

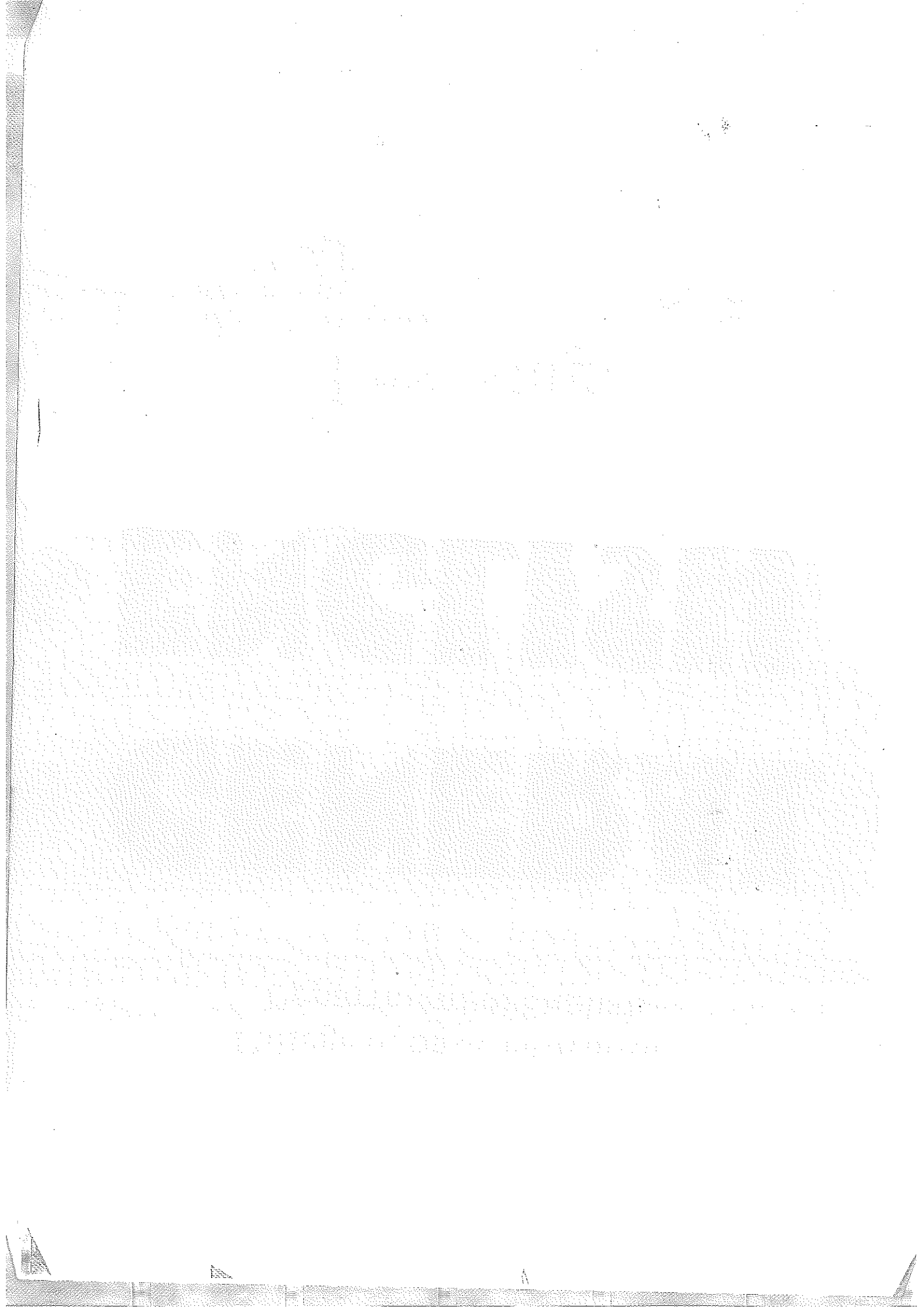
2015 E

Diala university  
College of basic education  
Department of English

# GENERAL ENGLISH

First stage

کوریس / ۱



## Contents

Subject	Page
Introduction	1
Unit One	3
Unit Two	11
Unit Three	21
Unit Four	29
Unit Five	38
Unit Six	47
Unit Seven	55
Unit Eight	64
Unit Nine	72
Unit Ten	81
Additional Reading Passages	88
Bibliography	104

