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## **Introduction**

### **Dear Freshers ...**

This is a two-semester General English course aims mainly to improve your reading, writing, and study skills as newcomers to university education. That is, as university students, you should attain a good degree of proficiency in reading and writing skills; since you are going to spend most of your academic life reading textbooks and writing assignments for educational success.

The course consists of ten units for each semester. It includes interesting issues in education, health, employment, sports, technology....., etc. Most of the units comprise three main components:

1. A reading text giving an overview of a particular topic, including a number of related comprehension exercises.
2. Grammatical rules, structures and other language functions.
3. Discussion activities and writing assignments.

In general, the course can prepare you for taking English examinations and meeting the challenges of university-level reading and writing activities. However, it is much useful if you work on your own to ensure your language development.

## General Objectives



**By the end of this course, students should be able to:**

1. Read efficiently to convey any of the following reading strategies and skills required for:
  - Reading for main ideas and specific details.
  - Dealing with unfamiliar words from their immediate contexts.
  - Dealing with key words by checking your dictionary.
  - Making predictions about your reading.
  - Understanding how facts and opinions are connected.
  - Pronouncing words correctly.
2. Understand grammatical rules and structures from authentic texts.
3. Understand a paragraph structure.
4. Write a well-organized topic.
5. Develop confidence and fluency in using English.

# Unit One

## Know Your University



*In 1975 all technical institutes in Sudan were merged with Khartoum Technical Institute (KTI) to form what was known as Khartoum Poly Technique (KP).*

### - **Pre-reading:**

Thinking about the title of an article can help you get an idea of the content. Discuss the following questions with a partner.

1. What do you know about your University?
2. Name your college and why have you chosen it?
3. Can you guess the meaning of the word “logo”?

**Exercise [1]:**

**Read the following passage, as you do so complete the table below:**

**The Aims of English Course Are:**

1. Academic	a. Reading b. Listening to ..... c. Writing essays and .....
2. ....	a. Reading and writing tasks such as .....and reports. b. Speaking and listening tasks such as receiving ....., using the .....and taking part in .....and .....

Sudan University of Science and Technology (SUST) was **established** in 1990. Before that time, it was known as Khartoum Polytechnic. Khartoum Polytechnic was created from Khartoum Technical Institute, which was founded in 1950. Thus, SUST has a long history in the area of technical and technological education and training.

SUST consists of twenty colleges. These twenty Colleges are: College of Graduate Studies, College of Education, College of Business Studies, College of Agricultural Studies, College of Veterinary Medicine , College of Animal Production, College of Science, College of Fine and Applied Art, College of Languages, College of Music and Drama, College of

Engineering, College of Communication Science, College of Medical Radiological Science, College of Computer Science and Information Technology, College of Forestry and Range Science, College of Medical Laboratory Science, College of Water and Environmental Engineering, College of Petroleum Engineering, College of Physical Education and College of Technology.

The Department of University Requirements operates throughout the university as a service body that teaches English Language in all the Colleges of the University.

As you probably know, until 1990, English was the language of instruction throughout the Sudan. During that time, English for Specific Purpose (ESP) was taught to help students with their studies. In 1991 Arabicization was **adopted** and Arabic has gradually **replaced** English as the **medium of instruction**. Nevertheless, English has become a university prerequisite for all the students in the University, **regardless** of their specialization or level of proficiency.

The English course that we are starting now has two general aims. Firstly, it aims to improve your academic performance as university students. That is to help you study your subject **effectively**. Secondly, it aims to improve your performance in your future jobs by teaching you some of the most important skills you need for various businesses. Its aims are, therefore, both academic (educational) and occupational.

As students coming to college for the first time, you will naturally find some **aspects** of studying a little more difficult, **particularly** as you

find some subjects and topics are in English. So you will be using a language that is not your mother tongue. You will have to listen to English, read textbooks in English and also write essays and examination answers in English. One of the most important aims of the English Course, therefore, is to help you with these tasks. It will concentrate on some aspects of reading, writing, and study skills that you will need to master.

English, however, is not a language that you will use only in the university. As students you will eventually be getting a job in an office, a company or an institution, either in Sudan or **abroad**. For example, you will often have to write letters, reports, make instructions and read manuals and catalogs in English. You may receive and converse with English-speaking visitors, either face-to face or over the Internet. You may also have to take part in discussions, meetings and interviews in English as part of your work. Therefore, this English course teaches you all of these things. Also other students will need English to continue their graduate studies outside the Sudan.

To start with, the first semester course will deal with the academic needs; it provides reading, writing and language activities in disciplined units.

However, what you can actually learn in class is limited, especially when you have only English for two or four hours each week. The progress you can make will depend on how much time you devote to it. There is no best way for language development as practicing the language everyday for the purpose of communication.



Finally, in the second semester, the English course is more specific. It focuses on specific language and skills needed for pursuing your own study. Here again we stress that the effort you devote personally can ensure your language progress.

### **Exercise [2]:**

#### **True / False Statements**

**Decide whether the following statements are true or false according to the information in the passage.**

1. The occupational aims are the same as the educational ones. T/F
2. You will have no use of English outside the class. T/F
3. The most effective way of learning a language is by using it a lot. T/F
4. Work in class is not enough for improving your English. T/F
5. English language is studied as an end not as a means. T/F

### **Exercise [3]:**

#### **Comprehension questions**

#### **Answer these questions:**

1. What are the two aims of the English course?
2. How many colleges are there at Sudan University of Science and Technology? What are they?
3. Why do you find studying at the university a little more difficult?

4. Give two examples where we may use English at work?
5. How can we improve our English?

**Exercise [4]:**

**A. Match the items in list (A) with those in list (B):**

<b>A</b>	<b>B</b>
EAP	English for Specific Purpose (s)
SUST	English for Academic Purpose (s)
ESP	Sudan University of Science & Technology

**B. List as many other abbreviations as you can and write what they stand for.**

**Exercise [5]: Using the information from the passage, complete the table below:**

Khartoum Technical Institute	<b>1950</b>
↓	↓
	<b>1973</b>
↓	↓
	<b>1990</b>

### **Exercise [6]:**

**Guess, what is the Message of your University as expressed in paragraph [1].**

### **Exercise [7]:**

#### **Guessing meaning from the context.**

When we read or listen, we often come across unfamiliar words. If we look up all these words in a dictionary, it will take time and make our reading speed very slow. For this reason, it is advisable to **work out** the meaning of a word from the context.

**1- Which word below is not the synonym of establish?**

- a) form      b) create      c) ruin      d) inaugurate

**2- Which word below is not the synonym of adopt?**

- a) form      b) use      c) select      d) follow

**3- Which word below is not the synonym of regardless?**

- a) in spite of everything      b) any way  
c) after all      d) none of these

**4- Which word below is not the synonym of aspect?**

- a) nature      b) part  
c) feature      d) continuity

5- Which word below is not the synonym of effective?

- a) striking                      b) adequate  
c) affective                      d) expected result

**Exercise [8]:**

**Complete Ali's journal entry with the correct form of each verb. For each blank, two forms are possible. Use each of the three ways of expressing the future at least once.**

I've just seen a psychic named Nada. Great! She must have some interesting things to tell me about my future!

"\_\_\_\_\_ I \_\_\_\_\_ soon?" was my first question. She thinks

1. (travel)

that I \_\_\_\_\_ west. When people say "west," I always think about

2. (go)

London or Paris, but she says I \_\_\_\_\_ farther. She thinks I

3. (travel)

\_\_\_\_\_ in Asia in a couple of months.

4. (be)

"\_\_\_\_\_ I \_\_\_\_\_ for a long time?" I asked.

5. (stay)

"No, a short time," she said. "But you \_\_\_\_\_ to another country

6. (move)

soon – next year, maybe."

Well, that really surprised me! I can't move! My mother and father \_\_\_\_\_ here next month to be near me! They \_\_\_\_\_ in three

7. (move)

8. (arrive)

weeks.

I \_\_\_\_\_ five days off to help them find a place to live.

9. (take)

I was already shocked, but when she added, "Your wife and children \_\_\_\_\_ to this new country with you," I thought I was going to faint.

10. (go)

I \_\_\_\_\_ married any time soon! Nada asked if I wanted to know any

11. (not get)

more, but I had heard enough! I wonder if all of her predictions

\_\_\_\_\_.

12. (come true)

\* **FOCUS ON GRAMMAR ( a)**

**Expressing Future Plans and Predictions**

There are different ways to talk about the **Future** in English.

1. Use **will + base form of verb** for predictions. **Will I earn** a lot of money in this new job? (prediction-question)

You **will have** money soon. (prediction)

You **won't be** at your job for very long. (prediction)

Do not use will + base form of verb for plans made before now.

WRONG: I can't come to dinner with you tonight because I will go to a meeting.

2. Use **be going to + base form of verb** for predictions and also for plans made before now. **Am I going to earn** a lot of money at this new job? (prediction-question)

Your work **is going to change** completely. (prediction)

**I'm not going to attend** any big meeting in April. (plan)

**Are you traveling** to a meeting in April? (plan-question)

3. Use the **present progressive – be + ing form of verb –** for plans made before now (especially plans about movement and transportation). **I'm attending** a big software developers' meeting in Dallas in March. (plan).

**I'm not attending** any big meeting in April. (plan)

Do not use the present progressive to make predictions.

WRONG: You are earning a lot of money in the future.

\* **FOCUS ON GRAMMAR (b)**

**Simple sentence structure**

A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Examples of simple sentences include the following:

1. Ali                   waited                   for                   the                   train.  
"Ali"                   =                   subject,                   "waited"                   =                   verb
  
2. The                   train                   was                   late.  
"The                   train"                   =                   subject,                   "was"                   =                   verb
  
3. Fatima                   and                   Nada                   took                   the                   bus.  
"Fatima                   and                   Nada"                   =                   compound                   subject,                   "took"                   =                   verb
  
4. I                   looked                   for                   Fatima                   and                   Nada                   at                   the                   bus                   station.  
"I"                   =                   subject,                   "looked"                   =                   verb
  
5. Fatima and Nada arrived at the bus station before noon and left on the bus before I arrived.  
" Fatima and Nada " = compound subject, "arrived" and "left" = compound verb

**Exercise [9]:**

**Write five sentences about your plans for your first semester. Make sure you use appropriate forms for talking about the future.**

**Example:** *I'm going to attend all my English classes in order to improve my language.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Exercise [10]:**

**Now use the prompts below to talk about your future.**

1. *earn/lots of money/my life?*

\_\_\_\_\_

2. *How many/children/have?*

\_\_\_\_\_

3. *What/job/be?*

\_\_\_\_\_

4. *own/house?*



## Unit Two

### English as a World Language

\* **Pre-reading:**

**Read the title of this article. Work with a partner to discuss the following questions.**

1. What makes people all over the world learn English?
2. For what purpose (s) do you need to learn English?

• **Read quickly through (skim) the passage and tell what you think it is about:**

Today English is one of the major languages in the world, however, it requires an effort of the imagination to realize that **this** is a relatively recent thing. In Shakespeare's time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and unknown to the rest of the world.

English has become a world language because of its establishment as a mother tongue outside England, in many other parts of the world. This exporting of English began in the seventeenth century, with the first settlements in North America. Above all, the great population growth in the United States, which was assisted by massive immigration in the nineteenth and twentieth centuries, has given the English language its present standing in the world.

People who speak English fall into one of three groups. Those who have learned it as their native language, those who have learned it as a second language in a society that is mainly bilingual and those who are forced to use it for a practical purpose, i.e. administrative, professional and educational. One person in seven of the world's entire population belongs to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

### **Basic Characteristics**

**Simplicity of Form.** Old English, like modern French, Russian and Greek had many inflections to show singular and plural tense etc. However, over the centuries words have been simplified. Verbs now have very few inflections, and adjectives do not change according to the noun.

**Flexibility.** As a result of the loss of inflections over the past five centuries, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example *swim, drink, walk, and smile*. We can talk about *water to drink* and *to water the flowers*; *a paper to read* and *to paper a bedroom*. Adjectives can be used as verbs. *We warm out hands in front of a fire*; *if clothes are dirty they need to be cleaned and dried*. Prepositions too are flexible, *a sixty year old man is nearing retirement*; we can talk about *a round of golf, cards, etc...*

**Openness of Vocabulary.** This involves the free admission of words from other languages and the easy creation of compounds and derivatives. Most world languages have contributed some words to English at some time, and

the process is now being reversed, purists of the French, Russian, and Japanese languages are resisting the arrival of English in their vocabulary.

**The Future of English.** Geographically, English is the most widespread language on earth, and second only to Mandarin Chinese in the number of people who speak it. It is the language of business, technology, sports and aviation. This will no doubt continue the proposition that all other languages will die out is absurd.

**Exercise [1]:**

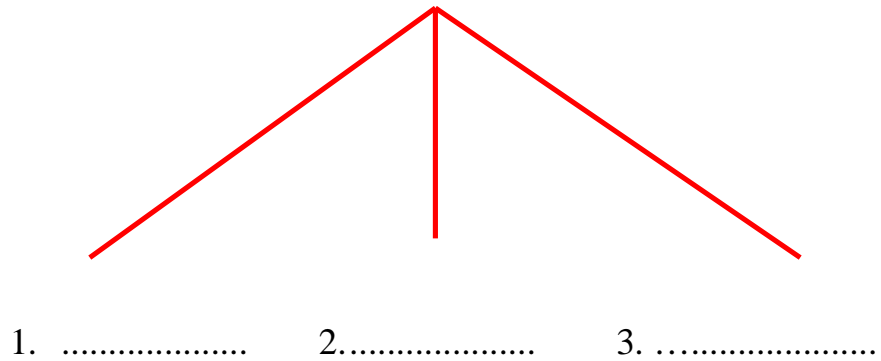
**While reading the text, decide whether the following statements are true or false? Write (T) or (F) in front of each statement.**

1. English was already an important world language four hundred years ago.
2. It is mainly because of the United States of America that English becomes a world language.
3. One person out of seven in the world speaks perfect English.
4. There are lots inflections in modern English.
5. In English, many verbs can be used as nouns.
6. English has borrowed words from many languages.
7. In the future, all other languages will probably disappear.

**Exercise [2]:**

Use the information in the passage to complete the diagram below.

**Characteristics of English**



**Exercise [3]:**

Match the items given with the information in the passage.

- 1. In the year of 1655 .....
- 2. Between the years 1851 and 1910 .....
- 3. Sixty per cent .....
- 4. Seventy five per cent .....
- 5. 500 years .....