A. J. Hejal

To my beloved family:  
My wife and my sons,  
Ali and Ahmed  
With all my love, respect and  
appreciation.

Dedication

- 2) Vocabulary: Some new vocabulary items and idioms are listed according to their order of occurrence in the reading passage. The students are asked to give the synonyms of such items and idioms in English.
- 3) Comprehension questions: A set of wh-questions related to the passage are given to be answered by the students. The students will elicit specific information from each passage.
- 4) Precis: The students will be trained to write notes by means of comprehension questions, and then connect their notes to form a paragraph. The students will be in a position to elicit specific information from each passage and write a precis on their own. Students of English who have never tackled a precis before could very profitably be given some of the pieces contained in this book to reduce to approximately a third of the number of words.
- 5) Grammar: The main parts of speech, i.e., nouns, verbs, adjectives and adverbs are presented to give the students an idea about them in usage.
- 6) Pronunciation: It is intended to provide practice in the pronunciation of English vowels, diphthongs and consonants.
- 7) Composition: A number of titles (subjects) are given to develop the students' ability to write better and more correct English. The students will write compositions in three paragraphs on set plans in which the ideas have been provided. Besides, letter writing is presented with certain comment on the types of letters and how to write them with an additional part on punctuation marks and their uses.
- 8) Additional Reading Material: It is essential for the students to read as much as possible in their own time. If the student wishes to proceed further, he may go on to the third part of the book which is designed to additional reading passages. This part contains eight passages for reading comprehension

Our country is in an urgent need for our powers, thoughts and assistance. Faithful, sincere and good men should do their best to achieve fruitful results, which our country needs badly.

To study as a student at university is quite different from teaching pupils in the classroom. A certain student might be successful as a student at college, but he may not be successful in his teaching process when he becomes a teacher.

The teacher should put in mind that what makes him a successful one is not only the knowledge he has, but also the plan he follows and the skill he uses to make his pupils have a good mastery of the language he is teaching.

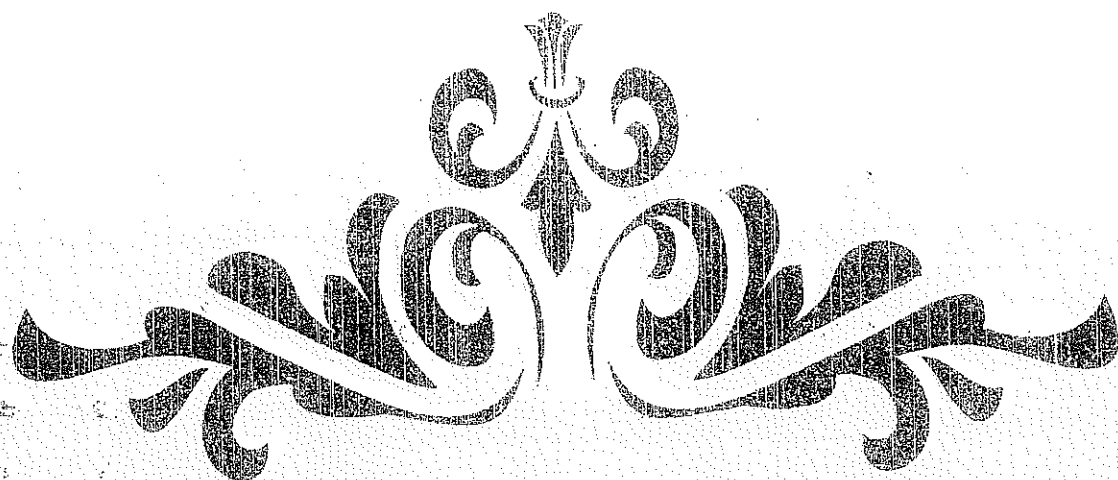
Teaching is a matter of experience, therefore it is a good opinion of the intending teachers has the chance to listen or read other teachers' experiences in order to be qualified for the task which is his and only his. It is a very important task to have in hand the future of the new generations.

This book is intended for first-year students- of the Teachers Colleges. It comprises ten units. The material it contains should be sufficient to occupy (50) class periods (hours):- in other words, each of the ten units should be covered in about five lesson periods.

Each unit involves the following types of language activities.

1) Reading comprehension: Eight reading passages of graded difficulty and varied topic are included. It will be noted that at the end of each passage in this book, the approximate number of words contained in it is given.

# Introduction



# Part One



مكتب الشروق / استنساخ - قرطاسية - طباعة - هدايا / مقابل كلية التربية الاساسية

unable to do something new, or does it badly. The purpose of schools, do it in the best way. The uneducated person, on the other hand, is either which he has never had to do before, he will rapidly teach himself how to always be successful, because whenever he has to do something new we can continue to learn. A man who really knows how to learn will school above all to learn how to learn, so that, when we have left school, No. There is more in education than just learning facts. We go to their life, but is that the only reason why they go to school?

day. Nearly everything they study at school has some practical use in and history to know something about the human beings they meet every life, geography in order to know something about the world around them, arithmetic in order to be able to measure and count things in their daily other countries understand what they themselves mean. The way learning other countries have written and said, and in order to make people from learn foreign languages in order to be able to benefit from what people in want and what they know, and understand what others tell them. They own language so that they will be able to tell others clearly what they they will be big and will have to work for themselves. They learn their We send our children to school to prepare them for the time when are these things all that they learn at school?

other subjects. That is quite true, but why do they learn these things? And languages, arithmetic, geography, geometry, history, science and all the probably say that they go to learn their own language and other Have you ever asked yourself why children go to school? You will

**The Purpose of School**



therefore, is not just to teach languages, arithmetic, geography, etc., but to teach pupils the way to learn.

(About 325 words).

### Questions:

1. Give another word or phrase to replace the following words and phrases as they are used in the passage:  
subjects: measure: daily; practical; prepare; human being; just; rapidly;  
benefit.
2. Explain briefly what you understand by the following phrases:  
work for themselves; above all; on the other hand.
3. Give short answers to these questions, using one complete sentence for each answer.
  - a) What did the writer of the above passage ask you in his first sentence?
  - b) How do children prepare themselves for the time when they will have to work for themselves?
  - c) What would you do if you wanted people from other countries to understand what you meant?
  - d) Why is it that an uneducated person is unable to do something new, or else does it badly?
4. State briefly, in two or three sentences, the answer which the writer of the above passage gives to the question, "why do children go to school?" Do not use more than (80) words.

## 1.2 Grammar

### The Noun

A noun is the name of anything, e. g. book, desk, teacher, knowledge.

**KINDS OF NOUNS**

There are four main kinds of noun:

- a) A common noun, i. e., a name common to all objects of the same kind, e.g. hat, boy, town.

- b) A proper noun, i.e. the name of a particular person, place or thing, e.g. Dick, London.

- c) A collective noun, i.e. the name of a number of things regarded as one, e.g. crowd, class, army.

- d) An abstract noun, i.e. the name of a quality or state, e.g. whiteness, Manhood.

**Gender**

English, unlike most other languages, regards gender as a grammatical classification according to sex.

There are four genders:

- a) Masculine, used for all males, e.g., man, boy, horse, lion.
- b) Feminine, for all females, e.g. woman, girl, mare, lioness.
- c) Common, where the sex cannot be told from the form of the word, e.g., friend, cousin, parent.
- d) Neuter, for inanimate objects, e.g. table, book, pen.