**Exercise [4]:**

**A. Scan the passage to link the items in list (A) with those in list (B).**

<b>A</b>	<b>B</b>
- native speakers	- learn the language as a second language
- second language speakers	- forced to use the language for specific purposes
- foreign language speakers	- learn the language as their mother tongue

**B. Which of the above groups do you belong to?**

**Exercise [5]:**

**Language:**

- a. Carefully read about the characteristic ‘flexibility’, then list other word forms that can operate as many different parts of speech.
- b. Openness of vocabulary involves:
  - 1. ....
  - 2. ....
  - 3. ....

## **Exercise [6]: Assignment:**

Read about the characteristic ‘openness of vocabulary’ carefully, then search for many words as you can to find vocabulary that came from Arabic to English.

### **\* Grammar Focus**

#### **A. The Past perfect Tense**

The past perfect tense is used to describe something that had already happened before something else happened:

When I met Ali yesterday, I remembered [that] we had met before, about ten years ago.

When I got home, my wife had cooked the dinner.

Samira didn't go to the cinema because she had already seen the film.

I hadn't flown before, so I was nervous about getting on the plane.

#### **The past perfect in reported speech**

This tense is also used to report things that had already happened when you spoke about them:

I told him that I had weighed the soil.

She said she had heard it all before.

### Exercise [7]:

**Put the verbs into the correct tense, the past perfect or the past simple. The first one has been done as an example.**

1. After Van Helmot *had dried* [dry] some soil he weighed [weigh] it, then he planted [plant] a tree.
2. Five years later, he .....[find] that the tree .....[gain] a lot of weight.
3. He .....[wonder] where the weight of the tree .....[come] from.
4. He .....[think] it .....[come] from the soil, but the soil .....[weigh] the same as before.
5. Then he .....[decide] that the weight .....[come] from the water which he .....[add].

### A. Communicate in English: Wishes and Regrets

**Study these situations**

**Wishes and Regrets**

<b>WISHES</b>	<b>REGRETS</b>
I wish Farouk would help me with this homework.  My dad wished he owned a Mercedes.  I'd love to be rich.  I wish I could ride a horse. [Not: I wish I can ...]	I wish I'd joined the Faculty of Science, but I didn't.  If only I could speak Chinese, but I can't.  Youssif would really like to be able to swim, but he can't.

<p>I dream of getting married and having children.</p> <p>My goal is to get a PhD in engineering.</p>	<p>I'm sorry I had a quarrel with my brother.</p> <p>I'm disappointed that I didn't get the job.</p> <p>I regret ignoring my father's advice. [formal]</p>
<p><b>FEELING SORRY FOR SOMEBODY</b></p>	
<p>I wish I'd joined the Faculty of Science, but I didn't.</p> <p>I had a quarrel with my brother.</p> <p>Youssif's lost his wallet with all his money in it.</p>	<p>What a pity!</p> <p>I'm sorry to hear that.</p> <p>Oh, dear! Poor Youssif!</p>

If you look up the word 'regret' in your dictionary, you will find 'to feel sorry about something you have done and wish you had not done it'. In spoken English, we usually use the phrases 'I wish . . . 'or 'If only . . . 'with the past perfect tense to express this. Look at these examples.

I wish I'd worked harder when I had the time.

=I didn't work hard, and now I'm sorry.

If only I hadn't spent so much money today.

= I spent a lot of money and now I'm sorry.

**Exercise [8]:**

**These phrases can also be used to express wishes and regrets about what other people have or haven't done. With a partner, make sentences from this table. Remember to use the past perfect tense.**



I wish	I you	'd	[go] [see] [apply for] [remember]	that job. the film everyone's talking about. to university.
If only	he / she / it they we	hadn't	[know] [be]	it was so expensive. so stupid. you were in town.

Now tell your partner three true things you are sorry that you did or didn't do.

## B. The passive

**Change the active verbs to passive. Write the subject of the passive sentence. The first one has been done.**

### 1. SIMPLE PRESENT

- (a) The teacher *helps* **me**. (a) I am helped by the teacher.  
 (b) The teacher *helps* **John** (b) \_\_\_\_\_ by the teacher.  
 (c) The teacher *helps* **us** (c) \_\_\_\_\_ by the teacher.

### 2. SIMPLE PAST

- (a) The teacher *helped* **me**. (a) \_\_\_\_\_ by the teacher.  
 (b) The teacher *helped* **them**. (b) \_\_\_\_\_ by the teacher.

### 3. PRESENT PERFECT

- (a) The teacher *has helped* **Mary**. (a) \_\_\_\_\_ by the teacher.  
(b) The teacher *has helped* **us**. (b) \_\_\_\_\_ by the teacher.

### 4. FUTURE

- a. The teacher *will help* **me**. (b) \_\_\_\_\_ by the teacher.  
b. The teacher *is going to help* **me**. (b) \_\_\_\_\_ by the teacher.  
c. The teacher *will help* **Bob**. (b) \_\_\_\_\_ by the teacher.  
b. The teacher *is going to help* **Bob**. (b) \_\_\_\_\_ by the teacher.

## 2.4 Grammar Focus

### ACTIVE SENTENCES AND PASSIVE SENTENCES

<p>(a) ACTIVE: (b) PASSIVE:</p>	<p>Bob mailed the package. The package was mailed by Bob.</p>	<p>(a) and (b) (c) and (d) (e) and (f) (g) and (h)</p> <p>} have the same meaning</p>
<p>(c) ACTIVE:</p>	<p>The teacher corrects our homework.</p>	<p>Notice: The object of an active sentence becomes the subject of a passive sentence:</p>
<p>(d) PASSIVE:</p>	<p>Our homework is corrected by the teacher.</p>	<p><b>S</b>                      <b>V</b>                      <b>O</b></p> <p>Bob                      mailed                      The package</p> <p>↓</p> <p><b>S</b>                      <b>V</b>                      <b>“by phrase”</b></p> <p>The package                      was mailed                      by Bob.</p>
<p>(e) ACTIVE:</p>	<p>Mr. Lee has taught this class.</p>	<p>Notice: The subject of an active sentence becomes part of the “by phrase” in a passive sentence.</p>
<p>(f) PASSIVE:</p>	<p>This class has been taught by Mr. Lee.</p>	<p><b>S</b>                      <b>V</b>                      <b>O</b></p> <p>Bob                      mailed                      the package.</p> <p>↓</p> <p><b>S</b>                      <b>V</b>                      <b>“by phrase”</b></p> <p>The package                      was mailed                      by Bob.</p> <p>.</p>
<p>(g) ACTIVE:</p>	<p>Bob will mail the package.</p>	
<p>(h) PASSIVE:</p>	<p>The package will be mailed by Bob.</p>	

**Exercise [9]:**

**Change the verbs to the passive. Do not change the tense. The first one has been done.**

		PAST				
		<i>BE</i>	+	PARTICIPLE		
1	Bob <i>mailed</i> the package.	The package	<u>was</u>	+	<u>mailed</u>	by Bob.
2	Mr. Catt <i>delivers</i> our mail.	Our mail	_____		_____	by Mr. Catt.
3	The children <i>have eaten</i> the cake.	The cake	_____		_____	by the children.
4	Linda <i>wrote</i> that letter.	That letter	_____		_____	by Linda.
5	The Jeweler <i>is going to fix</i> my watch.	My watch	_____		_____	by the jeweler.
6	Ms. Bond <i>will teach</i> our class tomorrow.	Our class	_____		_____	by Ms. Bond tomorrow.
7	That company <i>employs</i> many people.	Many people	_____		_____	by that company.
8	That company <i>has hired</i> Sue.	Sue	_____		_____	by that company.
9	The secretary <i>is going to type</i> the letters.	The letters	_____		_____	by the secretary.
10	A high school student <i>bought</i> my old car.	My old car	_____		_____	by a high school student.
11	Mr. Adams <i>will do</i> the work.	The work			_____	by Mr. Adams.
12	The Janitor <i>washed</i> the windows	The widows	_____		_____	by the janitor.

**Exercise [10]:**

**Change the sentences from active to passive. The first one has been done.**

1. Columbus discovered the New World.

The New World was discovered by Columbus.

2. Thomas Edison invented the phonograph.

\_\_\_\_\_

3. Water surrounds an island.

\_\_\_\_\_

4. A maid will clean our hotel room.

\_\_\_\_\_

5. A plumber is going to fix the leaky faucet.

\_\_\_\_\_

6. A doctor has examined the sick child.

\_\_\_\_\_

7. The police arrested James Swan.

\_\_\_\_\_

8. A large number of people speak English.

\_\_\_\_\_

9. The secretary is going to type the letter.

---

10. The teacher's explanation confused Carlos.

---

11. My mistake embarrassed me.

---

12. Helicopters fascinate children.

---

**Exercise [11]:**

**Compare these two sentences about the future. What is the difference in emphasis between them?**

In the future, computers will do the accounts.

*In the future, the accounts will be done by computers*\_\_\_\_\_.

**1. Rewrite these sentences in the future simple passive. The first one has been done.**

1. We will do all our banking on mobile phones.

All our banking will be done on mobile phones.

2. Everybody will use credit cards instead of cash.

---

3. We will do most of our shopping on the Internet.

---

4. Homes and industry will use solar heating.

---

5. All forms of transport will use energy cell batteries.

---

6. Surgeons will perform operations with the help of robots.

---

## Unit Three

### USING YOUR DICTIONARY

One of the main language learners' tasks is to understand how to use the dictionary. By "dictionary" here we are referring to monolingual dictionary, i.e. a dictionary which uses only one language (English-English). Because a monolingual dictionary, unlike a bilingual dictionary, provides a lot of information besides giving the meaning, whereas a bilingual dictionary concentrates mostly on the meaning.

**In order to use a dictionary effectively, you must know something about**

**A. the information the dictionary gives you?**

- the meaning, e.g. *homesick* = unhappy when you are away from home for a long time.
- the pronunciation, e.g. *chaos* /keɪDS/, *dreadful* /dredf u l/.  
*Island* /aɪlənd/
- the part of speech, e.g. *dirty* adj.(=adjective), *lose* v (=verb),  
*law* n(=noun)
- any special grammatical features, e.g. *advice* (U)  
(=uncountable)
- common collocations (word partners), e.g. you do homework  
[NOT you make homework]
- example phrases or sentences, e.g. It was such a big menu, I didn't know what to choose.
- opposites (where they exist), e.g. *polite* (# *impolite* / *rude*)



**Note:** In most English-English dictionaries for foreign learners, collocations are usually shown in bold or italics, or they are included in the examples given after the definition.

## **B) The most important terms used in the dictionary:**

**a. Headword:** A headword is the word you look up in the dictionary. It is the name given to each of the words listed alphabetically throughout the dictionary. Headwords are typed in large bold type. That means the letters are black and thick like that of the headlines of a newspaper.

**2. Entry (definition):** This is the information explaining the meanings and uses of the headword. There may be one or more definitions for a given word. Sometimes two or more headwords have the same spelling. These are numbered e.g. *die*<sub>1</sub>, *die*<sub>2</sub>. Although these headwords have the same spelling, they either have different meanings or they are different parts of speech.

When you meet a word for the first time, in a book or paper, you will often find that its spelling is not the same as the headword to which it belongs, and which you need to refer to. This may be because it is the plural form for a noun (e.g. *oxen* *boxes*, *men* etc.) in which case you need to look for its singular form. Sometimes, too you will meet the irregular past tense or past participle forms of verbs (e.g. *sprang*, *sprung*, *born*, *borne*, *spoke*, *spoken*). In these cases, the headwords are infinitives and you should refer to (*spring*, *bear*, *speak*). Note; too, that if you meet the comparative “*faster*” or the superlative “*fastest*”, of an adjective, it is the headword *fast* that you must refer to.

**3. Compound:** A compound is a word formed by adding another word to a headword. It is written as one word (*nightdress*), or as two words separated by a hyphen (*night-life*). Note that the same compound may be found in different books, newspapers, notices etc. written sometimes with a hyphen, sometimes as one word, sometimes as two. This indicates that there is no general agreement amongst the users of the language about how that compound is written. The forms of compounds, given in the dictionary are

the most common in modern English use. Compounds are printed in bold type.

**4. An idiom:** An important sign of a person who has learned English from a native speaker (or a person who has the native speaker's command of the language) is his knowledge of the meaning and correct use of expressions such as *make up one's mind, be all ears, with all one's heart* etc. These are called idioms or idiomatic expressions. They are groups of two or more words which must be learnt as a whole because the meaning of the expression may be different from the meanings of its parts. An example is *hit the nail on the head* which means 'guess right. Idioms are printed in bold italic type.

To find an idiom, look for it in the entry for, the most important word in the phrase or sentence. For example, *pick holes* is found in the entry for *hole*; *get hold of the wrong end of the stick* is found in the entry for *stick*.

**5. A verb with a particle or preposition:** English contains many phrases made up of a verb and an adverbial particle, for example, *go back, run away*, or of a verb and a preposition for example, *go through, run into, take after* etc. Many of these are idiomatic and are printed and arranged in the same way as idioms.

**6. A derivative:** This is a word formed by adding an ending (called a suffix) to a headword, for example, *-able- -ly -ness -ment* as in *acceptable, dryness, yearly* etc. In order to find a word ending with a suffix in a dictionary you must look for the root word. If you want to find the word *employment*, for example, look up the verb '*employ*'.

### **C) Abbreviations used in the dictionary**

An abbreviation is a shortened way of writing a word. There are many standard abbreviations used in English. Below are some of the abbreviations used most often in the dictionary.

**Table (1)**

adj.	Adjective	neg.	Negative
adv.	Adverb	pl.	Plural
aux.	Auxiliary	p.p.	past participle
n.	Noun	pron.	Pronoun

**Table (2)**

sb.	somebody	referring to a person
sth.	something	referring to a thing
colloq.	colloquial	belong to or suitable for ordinary conversation, not formal (words and phrases)
arch.	Archaic	(words or phrases) not now used, of ancient times.
comp.	computing	used in computer Sciences

**D. Symbols used in the dictionary:**

There are many signs used in the dictionary but the most common are:

/ / Slashes or two slanting lines for showing pronunciation

e.g. *cook* /kuk/

□ box to show change in the part of speech

~ different uses of a word

e.g. put

~ put down = to put sth you are holding

~ up = to raise sth to a higher position

~ back = to put sth in the place that it was in before

( ) Specialist English usage e.g. (anat.) which means a word that is used in anatomy.

△ Taboo: something which religion or custom regards as forbidden, should not be spoken of.

--→ cross-reference to a related word, figure or shape, diagram etc.