There are three customary methods of forming the feminine from the masculine:

a) by use of endings—chiefly “-ess”

actor	actress	tiger	tigress
master	mistress	poet	poetess

b) by composition—usually by prefixing or affixing a word

manservant	maid servant
turkey-cock	turkey-hen
landlord	landlady

c) by employing a different word.

gentleman	lady	bull	cow
husband	wife	horse	mare
king	queen	nephew	niece
boy	girl	sir	madam
monk	nun	uncle	aunt

### 1.3 Pronunciation

Any student learning a foreign language will find that he has to learn to recognize and make some sounds that are not used in his own language. Most of the English sounds are not difficult, but a few of them occur in only a small number of languages; most students therefore have to learn to make them. The international phonetic symbols for all the English sounds are given below, with specimen words and phrases for practicing them.

#### English Vowels

English has twelve vowel sounds (not letters).

(1) Vowel No.1 /i:/ as in meet

words for practice:

Easy, each, eat, Eve, evening, meat, seas, these, deep, receive, clean, tea, key, we, sea, me, be, free, tree.

Sentences for practice:

1. We eat meat; peas, beans, and cheese for meals.
2. The green leaves of each tree in the field please the teacher.
3. We sleep peacefully, dream sweetly, speak freely and feel clean.

words for practice

3) Vowel no. 3 /e/ as in bed

y-city, lyric, many, lady, pretty.

i-hit, bin, ship, Tim, tin, tick

Spellings of /i/

5. Tim's as thin as a pin, but it isn't a sin to be thin!

4. Listen to the gypsy singing in the village.

3. The pretty little kitten dipped its chin in the dish of milk.

2. Dick is busy in the village.

1. Sid lives in a big city.

Sentences for practice:

baby.

in, is, if, ill, it, sit, ship, hit, with, kill, did, sick, lady, city, many, any,

words for practice.

(2) Vowel No. 2 /i/ as in sit

ie-brief-achieve, thief, niece.

i-police, machine.

ei, ey-seize, receive, deceive, key.

ee-see, feel, meet, sheet.

ea-sea, leaf, each,

e-be, he, these, we, she, me.

Spellings of /i/

5. Jean dreamed she was eating a piece of green cheese.

4. Sheep eat the leaves of the trees on the heath.

end, else, egg, edge,  
send, bed, beg, bend, lead, then.

**Sentences for practice:**

- 1- Ted said he kept a bed in the shed.
- 2- Men of sense dread debt and spend less on dress.
- 3- Ten healthy men met twelve dreadful beggars and fed them with fresh eggs and bread.
- 4- Ted's better at tennis than Jenny.
- 5- Ten men left at seven.

**Spellings of /e/**

e – led, pet, wet, well, when, set  
ea- head, dead.

**(4) Vowel No.4 / a / as in sat**

**words for practice:**

at, and, as, am, apple, add, ant, ran, cat, than, sand, man, glad, hat.

**Sentences for practice:**

- 1- That man has a rash on the back of his hand.
- 2- The man ran back to gather his black hat and hand –bag.
- 3- Sally and Anne have shorthand practice on Saturdays.
- 4- The tankers carry bags of sand.
- 5- That fat man is very bad.

**Spellings of / a /**

a- tank, have, clap, catch

o- shop, dot, dock, god, stock.

Spellings of /o/:

5. Tom's got a lot of spots on his shirt.
4. I want a lot of copies of the song. What will they cost?
3. A quantity of property belongs to the college hospital.
2. The doctor has a stock of bottles in his office.
1. I want to wash the cloth you dropped the bottle on.

Sentences for practice:

on, off, offer, often, hot, spon, top, not, log, cloth, lock.

words for practice:

(6) Vowel No. 6 / o / as in pot

ar - car, dark, part, shark, chart.  
 a + ff, ss, th - stiff, pass, bath  
 a + f, s, n - after, ask, plant.

Spellings of /a:/

- 5- Aunt Martha lives near Marble Arch.
- 4- In parts of France the farmers go to market in farm - carts.
- 3- Part of the class passed with half marks.

branch.

- 2- The master demanded a large staff of clerks to start the new
- 1- A large army marched past the farmyard.

Sentences for practice:

arm, ask, art, after, card, dance, heart, part, clerk, far, bar, car, star, jar

words for practice:

(5) Vowel No. 5 / a: / as in dark

## 1.4 Composition

In not more than (120) words describe your education up to now. Mention the different schools you have attended. Bring into your composition the difficulties and successes you have had and anything else you remember clearly.

### The Outline

Almost any writing can be divided naturally under three distinct headings: introduction, body, and conclusion. The frame of a typical outline with topics, sub-topics, and sub-sub-topics, follows.

#### Subject

##### I-Introduction

A.

B.

##### II. Body

A.

B.

C.

##### III- Conclusion

A.

B.

## Unit Two

### 2.1 Reading Comprehension

#### Living in London

Many people who work in London prefer to live outside it, and to go in to their offices, factories or schools every day by train, car or bus, even though this means they have to get up earlier in the morning and reach home later in the evening.

One advantage of living outside London is that houses are cheaper. Even a small flat in London without a garden costs quite a lot to rent. With the same money, one can get a little house in the country with a garden of one's own.

Then, in the country one can rest from the noise and hurry of the town. Even though one has to get up earlier and spend more time in trains or buses, one can sleep better at night, and, during week-ends and on summer evenings, one can enjoy the fresh, clean air of the country. If one likes gardens, one can spend one's free time digging, planting, watering and doing the hundred and one other job, which are needed in a garden. Then, when the flowers and vegetables come up, one has the reward of one who has shared the secrets of nature.

Some people, however, take no interest in country things; for them, happiness lies in the town, with its cinemas and theatres, beautiful shops and busy streets, dance-halls and restaurants. Such people would feel that their life was not worth living if they had to live it outside London. An occasional walk in one of the Parks and fortnight's visit to the sea every summer is all the country they want; the rest they are quite prepared to leave to those who are glad to get away from London every night.

(About 290 words)



## Questions :

1- Give another word, or phrase to replace the following words and they are used in the passage:

prefer ; reach ; advantage; hurry ; watering ; busy; fortnight ; rest ; glad.

2- Explain briefly what you understand by the following passages:

Spend one's free time, take no interest in; their life was not worth living.

3- Give short answers to these questions, using one complete sentence for each answer:

a) What does the writer say the disadvantages of living in the country are?

b) What can one get in London for the same money as a little house with a garden in the country?

c) What can a person who likes gardens do in the country ?

d) What sort of people does the writer say would feel that their life was not worth living if they had to live it outside London?

4. State briefly, in two or three sentences the reasons the writer gives why some people who work in London prefer to live outside it. Do not use more than (80 words).

## 2.2 Grammar

### The Noun

#### Number

There are two numbers, singular and plural. The plural is formed:

a) by adding (-s) to the singular, e.g. boy, boys.

indices - (in mathematics); penny - pennies (coins); pence (value).  
 (Figuratively); genius - geniuses, geni (magic spirits); index - indexes,  
 2) Some nouns have two plurals: brother - brothers (literally), brethren  
 martial.

principal words, e.g. passers by; lookers-on; fathers - in-law; courts -  
 1) In compound words the sign of the plural is generally added to the  
 Note:

phenomena; oasis, oases.  
 crises; basis, bases, datum, data, errata, errata; phenomenon,  
 h) words of foreign origin sometimes retain foreign plurals, e.g. crisis,  
 salmon, trout.

g) some words do not change: sheep; deer; fish (or) fishes; species;  
 brothers (or) brethren.

f) three words take (-en) or (-ren): ox, oxen; child, children, brother,  
 teeth, goose, geese, foot, feet, mouse, mice, woman, women.

e) some words form the plural by vowel change, e.g. man, men, tooth,  
 chiefs, dwarfs, cliffs. Thief, thieves is an exception.