(U) uncountable use of a noun

(C) countable use of a noun

## **E) How to look up words in the dictionary**

All headwords in the dictionary are arranged alphabetically. Knowledge of the correct order of the English alphabet is essential. Though it seems elementary, many of you, however, have not learnt it by heart. You should learn them in the following order.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>
<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>
<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>	

Words in the dictionary are arranged according to the first letter, e.g. “*boat*” comes before “*car*”. When words begin with the same letter they are arranged according to the second letter. Thus “*back*” comes before “*book*”. Again if the first and second letters are identical, then words are arranged according to the third letter and so forth.

At the top of each page in the dictionary, there are two words in bold type. These are guide words. The first guide word is the same as the first word on that page. The second guide word is the same as the last word on that page. So when you want to look up a word, go through the dictionary quickly concentrating on the guide words. When you come to the guide word which is nearest in spelling to the word you want, then look down that page for it.

\* **Problems with Pronunciation**

**a. Phonetics**

With many languages you can look at a word and know (more or less) how to pronounce it. With English this is not true: it is often very difficult to know the pronunciation from looking at a word. For example:

cough (pronounced like ‘off’) enough (like ‘stuff’) through (like ‘too’) and dough (like ‘so’). The only way you can be sure about the pronunciation is to learn some phonetic symbols which tell you the pronunciation. Dictionaries use them, and there is a table of phonetic symbols, with examples below.

\* **Vowel sounds**

<b>Symbol</b>	<b>Examples</b>		
/i:/	sleep	me	
/i/	happy	recipe	
/ɪ/	pin	dinner	
/ʊ/	foot	could	pull
/u:/	do	shoe	through
/e/	red	head	said
/ð/	arrive	father	colour
/ɜ:/	turn	bird	work
/ɔ:/	sort	thought	walk
/æ/	cat	black	
/ʌ/	sun	enough	wonder
/ɒ/	got	watch	sock
/ɑ:/	part	heart	laugh

/eɪ/	name	late	aim
/aɪ/	my	idea	time
/ɔɪ/	boy	noise	
/eə/	pair	where	bear
/əʊ/	go	home	show
/ɪə/	hear	beer	
/aʊ/	out	cow	
/uə/	pure	fewer	

\* **Consonant sounds**

Symbol	Examples		
/s/	since	rice	
/z/	zoo	houses	
/ʃ/	shop	sugar	machine
/ʒ/	pleasure	usual	vision
/h/	hear	hotel	
/m/	make		

/n/	<u>n</u> ame	n <u>o</u> w
/ŋ/	br <u>ing</u>	
/l/	<u>l</u> ook	wh <u>il</u> e
/r/	<u>r</u> oad	
/j/	y <u>ou</u> ng	
/w/	<u>w</u> ear	

## b. Silent letters and short syllables

There are many words in English where a letter is not pronounced:

fasten   plumber   calm   knee   wrong   combl

There are also many words where we almost ‘eat’ one of the syllables, and as a result a vowel sound almost disappears and a word, for example, with three written syllables may be two (or two and a half) in spoken English. For example:

Interested /ɪntrɪˈstɪd/   fattening /fætɪnɪŋ/   vegetable /vedʒtəbəl/

### Exercise [1]:

- a. Open your dictionary randomly, find headwords and
  - a. say what they mean.
  - b. say whether they have one or more than one definition.
- b. Find headwords with the same spelling. Show whether they have different meanings or they are different parts of speech.



- c. Look at the following list of words; what are the headwords for these words?

*women*      *children*      *oxen*      *largest*      *biggest*  
*went*      *broken*      *hung*      *sprung*      *taller*      *shorter*

**Exercise [2]:**

- a. **Find the meanings of the following idioms by looking them up in your dictionary.**

*kicked the bucket*

*passed away*

*mind your own business*

*over head and ear*

*up to the one's ears e.g. up to my ears*

*with all one's heart e.g. with all my heart*

- b. **Find the meanings of the following phrasal verbs by looking them up in your dictionary.**

look out

back up

side with

down with

put down

look after

take after

c. Look in your dictionary, list some words (derivatives)

ending in:

-er -ment -ance -able -ly and write down what they mean.

**Exercise [3]:**

Look into your dictionary and find out at least ten other abbreviations not mentioned in tables (1) and (2).

**Exercise [4]:**

Look into your dictionary and find out at least five other symbols used but not mentioned in the passage:

**Exercise [5]:**

*Arrange the following words in alphabetical order:*

opposite	open	order	often	organ
organize	mountain	boat	board	orange
second	made	want	war	warn

**Exercise [6]:**

**Below is lists of words, classify them according to the place where you find them in the dictionary i.e. beginning, middle, or end:**

benefit	alarm	calm
shallow	mate	narrow
water	bat	zero
<b>beginning</b>	<b>middle</b>	<b>end</b>
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

**Exercise [7]:**

**Try using some phonetic symbols. Using your dictionary, fill in the pronunciation of these words (put the symbols between the /        /). Then practice saying the words and make sure you can see and hear the difference in the pronunciation of the words in each pair.**

1.    row /        /                      cow /        /
2.    back /        /                      bacon /        /

3.    soup /       /                    soap /       /

4.    vase /       /                    razor /       /

**Exercise [8]:**

**Look at the underlined letters in these words. Which one is the Odd one out in each case?**

- |    |                |                   |                |                    |
|----|----------------|-------------------|----------------|--------------------|
| 1. | <u>b</u> read  | <u>d</u> ream     | <u>s</u> pread | <u>d</u> ead       |
| 2. | <u>s</u> poon  | <u>r</u> oom      | <u>f</u> lood  | <u>ch</u> oose     |
| 3. | <u>f</u> ast   | <u>ph</u> rase    | <u>bl</u> ame  | <u>sun</u> bathe   |
| 4. | <u>c</u> ousin | <u>w</u> ound (n) | <u>r</u> ough  | <u>tr</u> ouble    |
| 5. | <u>v</u> irus  | <u>p</u> ilot     | <u>d</u> iet   | <u>s</u> ince      |
| 6. | <u>h</u> yphen | <u>s</u> ymptom   | <u>t</u> ype   | <u>ps</u> ychology |

**Exercise [9]:**

**Look at the underlined letters in these pairs of words. Is the pronunciation the same or different?**

know / knife

muscle / scissors

island / Islam

climb / bomb

listen / western

honest / hope

aisle / Christmas

wrong / wrist

hand / handsome

calf / calm

## Unit Four

### The Ideal Job

\* **Pre-reading:**

**Discuss the following questions:**

- What do you want to be by the next five years?
- What is the most important thing about your dream job?

**Read the stories and complete the sentences that follow.**

**The Ideal job**

Believe it or not, some people get paid—and well—for doing the things that make them really happy. Here are a few people who have found the job of their dreams.

*“I know all about job-hunting.”—Betsy*

A few years ago, I lost my job as a manager in a factory. I was so unhappy. I was thirty-eight years old, out of work for the 100th time, and without much hope. Then, one day I was thinking about the question, “What do I do best?” and the answer came to me. I had been out of work many times, so I knew every manual about how to find a job or change a career. I must have been to over 100 interviews in my life, made 1,000 phone calls asking for jobs, and sent out a résumé to almost 2,000 companies. When I looked at my skills, I saw that my best skills were job-hunting skills! So I started my own company, Career Consulting. It’s a business that helps

people find jobs. I hired two people to work with me. The three of us work together on everything, but I'm the boss. It's great! I love the work, and I make a lot of money!

*"I have the funniest job in the world."*—Amanda

I have been a matchmaker for forty-one years. Because of me, sixty couples are now happily married or engaged. I'm a good matchmaker. I have a very good eye for people. And I don't mean I match people on how they look. I mean I can meet a person just once for ten minutes, and I know for sure what kind of person he or she is. I get a feeling. And this feeling tells me, "Oh, he would be a great husband for Stephanie," or "Ah, now here is the woman for Timothy." I can't imagine a job that's more fun. I meet wonderful people. I work for myself. Nobody tells me what to do. I make enough money to live a simple life. And I get so much joy from seeing what happens to my matches. A month ago a couple stopped by on their way home from the hospital with their new baby girl. I'm so happy to think that I helped make that family!

*"I have a job with an incredible view."*—Donna

Teaching skydiving is so exciting. I love seeing students on their first jump. They are all nervous and excited. When they get to the ground, they can't wait to call everyone they know and tell them they just jumped out of an airplane. Later, when they learn to turn and fly forward, they realize that they're not just a flying stone. They realize that they're like a bird—they can fly!

It wasn't easy to get this job. I had to have about 1,000 jumps and about two years of training. And the salary was only \$15,000 for the first year. But I don't do it for the money. In fact, I don't need to get paid at all. I love it that much!

### **Exercise [1]:**

**Complete the sentences with the correct name from the reading. The first one has been done for you as an example.**

1. Donna made \$15,000 a year.
2. \_\_\_\_\_ helped sixty couples find each other.
3. \_\_\_\_\_ was out of work many times.
4. \_\_\_\_\_ has had the same job for over forty years.
5. \_\_\_\_\_ changed careers.
6. \_\_\_\_\_ loves teaching.

### **Exercise [2]:**

**Read the paragraphs about skills, setting, and rewards and the questions in each paragraph. How would the women in the reading answer the questions? Write answers for each woman. The first one has been done for you as an example.**

1. Betsy

Skills: have a lot of job-hunting skills.

Setting: I like to work with other people. I like to have my own business.

Rewards: I like making a lot of money.

2. Amanda

Skills: \_\_\_\_\_

Setting: \_\_\_\_\_

Rewards: \_\_\_\_\_

3. Donna

Skills: \_\_\_\_\_

Setting: \_\_\_\_\_

Rewards: \_\_\_\_\_

4. What about you? How do you answer these questions?

Your name: \_\_\_\_\_

Skills: \_\_\_\_\_

Setting: \_\_\_\_\_

Rewards: \_\_\_\_\_



\* **Exploring language**

**Exercise [3]:**

**Cross out the word or phrase that is not related to the boldfaced word. The first one has done for you as an example.**

1. **résumé:** work history, job hunting, ~~money~~
2. **want ad:** newspaper, skill, job
3. **employment agency:** secretary, job hunting, résumé
4. **career:** city, work, experience
5. **sky diver:** plane, water, jump
6. **out of work:** job hunting, manager, free time
7. **engaged:** plan, school, ring
8. **manual:** book, information, newspaper
9. **interview:** company, answers, computers
10. **advice:** information, suggestions, exercises

\* **WORKING WITH WORDS**

**Exercise [4]:**

**Complete the e-mail from Cristina to Jenny with the words below.**

*hire interview out of work résumé skills specific*

From: Cristina\_Bond@Richmond.edu

Sent: 01 July 1998 14:23

To: JRIOS@aol.com

Subject: New Job

Hi Jenny,

Guess what? I finally found a job. I'm so excited! I thought I was going to be (1) \_\_\_\_\_ forever. I was so nervous during the \_\_\_\_\_(2). I was sure they didn't want to (3) \_\_\_\_\_ me. At first they asked me lots of general questions about my life. That information was on my \_\_\_\_\_(4). But then they started to ask me lots of \_\_\_\_\_(5) questions about computers. I'm so glad I took that Internet course last summer. It gave me a lot of computer (6)\_\_\_\_\_ that I can use at this job. Wow, I can't believe it. I'll call you next week with my new work number.

Yours,

Web Master Cristina

Web Master: the job title for people who design Internet web pages.

- **Skills for expression**

**A. Grammar: Descriptive Adjectives and Possessive Adjectives**

**Read the e-mail from Cristina to Jenny. Notice the underlined words.**

**They are two kinds of adjectives: descriptive adjectives and possessive adjectives.**

From: Cristina\_Bond@Richmond.edu

Sent: 13 October 1998 9:12

To: JRIOS@aol.com

Subject: Old Job

Hey Jenny,

A bad thing happened to me last week. NetMakers was sold, and I lost my new job. NetMakers is a small company, so I knew this might happen. But I didn't think it would happen so fast! It was such a great job for me because I could use my skills. And the job was fun. I guess I'll have to start job hunting again. How about your job? How is it going? The last time we talked, you were bored. Cristina is your job interesting now? Don't e-mail me at this address anymore. Just call me on my phone.

**Exercise [5]:**

**List each adjective in the e-mail on one of the lines. The first ones have been done for you as an example.**

1. Descriptive adjectives: bad, \_\_\_\_\_

2. Possessive adjectives: my, \_\_\_\_\_

\* **Focus ON GRAMMAR**

**See Descriptive Adjectives and Possessive Adjectives below. Descriptive and Possessive Adjectives**

Descriptive adjectives describe nouns. They can come after the verb be.	She is <b>smart</b> .
They can come before a noun.	She is a <b>smart</b> teacher.
When a noun follows an adjective, use <i>a</i> , <i>an</i> , or <i>the</i> before the adjective. ( <i>a</i> and <i>an</i> are used only with count nouns)	She is a <b>smart</b> teacher. She's <b>an important</b> writer. <b>The new</b> teacher isn't here.
Remember: Do <b>not</b> use <i>a</i> , <i>an</i> , or <i>the</i> when the adjective is not followed by a noun.	Gary is smart.
<b>Possessive adjectives</b> show belonging.	I have a job. <b>My</b> job is very interesting.
A noun always follows a possessive adjective. When using possessive adjectives, do not use <i>a</i> , <i>an</i> , or <i>the</i> .	<b>His</b> boss is nice.
<b>Possessive adjectives</b> have the same form before singular or plural nouns.	<b>Your</b> paintings are beautiful. <b>Your</b> painting is beautiful.
<p><b>Possessive Adjectives</b></p> <p><i>my your his her its our your their</i></p>	

### Exercise [6]:

Use the words to write sentences. The first one has been done for you as an example.

1. for/Jenny/a/is/career/looking/new *Jenny is looking for a new career.*
2. like/She/job/didn't/old/her \_\_\_\_\_
3. Our/manager/was/old/nice\_\_\_\_\_
4. want ads/job/his/Juan/new/found/in/the\_\_\_\_\_
5. sister/out/work/of/is/My\_\_\_\_\_
6. an/Nelson Bolles/job/interesting/has\_\_\_\_\_

### Exercise [7]:

Look at the pictures that follow. Write about the work that the people do, how the people are feeling, and how they look. For each picture, write at least three sentences. For each picture, use at least one possessive adjective, one descriptive adjective before a noun, and one descriptive adjective after be. You can use the descriptive adjectives listed below. The first one has been done for you as an example.

*sad*      *sleepy*      *short*      *straight*      *big*      *dirty*  
*hungry*      *curly*      *happy*      *long*      *messy*      *old*  
*young*

1. The man:

He is a young man. He has short hair. He is hungry. He drives an old truck.

The truck:

His truck is old. The old truck is dirty.