N. B. - words ending in (-ooft, -ief, -rt, -ff) take (-s), e.g. roots,  
 but note gulfs, safes, reefs.

d) words in (-f) or (-fe) change to (-ves) e.g. leaf, leaves, wife, wives,  
 e.g. lady, ladies, fly, flies.

c) words ending in (-y) preceded by a consonant change (-y) to (-ies),  
 pianos.

N. B. - Foreign words ending in (-o) merely add (-s), e.g. piano,  
 potato, potatoes.

b) by adding (-es) for words ending in a sibilant or (o), e.g. church,  
 churches; brush; brushes; box; boxes; fez; fezes; garage; garages,

- 3) Some nouns have no plural: information, advice, knowledge, news, furniture, progress, etc.
- 4) Some nouns have no singular: scissors, trousers, compasses, alms, billiards, clothes, contents, goods, oats, riches, thanks, wages, people, etc.

## Case

Case is the relation in which a noun stands to some other word. In modern English there are three cases:

- a) Nominative.
- b) Objective (or accusative for direct object, dative for indirect object).
- c) Possessive (or genitive).

**The nominative case is used:**

- a) When the word is the subject of the sentence, e.g. The boy did the work. Here, (boy) is in the nominative case.
- b) After the (verb to be), if the nominative case had been used before the verb, e.g. It was he who spoke. Here (he) is in the nominative case after the verb (was).

**The objective case is used:**

- a) when the word is in the object (i.e. after a transitive verb), e.g. We saw him.
- b) when the noun or pronoun is governed by a preposition, e.g. I sent the book to him. Here, (him) is objective case governed by the preposition (to).

Transitive verbs occasionally take two objects one denoting a person, the other a thing, e.g. I taught him English. The word denoting the person is the indirect object, the one denoting the thing is the direct object.

- The indirect object is usually placed first. If the direct object is placed first the indirect object is preceded by a preposition, e.g. I taught English (DO) to him (IO).  
Formerly a dative case with distinct inflexions was used in English to express direct objects, but now identical forms are used for the accusative and dative, so the general term (objective) is used to cover both.
- The possessive case is used to denote a possessor. It is formed by adding (-'s) to singular nouns and to plural nouns which do not end in (-s), e.g. The boy's bag, the men's work, and by adding apostrophe only to plurals that do end in (-s), e.g. The boy's school, the ladies' dresses.
- Note:**
- 1) The possessive form is used chiefly in speaking of persons and sometimes of animals, but not usually of things; e.g., the girl's dress, the dog's tail, but the foot of the mountain.
  - 2) Where the last syllable of a singular noun begins and ends with (-s) the apostrophe only, and not another is added, e.g. Moses' laws. With such phrases as: (Sophocles' tragedies, Hercules' works) the apostrophe only is generally used; but for: (St. James's Park, Venus's beauty), the regular rule is followed.
  - 3) With certain phrases denoting: time, space, quantity, the possessive form is used, e.g. a day's journey, a week's holiday, three months' absence, a stone's throw, a needle's point, a pound's worth, etc. It is used also in a few familiar phrases such as (out of harm's way, at this wit's end, for goodness' sake, at his fingers' ends).
  - 4) The apostrophe has another use beside that of marking the possessive case, namely to show that a word is contracted by the omission of a vowel sound, e.g. don't = do not, it's = it is, etc.

## 2.3 Pronunciation

### English Vowels

(7) Vowel No. 7 /o:/ as in nor

words for practice:

organ, order, orchard, ought, port, court, ball, wall, tall, warn, for, nor,  
door, store, law, war.