2. The woman:

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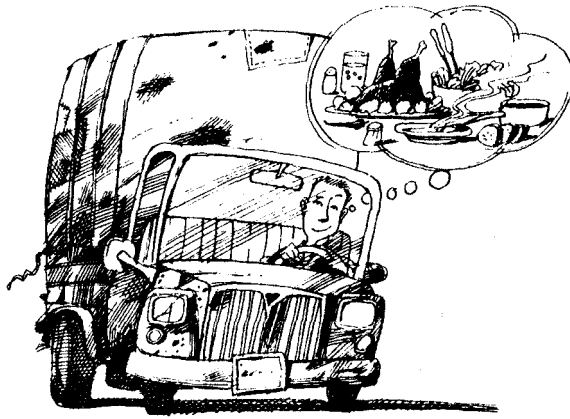
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The desk:

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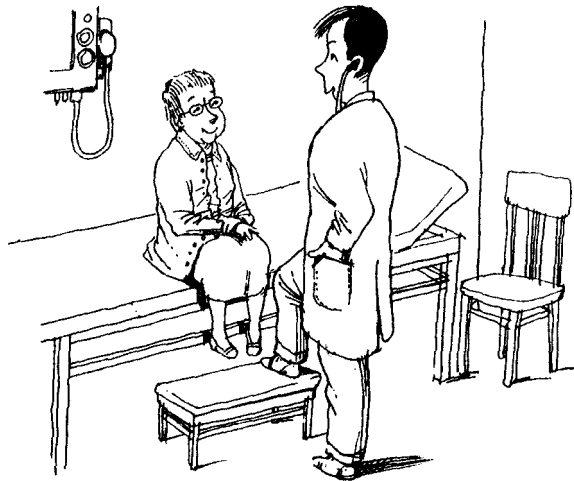




3. The doctor:

---

---



The patient:

---

---

- **Style: The sentence**

**Exercise [8]:**

**Read the following lines and then answer the questions.**

1. Marika worked for a big camera company for six years.
2. My friend in Boston.
3. Eli works twenty hours a week.
4. He's tired.
5. Teaches mathematics to college students in Massachusetts.

**Which ones are sentences? Which aren't sentences? How do you know?**

**\* Parts of the Sentence**

<ul style="list-style-type: none"> <li>• Every sentence in English must have a subject and a verb. A sentence can have just a subject and a verb. But, usually, sentences have other words, too.</li> </ul>	<p>He cooks.</p> <p>↑        ↑</p> <p>subject verb</p>
<ul style="list-style-type: none"> <li>• In commands we don't say or write a subject. But the subject of commands is always understood as "you."</li> </ul>	<p>Stop that! = You stop that.</p>
<ul style="list-style-type: none"> <li>• Subjects come before the verb and often come at the beginning of the sentence.</li> </ul>	<p><b>Everybody</b> told me it was a great job.</p>



• Subjects can be one word.	<b>Everybody</b> told me it was a great job.
• Subjects can be many words.	<b>My uncle, my sister, and all my friends</b> told me it was a great job.
• Subjects can't be repeated.	WRONG: <b>Connie she</b> told me it was a great job.
• The first letter of the first word of a sentence must be capitalized.	There was one problem.
• A sentence must end with a period, question mark, or exclamation point.	I was bored. How many pens have you got? That is wonderful!
• Some verbs (like laugh) don't have objects. Some verbs (like hire) have one object. Some verbs (like give) have two objects.	She laughed. The company hired <b>Tadashi</b> . The company gave <b>him the job</b> .

### Exercise [9]:

**A. Each sentence has one mistake. Correct the mistakes. The first one has been done for you as an example.**

1. The camera company ~~it~~ paid Marika a lot of money.
2. She happy with her job at the camera company.
3. Decided to change her job anyway.
4. Her friends told to stay with the camera company.
5. they didn't understand her decision.

6. Why did she change her job
7. Marika she just wanted her dream job.
8. Started Marika her own restaurant.
9. Marika happier now than ever before!

## **B. Writing Sentences**

**Write five sentences to describe someone's job—for example, your job, your father's job, or a friend's job.**

Example: *My friend Sarah is a Kindergarten teacher. Her job is very hard. She is tired every day. But her job is also funny. Her job does not pay a lot of money.*

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---

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### **Exercise [10]:**

#### **\* Writing Topics                      Assignment**

**Choose one of the following topics. Write one or two paragraphs. Use some of the vocabulary, grammar, and style that you learned in this unit. Be sure to write correct sentences.**

1. Imagine your friend just finished college and doesn't know what to do for work. Write him or her a short note with advice. Use information from "The Ideal Job". Give your friend at least three suggestions.

2. Do you know anyone who has found his or her dream job? Write about this person. Answer these questions: Who is he or she? What does he or she do? How did he or she get the job? What is most important to him or her about the job?
3. Imagine you have your dream job. What do you do? Describe your job. Be sure to discuss the three things that are important: the skills you use, the setting, and the rewards.

\* **Drill**

Interview someone who may want to change careers. This person might be your friend, your teacher, your neighbor, or a relative.

1. Ask this person questions about his or her career dreams. You should start with the following questions. If you want, add some more questions of your own to the list.
  - a. What is your name?
  - b. What is your career now?
  - c. What do you do in your career?
  - d. What are the good and bad things about your career?
  - e. What kind of career do you want to have? Why?
  - f. Why would you like this dream career better than your career?

## Unit Five

### A WORLD GUIDE TO GOOD MANNERS

#### \* Pre-reading:

**Look at the title of this article.**

1. Do you think it will be serious or light-hearted? Why?
2. Why do some people behave badly abroad?
3. How might people benefit from a better understanding of other cultures?

#### \* Vocabulary

<i>global village</i>	<i>behave</i>	<i>bang on time</i>	<i>executives</i>
<i>community</i>	<i>insult</i>	<i>etiquette</i>	<i>casual</i>

#### \* How to behave well abroad!

Traveling to all corners of the world gets easier and easier. We live in a global village, but how well do we understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they are Germans, they'll be bang on time. If they're Americans, they'll probably be fifteen minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread of their language meant that a corresponding understanding of English customs. Very soon they have to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

**Here are some examples of intercultural communication over business:**

- The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one another, and they rarely drink at lunchtime.
- The Germans like to talk business before dinner; the French like to eat first and talk business afterwards. They have to be well fed and watered before they discuss anything.
- American executives sometimes signal their feeling of ease and importance in their offices by putting their feet on the desk while talking on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange cards

immediately on meeting because it is essential to establish everyone status and position. When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also the bow is a very important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal “Have a nice day!”. American waiters have one-word imperative “Enjoy!”. The British, of course are cool and reserved. The great topic of conversation between strangers in Britain is the weather — unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link. “Oh, Really? You live in Ohio? I had an uncle who once worked there”.

**“When in Rome, do as the Romans do.”**

**Here are some final tips for traveling:**

- In France you shouldn't sit down in a café until you've shaken hands with everyone you know.
- In Afghanistan you should spend at least five minutes saying hello.
- In Pakistan you mustn't wink. It is offensive.
- In the Middle East you must never use the left hand for greeting, eating, drinking, or smoking. Also you should take care not to admire

anything in your hosts' home. They will feel that they have to give it to you.

- In Russia you must match your host's drink for drink or they will think you are unfriendly.
- In Thailand you clasp your hands together and lower your head and eyes when you greet someone.
- In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't have a conversation until it is eaten.

### **Exercise [1]:**

#### **Answer these questions:**

1. Which nationalities are the most and least punctual?
2. Why did the British think that everyone understand their customs?
3. Which nationalities do not like to eat and do business at the same time?
4. An American friend of yours is going to work in Japan. Give some advice about how he should and shouldn't behave.
5. Imagine you are at a party in (a) England (b) America. How could you begin and continue a conversation with a stranger?
6. Which nationalities have rules of behaviour about hands? What are the rules?

**\* Grammar review**

**Exercise [2]:**

**Read the following story and complete it with these verbs in the simple past. (See appendix [1] for irregular past).**

*want      buy      ring      go      look      be*  
*can    give      ask      thank      explain      start*

I was in Italy on business in late October and I was invited to dinner by an Italian business colleague. I .....to take her a present so I ..... to the market to buy some flowers. As I said, it was late October and so the mums( or flowers) ..... especially beautiful. I .....some magnificent yellow ones. Then I went to my colleague's house and .....the bell. When she opened the door, I .....her the flowers, and I smiled. But I .....tell that something was wrong because her face .....so strange. She .....me politely but I could see she wasn't pleased.

Later I .....my friend about it. 'What flowers did you buy?' he asked. "mums," I replied, and he .....laughing. "What's the joke?" I asked, and he .....that in Italy November 2<sup>nd</sup> is the Day of the Dead and everyone takes mums to the cemetery to decorate the family tomb. No one has them in the house.

**Exercise [3]:**

1. Why were the mums not an appropriate present?



2. If you want to do business in a foreign country:
  - a. which of the topics below do you think you should know a lot about?
  - b. which of the topics are 'safe' to discuss with someone from a different culture?
    - religion
    - the family
    - style of dress
    - holidays
    - history
    - punctuality
    - food and drink
    - education system
    - entertainment
    - spending habits
    - politics
    - geography
    - special customs

\* **Word review**

**Exercise [4]:**

**Match each numbered word (in the text below) with a word or phrase (in the list) that has a similar meaning.**

**When in Rome ....**

Studying abroad(1) is a great opportunity(2), and for many people, it's dream(3) come true. However, it is important to realize that people in other cultures may think and behave differently. In some cultures, for example, your options(4) of what to wear may be different. It may also be wrong to drink alcohol, or for women and men to socialize(5) in certain places. If you go to another country on a study or trip(6), try to respect the culture you are living in. You may not be comfortable(7) about certain things, but do not believe your values(8) are always better. Try to understand, and live as the local people live.

- |         |          |         |                    |
|---------|----------|---------|--------------------|
| a. .... | vacation | b. .... | chance             |
| c. .... | ambition | d. .... | ideas              |
| e. .... | choices  | f. .... | meet people        |
| g. .... | happy    | h. .... | in another country |

\* **Discussion:**

1. Why is it not a good idea to .....
  - a- say that you absolutely love Egyptian vase.
  - b- go to Russia if you do not drink alcohol.
  - c- say 'Hi! See you later?' when you're introduced to someone in Afghanistan.
  - d- discuss politics with your American friend in McDonald's.
2. **Choose one or more of the following questions to discuss with your classmates in preparation for writing.**
  - How might you become more aware of your own culture and traditions through contact with someone from another culture?
  - Do you think the Sudanese business people show real respect for their customers and time?

**Exercise [5]: Writing**

\* **Assignment**

**Write a paragraph about the characteristics of a well-behaved person. Consider the following points in your writing:**

- showing good manners
- good interpersonal relations with younger and older people
- respecting others in their different life style

## Unit Six

### FOR FITNESS

\* **Pre-reading:**

1. Mention some leisure activities and sports that you know.
2. What are the benefits of exercise?

\* **Vocabulary**

fitness	weight-lifting	health clubs	aerobic
benefit	muscles	diet	stress

**Exercise [1]:**

**Now read the text quickly and say the three types of exercise that are mentioned.**

In recent years, the fitness movement has been gaining popularity all over the world. Health clubs, exercise classes, and bodybuilding centers have **sprung up** from Tokyo to Rome-and even Moscow. Health magazines, books, records, videotapes are selling like lemonade on hot summer day. And yet, despite the fitness boom, there are still many people who are unfit. This includes millions who play tennis, baseball, or football. It includes millions who **work out** at health clubs. The problem is, our workouts don't make sweat enough or breathe hard enough. We don't run far enough, or exercise long enough.

We need to put more aerobic training in our lives. Aerobic is the system of exercise first developed by Dr. Kenneth Cooper. It involves moving vigorously and steadily over a period of twenty to forty-five minutes, so that the cardiovascular system (heart, lungs, and circulatory system) works harder and supplies more oxygen to the muscles. When the oxygen reaches the muscles, it combines with the fuel sources to produce energy. The more oxygen we can supply to the muscles, the more efficiently the body can utilize this oxygen, and the more physically fit we become.

There are many kinds of exercise that will help us to get in shape. Three most popular are running, weight-training and swimming.

## **Running**

The best aerobic exercise is running, and the best distance runner on this planet is the human beings, such as cheetah, can run faster over short distances, but the human over performs all other animals of comparable size in long distance running.

Humans are the best distance runners because we have the most efficient sweat glands in the animals' kingdom. Our superior cooling system makes it possible for us to run long distances on hot days. We also have superior breathing system, enabling us to change speed without losing efficiency. And our diet, which includes carbohydrates, allows us to store energy longer than carnivores and most other animals. All this adds up to some simple fact: we were born to run, especially to run long distance.

## **Weight-training**

Although running is the excellent aerobic exercise, it isn't enough for total fitness. If you want to put on muscles and get stronger, the best way to do this is through weight-training. Lifting weights can make your muscles larger, firmer, and stronger. And it doesn't take very long — most people begin to see changes in the mirror within a week or so of first laying hands on iron.

Before starting a weight-training program, everyone has some instructions. The most important thing is to do it easy at the beginning. Start with moderate weights and take a little more time. **Showing off**, even to yourself, how much you can lift is the easiest way to hurt yourself. As you improve, you can increase the weight and the number of repetitions. Also pay attention to form. Good form will help protect you from injury.

In the past, weight-lifting was primarily an activity for men, but today thousands of women are pumping iron in gyms all over the world. Women are discovering that lifting weights has benefits. It makes them healthier, stronger, and more energetic, and it gives them a feeling of power.

## **Swimming**

For all-around fitness, there's no sport that can take the place of swimming. Swimming **builds up** your limbs, heart, and lungs. It improves coordination and strength, and for aerobic benefit it is almost as good as running. There's very little risk of injury, and it is an activity you will probably never grow too old to do. Some people enjoy swimming because it gives them a feeling of peace. They enter a cool, wet world where there are

no -distractions- no one to listen to and no one to argue with. This solitude can be the most pleasant part of swimming, a chance to let the mind relax as the body works, a time to relieve stress and work off tension. What's more, swimming can build your self-esteem and help sleep better at night.

In spite of all the benefits we get from exercise, there are still many people who don't like to work out. Ask them why they don't exercise and they might say that running, swimming, and weight-lifting are boring. Or they are too busy. But a good exercise program doesn't have to **take up** a lot of time, and it can be a lot of fun. Working out is good for the mind as well as for the body. When we are in shape, we feel good about ourselves and are less likely to suffer from depression. Regular exercise not only makes us look and feel better, but also defends us from illness and prolongs our lives.

## **Exercise [2]:**

### **Answer these questions:**

1. What are some of the benefits of exercise?
2. How is it possible for some people to play sports and still be out of shape?
3. What does aerobic exercise do for the human body?
4. What is the best aerobic exercise?
5. Which animal is the best long-distance runner?
6. What advantages do humans have when it comes to long-distance running?

7. What is weight-training good for?
8. What things should you keep in mind when you start a weight-training program?
9. Why is weight training becoming more popular among women?
10. What is the best sport for all fitness?
11. What are some benefits of swimming?
12. What are some excuses people give for not exercising?
13. How often do you exercise? What is your favorite exercise?

**Exercise [3]:**

**These phrasal verbs are used in the text. Can you guess what do they mean?**

1. *sprung up*
2. *work out*
3. *showing off*
4. *build up*
5. *take up*

**\* Language Focus**

- \* Phrasal verbs (*get up, break down, fill in, etc*) a. We often use verbs with these words:**



**on    off    in    out    up    Down    away**  
**back    over    about    around    forward    Through    along**

We often use these words with verbs of movement. For example:

***get on**      The bus was full. We couldn't **get on**.*

***drive off**    She got into the car and **drove off**.*

***come back** Tom is leaving tomorrow and **coming back** on Saturday.*

***turn around** When I touched him on the shoulder, he **turned around**.*

But often these words (***on/off/up/down. etc.***) give a special meaning to a verb. For example:

- *Sorry I'm late. The car **broke down**.*
- ***Look out!** There's a car coming.*
- *It was my first flight. I was very nervous as the plane **took off**.*
- *I was so tired this morning that I couldn't **get up**.*

These verbs (***break down / get up/ take off. etc.***) are phrasal verbs.

b. Sometimes a phrasal verb has an object. Usually there are two possible positions for the object. So you can say:

object

object

*I **turned off** the light, or I **turned** the light **off**.*

Here are some more examples:

***fill out** this form?*

- *Could you* **fill this form out?**
- *It's warm.* **Take off your coat.**
- *It's warm.* **Take your coat off.**
- *It's warm.* **Put out the fire.**
- The fire fighters soon arrived and **put the fire out.**
- *I think I'll* **throw away these old newspapers.**
- *I think I'll* **throw these old newspapers away.**
- *I think I'll* **breaking down the door.**
- The police got into the house by **breaking the door down.**

Sometimes the object of a phrasal verb is a pronoun (**it/them/me/you/him/her/us**). These pronouns go before **on/off/in/out/up/down**. etc.

- *They gave me a form and told me to fill it out. (not fill out it)*
- *Ann's asleep. Don't wake her up. (not wake up her)*
- *"What should I do with these old newspapers?" "Throw them away."*
- *Here's the money you need. Don't forget to pay me back.*

c. Sometimes we use a phrasal verb + preposition. For example: **look forward to / keep up with / cut down on**. The object always comes after the preposition:

- *Are you looking forward to your vacation?*
- *You're walking too fast. I can't keep up with you.*
- *Jack has cut down on smoking. He only smokes five cigarettes a day now.*

**Exercise [4]:**

**Complete the sentences using an appropriate phrasal verb from the box. Use the correct form of the verb each time. The first ones have been done for you as an example.**

**break down**

**clear up** (= become bright-  
for weather)

**take off**

**speak up**  
(= speak louder)

**grow up**

**turn up**  
(= appear/arrive)

**show off**(= show how good you are at something)

**fall off**

**close down**

**move in**

1. Be careful on that horse! Don't *fall off*!
2. Sorry I'm late. The car *broke down* on the way here.
3. What time did the plane finally.....?
4. There used to be a very good store on the corner, but it .....a year ago.
5. "We've bought a new house." "Oh, have you'?' When are you .....?"
6. Susie is eight years old. When she ....., she wants to be a pilot.
7. I arranged to meet Jim at the club last night, but he didn't.....
8. The weather's horrible, isn't it? I hope it .....later.
9. We all know how wonderful you are. There's no need to.....
10. (On the telephone) I can't hear you very well. Can you ..... a bit?

**Exercise [5]:**

**Complete these sentences as shown in the examples.**

Examples: He told me to fill out the form, *so I filled it out.*

He told me to throw away the newspapers, so *I threw them away*.

1. He told me to put out my cigarette, so I .....
2. He told me to take off my shoes, so I.....
3. He told me to turn on the TV, so.....
4. He told me to call up Ann, so.....
5. He told me to give up smoking, so.....
6. He told me to put on my glasses, so.....
7. He told me to write down my address, so .....

**Exercise [6]:**

**Complete these sentences using an appropriate phrasal verb from the box. Where necessary use the past tense of the verb. Each time use *it/ them/ me* with the verb. The first one has been done for you as an example.**

*look up   turn down   wake up   shave off*  
*pick up   cross out   knock out   try on*

1. The radio is a little loud. Can you *turn it down* please?
2. There was a \$20 bill lying on the sidewalk, so I.....

3. The children are asleep. Don't.....
4. If you make a mistake, just.....
5. I saw a jacket I liked in the store, so I went in and .....to see if it fit me.
6. There were a few words that I didn't understand, so I .....in my dictionary.
7. He had a beard for a long time, but he got tired of it, so he.....
8. A stone fell on my head and ..... I was unconscious for half an hour.

## Unit Seven

### A CASUAL ENCOUNTER

1. **How do you go to university? Tick (✓) the means you use:**

By

train

bus

a private car

other than these (specify) .....

2. **Where do you often go for entertainment? Why? Tick (✓)**

Malls (e.g. Afraa)

Movies

Clubs (pops)

Parks

\* **Reading aloud**

**Read the interview and answer the questions that follow:**

Q: Do you often go to Afraa?

Suzan: Yes, very often. I come from Assalama.

Q: Where's that?

Suzan: A couple of kilo meters south Khartoum. It takes about half an hour by bus.

Q: Are you waiting for the bus now?

Suzan: No, I'm not. I'm going to work. I'm having a cup of coffee and something to eat. Then I'm off to work.

Q: Do you often stop off for coffee?

S: Most days, sure.

Q: May I ask, er... what do you do?

S: I'm an engineer. I work for an Engineering Company.

Q: Where do you work?

S: Khartoum North, near Abud Park, a few blocks along al-Ingaz Street.

Q: And how do you get there from here? Do you take a taxi?

Suzan: No, I usually take public transport.

**\* Comprehension Questions:**

**A. Circle True / False**

- a- Suzan often has a cup of tea. T/F
- b- She always takes a taxi. T/F
- c- She works down al- Ingaz St. T/F
- d- She is an officer. T/F



**B. Answer these questions:**

- a- What does she do?
- b- What's she doing at the moment?
- c- How does she usually get to work?
- d- Is she waiting for a bus or train?

**C. Word order in questions:**

**Fill in the gaps (in the groups of questions 1 – 3) with a suitable verb.**

**1. Personal information**

- a- Where ..... you from?
- b- Where do you .....?
- c- Do you ..... any brothers and sisters?

**2. Work**

- a- What do you .....?
- b- Do you ..... your job?
- c- Do you ..... any foreign languages? Which?

**3. Studies**

- a- What do you .....?
- b- What universities do you ..... to?

\* **My Home**

**A. Use the pieces of information below, then work on the following questions.**

Where do you live?      e.g. I live in an industrial town.

a small town in .....

It's      a village      near .....

an old city      on the coast of .....

a modern city      on the River.....

a port

What's the countryside like?      The area is mountainous.

hilly.

very industrial.

very pretty.

The countryside is rather dull.

a university.

What sort of town is it?      good shops.

The town has      a good night life.

an interesting old port.

lots of places to visit.

It's very

quiet.

busy.

factories.

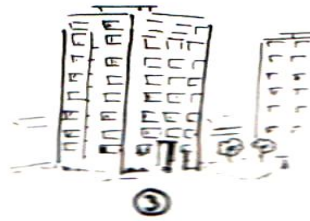
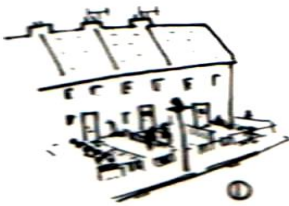
It's full of

traffic.

tourists.

students.

retired people.



terraced house.

What kind of house do you live in?

I live in a detached house.

flat.

two miles from the town centre.

How far is your house from the ...?

It's very near the harbour.

not far from the shopping centre.

old/modern.

What's it like?

It's quiet/noisy.

comfortable / uncomfortable.

tidy/ untidy.

It has a big garden.

There isn't a garden.

What do people do? Most people work in offices/factories.

commute to the big cities.

Is there much to do in the evenings? There's a lot to do.

There isn't a lot to do.

People go for a stroll along the

Nile River avenue.

stay at home.

How do you spend your leisure time? I enjoy fishing and going to the Park.

What's the difference between the following? Can you draw them?

detached, semi-detached, terraced house, bungalow, flat, bedsitter.

## Activity

1. Interview someone about themselves and their home for five minutes. Then they will interview you. Take notes. Then give a one-minute report on the other person to the class.
2. Write a short dialogue using the words:

detached house    industrial            near

### **B. A five-minute interview**

Do a five-minute interview with anybody. Ask them about themselves and their homes. Take notes while you are doing the interview. Send your report to the following e-mail address:

[Sustengepzkg97@yahoo.com](mailto:Sustengepzkg97@yahoo.com)

### **C. Write a short dialogue using these words:**

detached house

industrial

near

#### \* **Language focus**

#### \* **Present continuous tense**

Form: [**am / is / are**] + **verb + ing**

The present progressive tense takes the form *be+V ing*

The form of *be* is determined by the subject of the sentence.

*He is singing*

*She is listening*

*They are sleeping*

*I am going home*

In English, the present progressive is used to indicate actions happening at the time of speaking, or right now.

**Examples:**

*Jake is speaking to his mother right now.*

*Please keep quiet! The baby is sleeping.*

The present progressive can also be used to indicate actions occurring over a period of time around the present.

*Grace is working at a chemical factory.*

*What are you doing these days?*

The present progressive is sometimes used to indicate ongoing, developing, imminent or future actions.

\* Ongoing actions:

Don't bother Mr. Grumpy while he is watching the football game.

\* Developing actions:

I'm beginning to like this place!

\* Imminent actions:

A: Honey, where are you?

B: I'm coming. Just let me put on my shoes.

\* Future (notice the presence of future time words).

A: Are you going to the concert this weekend?

B: I wish I could, but I'm meeting an important client from Oklahoma.

Some verbs cannot be used in the progressive tense. These are called non-action verbs. Non-action verbs indicate state, sense, desire, possession, or opinion. The most common non-action verbs are:

<i>be*</i>	<i>seem</i>	<i>appear*</i>			(existence)
<i>look*</i>	<i>sound*</i>	<i>smell*</i>	<i>taste*</i>	<i>feel*</i>	(senses)
<i>like</i>	<i>want</i>	<i>prefer</i>	<i>love*</i>		(desire)
<i>have*</i>	<i>own</i>	<i>possess</i>			(possession)
<i>think*</i>	<i>believe</i>	<i>consider*</i>			(opinion)

Notice the usage in the following sentences:

*Mr. Tactful is seeming like a nice guy.* (wrong!)

Mr. Tactful seems like a nice guy. (correct)

This salad is tasting delicious. (wrong!)

*This salad tastes delicious.* (correct)

I am liking banana cream pie. (wrong!)

I like banana cream pie. (correct)

Some verbs have both action and non-action meanings. They are indicated by an asterisk\* in the table above. The situation determines whether the action or non-action form of the verb is used.

*Those flowers look beautiful.* (non-action)

*Flora is looking out the window.* (action)

*I think that's a great idea.* (non-action)

*I am thinking about my upcoming speech.* (action)

*We have a brand new car.* (non-action)

*We are having a party this weekend.* (action)

*Craign is a real estate agent.* (non-action)

*Billy's being naughty today.* (action)



## Unit Eight

### ROBOTS

\* **Pre-reading:**

1. What's a robot?
2. Do you have a robot?

Go to the box below to find out:

\* **Prompt:**

*Ali is a student at Sudan University of Science and Technology, College of Engineering. His elder brother, Ibrahim, is also an engineer .In 1999, Ibrahim went to America and became a famous roboticist .He sent a robot to his younger brother ,Ali ,who is currently doing a project on intelligent robots .Read the text and see how Ali interacts with his robot .*

**What do you think a robot can do?**

Example: it can clean the floor.

Ali is talking to his robot, Tom. **Read the dialogue and fill in the gaps. Use these words:**

*cooked / haven't / have / I've / cleaned*

Ali: Hello, Tom. How are you?

Tom: Very well, thanks.

Ali: Well, what have you done today?

Tom: I've fed the cat.

Ali: Good (1)..... you (2) ..... the dinner?

Tom: Yes, I (3) ..... and (4) ..... done the washing.

Ali: Very good. Have you (5) ..... the bathroom?

Tom: No, I (6) ..... I'm sorry.

Ali: Oh! Never mind.

**\* What has Tom done?**

Example: He has fed the cat.

**Copy and complete the tables.**

Affirmative			
I	have	cooked	the dinner.
Tom	.....	.....	the cat.

Negative			
	.....	made	the dinner.

Tom	hasn't	.....	the bathroom.
-----	--------	-------	---------------

Question				Short answers
.....	you	done	the washing?	Yes, I .....
Has	Tom	.....	the bathroom?	No, he.....

**\* Writing**

Ali programmed his robot, Tom, to do more housework but his battery stopped before he finished all the work.

Now, write sentences about what Tom has or hasn't done before the battery stopped. Use the verbs below.

*make / feed/ wash/ cook / do / tidy / put away/ clean / lay*

Write your answers here:

.....

.....

.....

**\* Focus on Grammar**

**Present perfect: Uses**

**Introduction**

The present perfect tense is common in English. It is used for many different functions. This section will explain the most important uses of the present perfect tense.

## **1. Action which started in the past and are still continuing**

The present perfect is often used for an action that started at some time in the past and is still continuing now. Often, the words *for* (with a length of time) and *since* (with a starting time) are used along with the present perfect.

He has lived in Canada for five years. (He started living in Canada five years ago, and he's still living there now).

She has worked at the University since 1994. (She started working at the university in 1994, and she's still working there now).

## **2. Actions which happened at some unknown time in the past**

Sometimes, it's important to say that something happened (or didn't happen), but it's not important (or not known) when it happened. In this case, we can use the present perfect too. We often use the words *already*, *yet*, *ever* or *never* along with the present perfect. These words usually go before the past participle in the sentence.

I've already seen that film. I don't want to see it again. (It doesn't matter when I saw it)

Have you ever been to Germany? (It doesn't matter when you went, I just want to know whether you have been there or not).

## **3. Actions which happened in the past, but have an effect in the present**

This use is a little more difficult than the other two. In this case, the action happened at some time in the past, but the effect of the action is still important now. It's easiest to understand this use if we compare present perfect sentences with simple past sentences.

Present perfect	<i>I've lost my keys.</i>	I don't have the keys. They are still missing.
Simple past	<i>I lost my keys yesterday.</i>	I didn't have them yesterday, but may be today I found them.
Present perfect	<i>She's broken her arm.</i>	The arm is still injured.
Simple past	<i>She broke her arm.</i>	The arm is probably Ok now.

### Exercise [1]:

#### “For” or “Since”?

Each of these present perfect sentences contains a time expression. Each time expression is a length of time (which requires *for*) or a starting time (which requires *since*). Select the correct word for each sentence.

1. Mary has kept a diary .....she was ten years old.
  - a. since
  - b. for
2. They've been married.....twenty-five years.
  - a. since
  - b. for
3. First Nations people in British Columbia have told stories about the eagle .....hundreds of years.
  - a. since
  - b. for

4. So far, it has rained .....five hours.  
a. since                                      b. for
5. The beaver has been an emblem of Canada .....many years.  
a. since                                      b. for
6. I haven't been snowboarding .....last winter.  
a. since                                      b. for
7. Maya has been a professional singer .....1989.  
a. since                                      b. for
8. The Canadian two-dollar coin (or toonie) has been in circulation .....1996.  
a. since                                      b. for
9. Jo has been a student here .....March.  
a. since                                      b. for
10. Cougars have almost disappeared from the Victoria area .....humans settled there.  
a. since                                      b. for

**Exercise [2]:**

**You are writing a letter to a friend and giving news about people you both know. Use the words given to make sentences and put the verb into the correct form.**

*Example: Phil/find a new job              Phil has found a new job.*

Dear Chris,

Lots of things have happened since I last wrote to you.

1. Fred / go / Brazil / Fred .....
2. Jack and Jill / decide / to get married .....
3. Suzanne / have/ a baby .....
4. Liz /give up / smoking .....
5. George / pass / his driving test .....

**Exercise [3]:**

**Read the situation and then write an appropriate sentence. Use the verb given.**

**Example:** *Tom is looking for his key. He can't find it.*

*[lose] He has lost his key.*

1. Sue's hair was dirty. Now it is clean. [wash] She .....
2. Tom weighted 190 pounds. Now he weights 170. [lose weight] .....
3. The car has just stopped because there isn't any more gas in the tank. [run out of gas] .....
4. This morning Bill was playing football. Now he can't walk and his leg is in a cast. [break] .....

**Exercise [4]:**

**Use *just*. Answer the questions using the words given.**

**Example:** *Would you like something to eat? [no thank you/I / just / have / dinner]*

*No thank you. I've just had dinner.*

1. Have you seen John anywhere? [yes / I / just / see / him]  
.....
2. Has Ann called yet? [yes / she / just / call] .....
3. Would you like a cigarette? [no thanks / I / just / put / one out]  
.....

**Exercise [5]:**

**Write sentences with *already*.**

**Example:** *Don't forget to mail that letter. I've already mailed it.*

1. Don't forget to call Eric. I .....
2. Why don't you read the paper? .....
3. Shall I pay the waiter? No, I .....

**Exercise [6]:**

**Fill in *been* or *gone***

**Example:** "Where's Amy?" "She's on vacation. She has gone to Italy".

1. Hello! I've just .....to the store. Look at all the things I've bought.
2. Jim isn't here at the moment. He's .....to the store.
3. "Are you going to the bank?" "No, I've already .....to the bank."



## Unit Nine

### THE WONDERFUL WORLD OF ANIMALS

\* **Pre-reading:**

1. Where do chimpanzees live?
2. Which animal among the following looks like human?

Tick (✓)

a lion                       a camel                       a chimp

\* **Reading**                      [A] **Chimps**

**Exercise [1]:**

\* **Read the texts below. Are these sentences true (T) or false (F)?**

1. Baby chimpanzees can walk.
2. Chimpanzees often swim.
3. Chimpanzees build their nest quickly.
4. Chimpanzees can go to the dentist (doctor).

*A baby chimpanzee can't move on its own. When it is six months old it rides on its mother's back, and when it is 4 years old it can travel independently. They can live for over 40 years.*

1

*Chimpanzees can't swim but sometimes they walk into shallow water and look for food.*

2

<p><i>Chimpanzees can weigh up to 40 kilos, but they sleep up in the trees in a nest of leaves. They can build them in less than five minutes.</i></p>	
<p>3</p>	<p><i>Chimps can have trouble with their teeth when they get older, but unlike <u>us</u>, they can't go to the dentist!</i></p>
	<p>4</p>

**Exercise [2]:**

**Below you have a list of words. Which words are the opposite of the ones in A.**

**Write your answer in C. Refer to the text to get the answers.**

The word (A)	Is the opposite of	C
baby	≠	
move	≠	
on its own	≠	
ride	≠	
independent	≠	
survive	≠	
trouble	≠	
like	≠	
shallow	≠	

\* **To what does the word "us" (in the box No. 4) refer?**

\* **Language focus:**

## **Can**

**Can** is used to talk about .....

<b>1. Ability</b>
Can chimpanzees walk? Yes, they can. Chimps can ..... They can't .....

<b>2. possibility</b>
Can they go to the dentist? No, ..... can't. Chimps can ..... They can't .....

<b>3. Permission</b>
Can we use dictionaries? Yes, you can. You can go home now.

### Exercise [3]:

\* **Say if the following sentences show permission, ability or possibility.**

Example: Tigers can run fast.

= Ability

1. An ostrich egg can weigh 1.3 kg.
2. Cows can't fly.
3. You can't get an elephant in a phone box.
4. You can't feed the animals in the zoo.
5. Sharks can swim.
6. Can I feed the chimps?

### Exercise [4]:

\* **Circle the best answer a, b, or c.**

1. I can climb that mountain in two hours.

Can = a. ability                      b. permission                      c. know how to

2. Can you ride a bicycle?

Can = a. ability                      b. permission                      c. know how to

3. The weather can be very hot in Khartoum.

Can = a. ability                      b. know how to                      c. it is possible

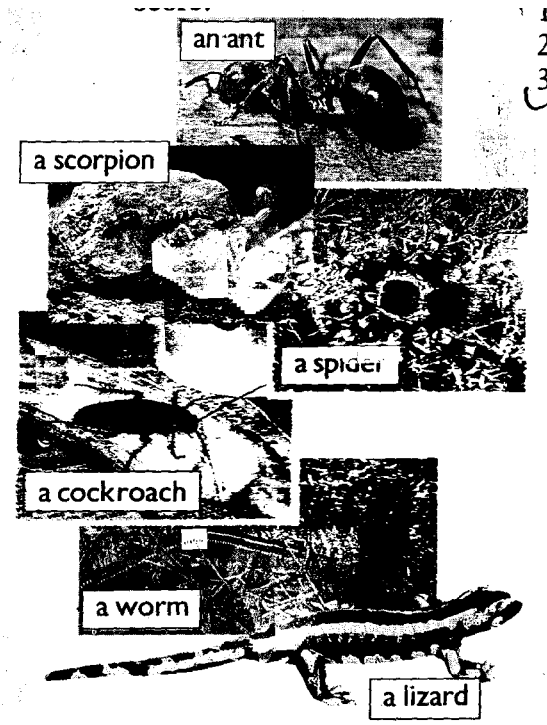
4. People can't live on nothing.

Can = a. it is possible                      b. it is impossible                      c. all of these

**B] Nasty pets**

- **Reading and writing**

**Look at the pictures and give each animal a nastiness score**



Key for individual scores
1 = OK
2 = not very nice
3 = horrible
4 = absolutely revolting

**\* Reading and Speaking**

**Add up the scores, then see whether you like or dislike each animal.**

Example: We think worms are OK.

Key for group scores
1—4=OK
5—8 = not very nice
9—12 = horrible
13—16 absolutely revolting

**\* Reading and Writing**

**Read these texts and give the animals a nastiness score, then answer these questions:**

1. Where do scorpions live?
2. When do cockroaches come out?

3. What do worm lovers usually want to do?

\* **Scorpions**

Scorpions live in many hot countries. Scorpions like dark places. They hide during the daytime and come out to hunt at night. They feed on insects and other small animals. They kill them with their big claws and the sting at the end of their tails.

If you go camping in the desert, put your shoes on sticks. Don't leave them under your bed. You don't want to find a little pet in your shoe in the morning.

The boy's boots are not on sticks, and there is a scorpion in one of his boots.



Scorpions can't climb sticks, so can't get in your boots.

Cockroaches eat everything. They often live inside TVs where they eat electrical wires. Cockroaches sleep during the day, so if you want to see one, leave some food out at night. In the middle of the night, go into the kitchen and switch on the light. They hate bright lights and try to run under the fridge. Move fast if you want to catch one in your hand.

- \* **Grammar Focus:**
- \* **PRESENT SIMPLE TENSE**
- \* **Writing**

**Copy the table.**

Questions		
Does	a cat	eat meat?
Do	they	live in Africa?

Short answers
Yes, it does.
No, they don't.

<p>Did you know?</p> <p>The Giant Gippsland earthworm of Australia can grow 3.6m long!</p>
--

- \* **When do we use *do*? When do we use *does*? Which is singular and which is plural?**

**Exercise [5]:**

**Write questions and short answers.**

**Example:** scorpions / like / dark / places

Do scorpions like dark places? Yes, they do.

- scorpions / make / good / pets?
- a cockroach / sleep / at night?
- worms/ eat / leaves?



- scorpions / live / inside TVs?
- a cockroach / hate / bright lights?
- worms / live / in the ground?

**Exercise [6]:**

**Copy and complete the table.**

<b>Wh- questions</b>			
When	.....	a cockroach	sleep?
.....	.....	a worm	eat?
.....	.....	scorpions	hide?

**Exercise [7]:**

**Read the texts again. Write questions for these answers. Use *when, where and what*.**

**Example:** Dark places.

Where do scorpions hide?

- During the day.
- Inside TVs.
- Electrical wires.
- In the ground.

- When it rains.
- Bright lights.
- Leaves.
- At night.

## \* **The Simple Present Tense**

### **Use 1: Repeated Actions**

Use the simple present tense to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

#### **Examples:**

- *I play tennis.*
- *She does not play tennis.*
- *Does he play tennis?*
- *The train leaves every morning at 8.a.m.*
- *The train does not leave at 9. a.m.*
- *When does the train usually leave?*
- *She always forgets her purse.*
- *He never forgets his wallet.*
- *Every twelve months, the Earth circles around the Sun.*
- *Does the Sun circle around the Earth?*

## **Use 2: Facts or Generalizations**

The simple present tense can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

### **Examples:**

- *Cats like milk.*
- *Birds do not like milk.*
- *Do pigs like milk?*
- *California is in America.*
- *California is not in the United Kingdom.*
- *Windows are made of glass.*
- *Windows are not made of wood.*

## **Use 3: Scheduled Events in the Near Future**

Speakers occasionally use the simple Present tense to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

### **Examples:**

- *The train leaves tonight at 6 p.m.*
- *The bus does not arrive at 11 a.m. it arrives at 11 p.m.*
- *When do we board the plane?*
- *The party starts at 8 o'clock.*

#### **Use 4: Now (Non-Continuous Verbs)**

Speakers sometimes use the simple present tense to express the idea that an action is happening or is not happening now. This can only be done with non-continuous verbs and certain mixed verbs.

#### **Examples:**

- *I am here now.*
- *She is not here now.*
- *He needs help right now.*
- *He does not need help now.*
- *He has his passport in his hand.*
- *Do you have your passport with you?*

#### **- Adverb Placement**

The examples below show the placement for grammar adverbs such as: *always, only, never, ever, still, just, etc.*

#### **Examples:**

- *You only speak English.*
- *Do you only speak English?*

**\* Passive Form**

In passive sentences, the thing receiving the action is the subject of the sentence. And the thing doing the action is optionally included near the end of receiving the action is more important or should be emphasized. You can also not want to mention who is doing the action.

[Thing receiving action] +[be]+[past participle of verb] + [by] + [thing doing action]

**Examples:**

*The students are taught by the professor.*

subject	passive verb	
receiving action		doing action

*The dishes are washed by John.*

subject	passive verb	
receiving action		doing action

**Exercise [8]:**

**Simple Present / Present Continuous**

**Using the words in parentheses, complete the text below with the appropriate tenses: Simple Present or Present Continuous**

- 1. Every Monday, Sally [drive] .....her kids to football practice.
- 2. Usually, I [work] .....as a secretary at ABT, but this summer I [study] .....French at a language school in Paris. That is why I am in Paris.

3. *Shhhhhh! Be quiet! John [sleep] .....*
4. *Don't forget to take your umbrella. It [rain] .....*
5. *I hate living in Seattle because it [rain, always] .....*
6. *I'm sorry! I can't hear what you [say] .....because everybody [talk] .....so loudly.*
7. *Justin [write, currently] .....a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.*
8. *Jim: Do you want to come over for dinner tonight?*  
*Denise: Oh, I'm sorry, I can't. I[go] .....to a movie tonight with some friends.*
9. *The business cards [be' normally] .....printed by a company in New York. Their prices [be] .....inexpensive, yet the quality of their work is quite good.*
10. *This delicious chocolate [be].....made by a small chocolatier in Zurich, Switzerland.*

## Unit Ten

### COUNTRY MUSIC

\* **Pre-reading:**

1. Do you like music?
2. Would you like to be a famous musician or actor?
3. Have you ever met a famous musician in your country?

\* **Read this text. Then answer the questions that follow.**

City people usually think they are a lot smarter than country people. They often laugh at simple country ways. But people do not laugh at country music. It is one of the most popular kinds of music in the United States today.

Perhaps it is so popular because it is about simple but strong human feelings and events—love, sadness, good times, and bad times. It tells real-life stories and sounds the way people really talk. As life becomes more and more complicated, it is good to hear music about ordinary people.

Country, sometimes called country-western, comes from two kinds of music. One is the traditional music of the people in the eastern United States. The other is traditional cowboy music from the West. The singers usually play guitars, and in the 1920s, they started using electric guitars.

At first city people said country music was low class. It was popular mostly in the South. But during World War II, thousands of Southerners

went to the Northeast and Midwest to work in the factories. They took their music with them. Soldiers from the rest of the country went to army camps in the South. They learned to like country music. Slowly it became popular all over the country.

Today country music is popular everywhere in the United States — and Canada—in small towns and in New York City, among black and white, and among educated and uneducated people. About 1,200 radio stations broadcast country music twenty four hours a day. English stars sing it in British English, and people in other countries sing it in their languages. The music that started with cowboys and poor Southerners now is popular all over the world.

**\* VOCABULARY**

uneducated	traditional	ordinary	simple
so	complicated	events	army
smarter	human	worth	program
studio	entertainment	fame	

**Exercise [1]:**

**\* Choose a word (from the boxes) to complete each sentence.**

1. City people usually think they are \_\_\_\_\_ than country people.
2. They often laugh at \_\_\_\_\_ country ways.



3. Perhaps country music is \_\_\_\_\_ popular because it is about strong feelings.
4. It is about simple but strong \_\_\_\_\_ feelings and \_\_\_\_\_
5. As life becomes more and more \_\_\_\_, it is good to hear music about people.
6. Country music comes from the \_\_\_\_\_ music of Appala-chain Mountains and from cowboy music.
7. Soldiers went to \_\_\_\_\_ camps in the South.
8. In 1925 the radio \_\_\_\_\_ called “Grand Ole Opry” started broadcasting.
9. Today it broadcasts from the largest TV in the world.
10. Studios in Nashville sell \$400 million \_\_\_\_\_ of records every year.
11. In Nashville there is a Country Music Hall of \_\_\_\_\_

ordinary	traditional	so	still
program	event	fame	complicated
worth	army	human	smart
simple	famous		

12. The kimono is the \_\_\_\_\_ dress in Japan.
13. In many countries, men go into the \_\_\_\_\_ when they are eighteen.
14. The first \_\_\_\_\_ the sports program was a volleyball game.

15. Today it is not necessary to do \_\_\_\_\_ math problems in your head.
16. Food that is expensive and difficult to find in one country may be inexpensive and \_\_\_\_\_ in another country.
17. How much is that house \_\_\_\_\_?
18. He was a rich and \_\_\_ actor, but this, did not bring him happiness.
19. He is \_\_\_\_\_ strong that he can lift 100 kilos.
20. This is a \_\_\_\_\_ math problem:  $2 + 2 = 4$
21. Carmen is a \_\_\_\_\_ student.

**\* Opposites**

**Exercise [2]:**

**Match the words that mean the opposite. Write the word from Column B next to the word in Column A.**

A	B
educated	rider
grown-up	dependent
incomplete	listener
driver	finished
business	uneducated
independent	owner
length	width
agreement	child
speaker	weak
strong	disagreement

**\* Think about it**

**Exercise [3]:**

**Ask and answer these questions with your partner.**

1. What do city people usually think about country people?
2. Why is country music possibly so popular?
3. Where does country music come from?
4. Why did many Southerners go to the Northeast and the Midwest during World War II?
5. Why did other people go to the South?
6. Who likes country music today?

**\* Understanding the text**

**Exercise [4]:**

**Complete these sentences by choosing your correct answers.**

1. Country music is about \_\_\_\_\_.
  - a. different countries
  - b. human feelings and events
  - c. Nashville, Tennessee
  - d. World War II

2. At first country music was popular mostly in the \_\_\_\_\_.
  - a. Northeast and West
  - b. South and Northeast
  - c. factories and army camps
  - d. South
  
3. Thousands of Southerners went to work in \_\_\_\_\_.
  - a. Nashville
  - b. the Appalachian Mountains
  - c. factories
  - d. the West
  
4. If you want to be a country singer, \_\_\_\_\_.
  - a. go to Nashville
  - b. become a cowboy
  - c. get a good education
  - d. study music at a university
  
5. When countries become more modern, \_\_\_\_\_.
  - a. people move north
  - b. radios broadcast country music in English
  - c. life becomes more complicated
  - d. people sing about their problems

\* **Grammar Focus**

\* **Prepositions**

- **We use *of* with belonging to things:**

The back of the room                      The arm of the chair

But we say John's arm (person)

- **We also use *of* with numbers:**

One of the students

Thousands of Southerners

- **We also use *of* with definite and indefinite amounts:**

a lot of hamburgers

part of the house

half of the students

some of the country musicians

- **We can also use *of* to show a relationship between two nouns:**

the name of the city

a kind of store

an example of country music

### **Exercise [5]:**

**Write *of*, *at*, *in*, *on*, *or* to in the blanks. (See appendix [4] for more prepositional items)**

1. What kind \_\_\_\_\_ vegetables do you like?
2. Six \_\_\_\_\_ the students \_\_\_\_\_ the class are from the Middle East.
3. You can hear hundreds \_\_\_\_\_ country songs \_\_\_\_\_ radio stations.
4. Country music is one example \_\_\_\_\_ popular music.
5. There will be a country music program \_\_\_\_\_ February 15.
6. Millions \_\_\_\_\_ people go \_\_\_\_\_ Nashville.

7. Radio stations play country music \_\_\_\_\_noon, \_\_\_\_\_  
midnight, \_\_\_\_\_ the morning, and the afternoon.
8. What is the name \_\_\_\_\_ that song?
9. The walls \_\_\_\_\_ the room are white.
10. Europeans went \_\_\_\_\_ New Foundland to fish.
11. The arm \_\_\_\_\_ the chair is broken.
12. A lot of people in the United States eat \_\_\_\_\_ fast-food restaurants.
13. Half \_\_\_\_\_the mothers in the United States work outside the home.
14. Some \_\_\_\_\_them work \_\_\_\_\_factories.

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## Appendix [1]

### Irregular Verbs

Simple Form	Simple Past	Past Participle
<b>B</b>		
be	was , were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
buy	bought	bought
<b>C</b>		
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut

<b>D</b>		
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
<b>E</b>		
eat	ate	eaten
<b>F</b>		
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
<b>G</b>		
get	got	gotten [got]
give	gave	given

go	went	gone
grow	grew	grown
<b>H</b>		
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
<b>k</b>		
keep	kept	kept
know	knew	known
<b>L</b>		
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit [lighted]	lit [lighted]
lose	lost	lost

<b>M</b>		
make	made	made
mean	meant	meant
meet	met	met
<b>P</b>		
pay	paid	paid
put	put	put
<b>Q</b>		
quit	quit	quit
<b>R</b>		
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
<b>S</b>		
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken

shoot	shot	shot
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
<b>T</b>		
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought

throw	threw	thrown
<b>U</b>		
understand	understood	understood
upset	upset	upset
<b>W</b>		
wake	woke	waked [woken]
wear	wore	worn
win	won	won
withdraw	withdrew	withdrawn
write	wrote	written

## Appendix [2]

### Spelling of –ing and –ed forms

End of verb	Double the consonant?	Simple form	-ing	-ed	
-e	No	a. smile hope	smiling hoping	smiled hoped	<b>-ing</b> form: drop the –e, add –ing.  <b>Ed</b> form: just add –d.
Two consonants	No	b. help learn	helping learning	helped learned	If the verb ends in two consonants, just add –ing or –ed.
Two vowels + one consonant	No	c. rain heat	raining heating	rained heated	If the verb ends in two vowels + a consonant, just add –ing or –ed.
One vowel + one consonant	Yes	<b>One syllable verbs</b> d. stop plan	stopping planning	stopped planned	If the verb has one syllable and ends in one vowel + one consonant, double the consonant to make the –ing or –ed form.
	No	<b>Two syllable verbs</b> e. visit offer	visiting offering	visited offered	If the first syllable of a two-syllable verb is stressed, do not double the consonant.

	Yes	f. prefer    preferring    preferred admit    admitting    admitted	If the second syllable of a two-syllable verb is stressed, double the consonant.
-y	No	g. play    playing    played enjoy    enjoying    enjoyed	If the verb ends in a vowel + <b>y</b> , keep the <b>-y</b> . Do not change it to <b>-i</b> .  If the verb ends in a consonant + <b>-y</b> keep the <b>-y</b> for the <b>-ing</b> form, but change the <b>-y</b> to <b>-i</b> to make the <b>-ed</b> form.
Ie	N/A	i. die    Dying    died tie    tying    tied	<b>-ing</b> form: Change <b>-ie</b> to <b>-y</b> and add <b>-ing</b> .  <b>-ed</b> form: just add <b>-d</b> .

**Exercise [1]:**

**Write the *-ing* and *-ed* forms of the following verbs. [The simple past / past participle of irregular verbs is given in parentheses].**

- |             | <b>-ing</b> | <b>-ed</b>       |
|-------------|-------------|------------------|
| 1.    start | starting    | started          |
| 2.    wait  | .....       | .....            |
| 3.    quit  | .....       | .....[quit]..... |



4.	write	.....	[wrote/written]
5.	shout	.....	.....
6.	cut	.....	.....[cut].....
7.	meet	.....	.....[met].....
8.	hope	.....	.....
9.	hop	.....	.....
10.	help	.....	.....
11.	sleep	.....	.....[slept].....
12.	step	.....	.....
13.	tape	.....	.....
14.	tap	.....	.....
15.	rain	.....	.....
16.	run	.....	.....[ran/run].....
17.	whine	.....	.....
18.	win	.....	.....[won].....
19.	explain	.....	.....
20.	burn	.....	.....
21.	swim	.....	...[swam/swum].
22.	aim	.....	.....
23.	charm	.....	.....
24.	cram	.....	.....
25.	tame	.....	.....

**Exercise [2]:**

**Write the *-ing* and *-ed* forms of the following verbs.**

	<b>-ing</b>	<b>-ed</b>
1. open	.....	.....
2. begin	.....	..[began/begun]..
3. occur	.....	.....
4. happen	.....	.....
5. refer	.....	.....
6. offer	.....	.....
7. listen	.....	.....
8. admit	.....	.....
9. visit	.....	.....
10. omit	.....	.....
11. hurry	.....	.....
12. study	.....	.....
13. enjoy	.....	.....
14. reply	.....	.....
15. stay	.....	.....
16. buy	.....	....[bought].....
17. try	.....	.....
18. tie	.....	.....
19. die	.....	.....
20. lie*	.....	.....

\* *Lie* is a regular verb when it means ‘not tell the truth’. *Lie* is an irregular verb when it means ‘put one’s body flat on a bed or another surface’: *lie, lay, lain*.

**Exercise [3]:**

**Write the *-ing* and *-ed* forms of the following verbs.**

	<b>-ing</b>	<b>-ed</b>
1. lift	.....	.....
2. promise	.....	.....
3. slap	.....	.....
4. wave	.....	.....
5. carry	.....	.....
6. happen	.....	.....
7. choose	.....	[chose/chosen]
8. ride	.....	.[rode/ridden]...
9. mop	.....	.....
10. mope	.....	.....
11. smile	.....	.....
12. file	.....	.....
13. fail	.....	.....
14. drag	.....	.....
15. use	.....	.....
16. prefer	.....	.....

- |     |        |       |                    |
|-----|--------|-------|--------------------|
| 17. | pray   | ..... | .....              |
| 18. | point  | ..... | .....              |
| 19. | appear | ..... | .....              |
| 20. | relax  | ..... | .....              |
| 21. | borrow | ..... | .....              |
| 22. | cry    | ..... | .....              |
| 23. | eat    | ..... | ...[ate/eaten].... |
| 24. | remind | ..... | .....              |
| 25. | tip    | ..... | .....              |

## Appendix [3]

### Capitalization

<p><b>Capitalize the following:</b></p> <p>1. The first word of a sentence</p>	<p>a. <b>We</b> saw a movie last night. It was very good.</p>	<p>Capitalize = use a big letter, not a small letter.</p>
<p>2. The names of people</p>	<p>b. I met <b>George Adams</b> yesterday.</p>	
<p>3. Titles used with the names of people</p>	<p>c. I saw <b>Doctor [Dr.] Smith</b>. Do you know <b>Professor [Prof.] Alston</b>?</p>	<p>Compare: I saw a doctor. I saw Doctor Wilson.</p>
<p>4. Months, days, holidays</p>	<p>d. I was born in <b>April</b>.  Bob arrived last <b>Monday</b>.  It snowed on <b>Thanksgiving Day</b>.</p>	<p>Note: Seasons are not capitalized: spring, summer, fall, autumn, winter</p>
<p>5. The names of places:</p> <p>city</p> <p>state/province</p> <p>country</p> <p>continent</p> <p>ocean</p> <p>lake</p> <p>river</p>	<p>e. He lives in <b>Chicago</b>.  She was born in <b>California</b>.  They are from <b>Mexico</b>.  Tibet is in <b>Asia</b>.  They crossed the <b>Atlantic Ocean</b>.  Chicago is on <b>Lake Michigan</b>.</p>	<p>Compare: She lives in a city. She lives in New York City.  Compare: They crossed a river. They crossed the <b>Yellow River</b>.</p>

<p>desert</p> <p>mountain</p> <p>school</p> <p>business</p> <p>street, etc.</p> <p>building</p> <p>park, zoo</p>	<p>The <b>M</b>ississippi <b>R</b>iver flows south.</p> <p>The <b>S</b>ahara <b>D</b>esert is in Africa.</p> <p>We visited the <b>R</b>ocky <b>M</b>ountains,</p> <p>I go to the <b>U</b>niversity of Florida.</p> <p>I work for the <b>G</b>eneral <b>E</b>lectric <b>C</b>ompany.</p> <p>He lives on <b>G</b>rand <b>A</b>venue.</p> <p>We have class in <b>R</b>itter <b>H</b>all.</p> <p>I went jogging in <b>F</b>orest <b>P</b>ark.</p>	<p>Compare:</p> <p>I go to a university.</p> <p>I go to the University of Texas.</p> <p>Compare:</p> <p>We went to a park.</p> <p>We went to Central Park.</p>
<p>6. The names of courses</p>	<p>f. I'm taking <b>C</b>hemistry 101 this term.</p>	<p>Compare:</p> <p>I'm reading a book about psychology.</p> <p>I'm taking Psychology 101 this term.</p>
<p>7. The names of languages and nationalities</p>	<p>g. She speaks <b>S</b>panish.</p> <p>We discussed <b>J</b>apanese customs.</p>	<p>Words that refer to the names of nations, nationalities, and languages are always capitalized.</p>

8. The names of religions	h. <b>Buddhism, Christianity, Hinduism, Islam, and Judaism</b> are major religions in the world. Talal is a Moslem.	Words that refer to the names of religions are always capitalized.
---------------------------	---	--

**Exercise [1]:**

**Add capital letter where necessary. W**

**T**

1. we're going to have a test next tuesday.
2. do you know richard smith? He is a professor at this university.
3. professor smith teaches at the university of arizona.
4. the nile river flows into the mediterranean sea.
5. john is a catholic. Ali is a moslem.
6. anna speaks french. she studied in france for two years.
7. i'm taking a history course this semester.
8. i'm taking modern european history 101 this semester.
9. we went to vancouver, british columbia, for our vacation last summer.
10. venezuela is a spanish-speaking country.
11. canada is in north america.\*
12. canada is north of the united states.
13. the sun rises in the east.
14. the Mississippi river flows south.
  - *When north, south, east and west refer to the direction on a compass, they are not capitalized; Japan is east of China.*
  - *When they are part of a geographical name, they are capitalized: Japan is in the Far East.*

## **Exercise [2]:**

### **Add capital letters where necessary.**

1. We don't have class on saturday.
2. I'm taking biology 101 this semester.
3. I'm taking history, biology, english, and calculus this semester.
4. We went to a zoo. We went to brookfield zoo in chicago.
5. I live on a nice street. I live at 2358 olive street.
6. We went to canada last summer. We went to montreal in july.
7. I like vietnamese food.
8. The religion of saudi arabia is islam.
9. She works for the xerox corporation. It is a very large corporation.
10. Pedro is from latin america.
11. My uncle lives in st. Louis. I'm going to visit uncle bill next spring.
12. On valentine's day [february 14], sweethearts give each other presents.
13. We went to a park. We went to woodland park.
14. Are you going to go to the university of oregon or oregon state university?
15. Alice goes to a university in oregon.
16. I voted for senator jones. A senator is an important person.



## Appendix [4]

### Preposition Combinations

#### 1. Preposition Combinations with Verbs and Adjectives

This list contains only those preposition combinations used in exercises in the text.

- A. be absent from
- be accustomed to
- be acquainted with
- admire [someone] for [something]
- be afraid of
- agree with [someone] about [something]
- be angry at/with
- apologize to [someone] for [something]
- apply to [a place] for [something]
- approve of
- argue with [someone] about [something]
- arrive at [a building, a room]
- arrive in [ a city, a country]
- ask [someone] about [something]
- ask [someone] for [something]

- B** be bad for  
believe in  
belong to  
be bored with/by  
borrow [something] from [someone]
- C** be clear to  
compare [X] /with [Y]  
complain to [someone] about [something]  
consist of  
be crowded with
- D** depend on/upon [someone] for [something]  
be different from  
be disappointed in  
be divorced from  
be done with  
dream about /of  
be drunk on
- E** be engaged to  
be equal to  
be excited about  
excuse [someone] for [something]  
be exhausted from

**F** be familiar with  
be famous for  
be finished with  
forgive [someone] for [something]  
be friendly to / with  
be frightened of/by  
be full of

**G** get rid of  
be gone from  
be good for  
graduate from

**H** happen to  
hear about / of  
hear from  
help [someone] with [something]  
hope for  
be hungry for

**I** insist on  
be interested in  
introduce [someone] to [someone]  
invite [someone] to [something]  
be involved in

**K** be kind to  
know about

**L** laugh at  
listen to  
look at  
look for  
look forward to

**M** be mad at  
be married to  
matter to  
be the matter with

**N** be nice to

**O** be opposed to

**P** pay for  
be polite to  
be prepared for  
protect [X] from Y  
be proud of

**Q** be qualified for

**R** be ready for  
be related to  
rely on/upon

- be responsible for
- S** be satisfied with
- be scared of/by
- search for
- separate [X] from [Y]
- be similar to
- speak to/with [someone] about [something]
- stare at
- T** talk to /with [someone] about [something]
- be terrified of/by
- thank [someone] for [something]
- be thirsty for
- be tired from
- be tired of
- travel to
- W** wait for
- wait on
- be worried about

**II. Two –word verbs**

**This list contains only those two-word verbs used in the exercises in the text. The verbs with an asterisk\* are no separable. The others are separable.**

- A.** ask out .....ask someone to go on a date

- C** call back .....return a telephone call  
 call off .....cancel  
 \*call on.....ask to speak in class  
 call up.....make a telephone call  
 cross out .....draw a line through
- D** do over .....do again  
 \*drop in [on] .....visit without calling first or without an invitation  
 \*drop out [of] .....stop attending school
- F** figure out .....find the solution to a problem  
 fill in .....complete a sentence by writing in a blank.  
 fill out .....write information in a form [e.g. an application form]  
 fill up .....fill completely with gas, water, coffee, etc.  
 find out .....discover information  
 \*fool around [with] .....have fun while wasting time
- G** \*get along [with].....have a good relationship with  
 \*get back [from].....return from a trip  
 \*get in [to].....enter a car, a taxi  
 \* get off ..... leave a bus, an airplane, a train, a subway, a bicycle  
 \*get on.....enter a bus, an airplane, a train, a subway, a bicycle  
 \*get out [of].....leave a car, a taxi

\*get over .....recover from an illness

\*get through [with].....finish

give back.....return something to someone

give up ..... quit doing something or quit trying

\*grow up [in] .....become an adult

**H** hand in .....give homework, tests papers, etc., to a teacher

hand out .....give something to this person, then that person, then another person, etc.

hang up .....[1] hang on a hanger or a hook; [2] end a telephone call.

**K** \* keep on .....continue

**L** leave out .....omit

\*look out [for] .....be careful

look up .....look for information in a reference book

**M** make up .....invent

**P** pay back .....return money to someone

pick up .....lift

put away .....put something in its usual or proper place

put back .....return something to its original place

put down.....stop holding or carrying

put off.....postpone

put out.....extinguish [stop] a fire, a cigarette. a cigar

- put on .....put clothes on one's body
- R** \*run into .....meet by chance
- \*run out [of].....finish the supply of something
- S** shut off .....stop a machine or light, turn off
- start over .....start again
- T** take off .....remove clothes from one's body
- tear down.....destroy a building
- tear off.....detach, tear along a dotted or perforated line
- tear out [of] .....remove a piece of paper from a book or notebook
- tear up .....tear into small pieces
- throw away/out .....put in the trash, discard
- try on .....put on clothing to see if it fits
- turn down.....decrease the volume
- turn off .....stop a machine or a light, shut off
- turn on .....begin a machine or a light
- turn up .....increase the volume
- W** wake up .....stop sleeping
- \*watch out [for] .....be careful
- write down .....write a note on a piece of paper



## Appendix [5]

### Guide to Correcting Compositions

**To the student:** Each underlined word or phrase represents an area of usage. Refer to this list to find out what kind of error you have made and then make the necessary correction.

1. Singular-plural            He have been here for six month.  
He has been here for six months.
2. Word form                I saw a beauty picture.  
I saw a beautiful picture.
3. Word choice              She got on the taxi.  
She got into the taxi.
4. Verb tense                He is here since June.  
He has been here since June.
- 5.+ Add a word              I want go to the zoo.  
I want to go to the zoo.
- 5.- Omit a word              She entered to the university.  
She entered the university.
6. Word order               I saw five times that movie.  
I saw that movie five times.
7. Incomplete sentence    I went to bed. Because I was tired.  
I went to bed because I was tired.
8. Spelling                  An accident occured.

- An accident occurred.
9. Punctuation      What did he say.  
What did he say?
10. Capitalization      I am studying english.  
I am studying English.
11. Article      I had a accident.  
I had an accident.
- 12?. Meaning not clear      He borrowed some smoke. [???
13. Run-on sentence      My roommate was sleeping, we didn't want  
to  
wake her up.  
My roommate was sleeping. We didn't  
want to wake her up.

**Appendix [6]:**  
**Model Examination with Answer Key**

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**Subject: English**

**Name: .....**

**College: .....**

**Index No.: .....**

**Time allotted: 2 hrs.**

**Total mark: .....**

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**Attempt All Questions**

<b>Section [A]: Reading</b>
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**Read this article carefully, then answer the questions that follow.**

Lifetimes Magazine-issue 24

*Three steps to success*

She had no job. She was a single mother, living in a small apartment with her baby daughter. Life was hard. Now, she is a great success. Children and adults buy her books all over the world – in thirty languages. It seems her books win awards and break records almost every day. Who is she? J.K. Rowling – the woman who wrote the Harry Potter stories.

**What is the secret of her success?**

**STEP 1: Do something that you enjoy.**

Rowling says she wrote “Harry Potter and the Philosopher’s Stone” because she wanted a challenge. She wanted to achieve something special. She likes writing. In fact, she wrote her first book (called “Rabbit”) when she was six

years old. Perhaps this is the first reason for her success – she chose to do something that she enjoyed.

**STEP 2: Follow your dream.**

But how did she become such a great success? Well, in 1992, Rowling left her job in England and went to Portugal. She moved to Portugal to have more time to do what she loved most – write. She worked as an English teacher. She used her free time in the mornings to write “Harry Potter and the Philosopher’s Stone.”

**STEP 3: Never give up.**

She married, but later divorced. She returned home to the U.K. with her baby daughter Jessica. She lived in Edinburgh in Scotland. She lived in a very small, cold apartment. Life as a single mother was hard, but she was determined to finish writing “Harry Potter and the Philosopher’s Stone.” She wrote mostly in cafes and while her daughter was asleep. She had no money for a computer or typewriter – she used a pen and paper. When things became difficult, she didn’t forget her goal, and she didn’t stop working.

The road to success was hard for Rowling, but eventually she succeeded. Her advice to people who want success is simple: Try your best. If you really want to succeed, then you will. Be prepared to make mistakes – learn from them. You have to be strong, and never give up. Sounds simple, doesn’t it?

**Question [1]**

1. Why did Rowling write “Harry Potter and the Philosopher’s Stone.”?  
.....  
.....

2. What was the title of the first book she wrote?  
.....  
.....
3. How many languages are the Harry Potter books available in?  
.....  
.....
4. What is the name of her daughter?  
.....  
.....
5. What are the three steps to her success?
  - a. ....
  - b. ....
  - c. ....

[7 marks]

<b>Question [2]</b>
---------------------

**Read the article again. Write true [T] or false [F] for each of these statements.**

1. .... Rowling is very rich now.
2. .... Both children and adults like her books.
3. .... She has a daughter.
4. .... She wrote many books before “Harry Potter and the philosopher’s Stone.”
5. .... She doesn’t enjoy writing very much.

[5 marks]

**Question [3]**

**Put these events in Rowling's life in order.**

1. .... She lived in Edinburgh.
2. .... She got married.
3. .... She got divorced.
4. .... She worked in Portugal.
5. .... She left her job in England.

**[10 marks]**

**Question [4]**

**Use the words in the box to complete this text.**

*achieve - challenge - determined - failure - goals - hard - success - successful*

Believe it or not, <sup>1-</sup>.....doesn't always make you happy!  
It's natural to want to <sup>2-</sup> .....a lot in life. We all need <sup>3-</sup>  
..... to aim for, and no one wants to feel like a <sup>4-</sup>  
..... However, some people are so <sup>5-</sup> ..... to  
be <sup>6-</sup> .....that they never stop. When one <sup>7-</sup> .....is  
over, they immediately look for another one. These people can find it <sup>8-</sup>  
.....to relax and enjoy what they have. For them, success is  
the most important thing of all-and they pay a high price for it.

**[8 marks]**

**Section [B]: Language Reference**

**Question [5]**

**Write these words in phonetic symbols.**

**e.g. right /raɪt/**

- |           |   |   |               |   |   |
|-----------|---|---|---------------|---|---|
| 1. cite   | / | / | 2. talk       | / | / |
| 3. shoe   | / | / | 4. crime      | / | / |
| 5. cycle  | / | / | 6. fixed      | / | / |
| 7. orphan | / | / | 8. advice     | / | / |
| 9. health | / | / | 10. wrestling | / | / |

**[5 marks]**

**Question [6]**

**Make sentences and questions with these words.**

- I / meet / we / hope / again / soon.  
.....
- for / Jack's murder / The police / yet/ haven't / arrested / anyone.  
.....
- email / Everyone / address / an / have / will.  
.....
- his / What / in / does / Ahmed / do / free time?  
.....
- are / What / this / do /going / to / evening / Khalid and Mohamed ?  
.....

**[10 marks]**

**Question [7]**

**Read the sentences carefully. Choose the best word [a, b or c] for each space.**

1. In 2005, Ahmed married Sulma .....in 2007 he came to live in Khartoum with his family.  
a. and                                      b. because                                      c. when
2. Nelson Mandela was in Prison..... 1962 .....1990.  
a. from/until                                      b. since/until                                      c. in/to
3. ....do you know in your new class?  
a. Who                                      b. How                                      c. What
4. A new restaurant has just .....near our house.  
a. come                                      b. opened                                      c. begun
5. A. Did you watch television yesterday?  
B. Yes, I .....  
a. watched                                      b. did                                      c. have
6. Who does .....as a receptionist?  
a. works                                      b. work                                      c. to work
7. A. England .....win the next World Cup.  
B. Do you think Brazil will win?  
a. would                                      b. won't                                      c. will
8. That's your towel not .....  
a. my                                      b. yours                                      c. mine
9. English .....in over 45 countries.  
a. has spoken                                      b. spoke                                      c. is spoken



10. Look at the pronouns [it, she, they] which is incorrect?
- a. Mrs. Adam works for a furniture company. She is a sales representative.
  - b. I want to sell some books. It's in very good condition.
  - c. I hope you like the new chairs. They are very cheap!

[10 marks]

**Question [8]**

**Write a composition of not less than 200 words on something you have done with your community. Your description of that thing may answer some of the following questions:**

- What did you do?
- Who did you do it with?
- Why did you do it?
- What did you think about the experience?
- What did that experience teach you?

- .....  
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**[15 marks]**

**Good Luck**

## \* **Answer Key**

### **Questions [1]:**

1. She wrote it because she wanted a challenge.
2. Her first book was called Rabbit.
3. They are available in thirty languages.
4. Her daughter is called Jessica.
5.
  - a. Do something that you enjoy.
  - b. Follow your dream.
  - c. Don't give up.

### **Question [2]:**

1. T      2. T      3. T      4. F      5. F

### **Question [3]:**

**The order of events is as follows:**

5 → 4 → 2 → 3 → 1

### **Question [4]:**

1. success    2. achieve    3. goals    4. failure  
5. determined    6. successful    7. challenge    8. hard

**Question [5]:**

1. /saɪt/      2. /tɔ:k/      3. /ju:/      4. /kraɪm/
5. /saɪkl/      6. /fɪkst/      7. /ɔ:fn/      8. /ədvaɪs/
9. /helθ/      10. /reslɪŋ/

**Question [6]:**

1. I hope we meet again soon.
2. The police haven't arrested anyone for Jack's murder yet.
3. Everyone will have an email address.
4. What does Ahmed do in his free time?
5. What are Khalid and Ahmed going to do this evening?

**Question [7]:**

1. a      2. a      3. a      4. b      5. b      6. b
7. b      8. c      9. c      10. b

**Question [8]:**

Answers will vary.