Sentences for practice:

1. We all thought the wall ought to be torn down.
2. The lord ordered forty horsemen to storm the north wall of the small fort.
3. George ought to drink four glasses of warm water every morning.
4. His daughter, Laura, poured some water in the saucepan and warmed it.
5. Law and order is normally enforced by the police with the support of the law—courts.

Spellings of /o:/:

a- all, chalk, salt, water, war.

au- sauce, taught, Paul, fault, laundry.

aw- law, jaw, yawn, saw, awe.

ou- ought, bought, naught, thought.

or- short, horn, horse, sword.

(8) Vowel No. 8 /u/ as in put

words for practice:

could, foot, would, pull, full, cook, book, good, sugar, woman, butcher,  
shook.

o-do, who, move, lose, tomb,

oo-spoon, moon, stool, root, cool.

Spellings of /u:/

6. Unusual views of the moon will soon lose their value as news.

4. Those shoes are in use for you: they're too loose!

3. Ruth sat on a stool and drank some fruit juice.

2. The pool is very cool during June and July.

1. The goose soon moved to the pool.

Sentences for practice:

who, blue, true.

cool, soon, spoon, mule, moon, shoot, June, shoe, knew, too, few, you,

words for practice:

9) Vowel No. 9 /u:/ as in food

oo-could, would, should, bouquet.

o-wolf, woman, bosom.

oo-book, foot, hood, wood, room, cook.

u-full, put, bull, bush, sugar.

Spellings of /u:/

hook.

5. The boys stood with one foot in the brook and took the fish off the

4. I stood looking at a woman in a woolen pullover.

3. The butcher took a good look at the bull.

2. The cook stood still and looked.

1. The woman pushed the book with her foot.

Sentences for practice:

ew- new, few, view, chew, stew.

oe- shoe, canoe, maneuver,

ou- youth, group, you, through.

u- tune, tube, rule, huge, duke.

ue- true, blue, glue.

ui- juice, fruit, recruit.

(10) Vowel No. 10 / ^ / as in love

words for practice:

up, ugly, under, undo, unless, cut, cup, love, son, done, month.

Sentences for practice:

1. My uncle's son is younger than my husband's brother.
2. The rust coloured rug is in the front cupboard.
3. With the summer sun the buds and the bunches of nuts have suddenly begun to cover the huts in the southern countries.
4. The judge's courage and the wonderful justice of his judgements comforted hundreds of young men in London.
5. Dozens of hungry young ducks were grubbing in the mud.

Spellings of / ^ /:

u- gun, cut, judge, hut, jump.

o- some, month, love, once, come.

ou- trouble – young, courage, rough, tough.

(11) Vowels No. 11 / ə: / as in bird

words for practice:

early, earn, earth, girl, bird, word, work, world, learn, fur, were, sir, prefer.

Sentences for practice:

1. I heard from her on Thursday.
2. The early bird catches the worm.
3. Perfect service deserves an earnest and worthy return.
4. The girls learnt about birds in the first and third terms at the university.
5. The word to which you refer occurs in the third verse.

Spellings of /ə:/

ir - girl - first, shirt, bird

our - journey, journal, country.

er, ear, -her, nerve, serve, heard, err, early.

ur, urr - burn, turn, purr, burr,

w+or - work, world, worth, worth.

(12) Vowel No. 12 / ə / as in along

words for practice:

ahead, away, ago, among, about, teachers, contain, April, forward, sister, father, mother, better, farmer.

Sentences for practice:

1. He was never aware of the danger.
2. The new manager was a very kind man.
3. The policeman arrested the thieves.
4. Better late than never, but better never late.
5. There was a teacher for them.



### Spellings of /ð /:

a- accept, affirm, assist, along, among.

ar – sugar, particular, forward,

er – father, modern, miser, manners

i – possible, horrible, policy, April, sir

o-method, melon, horizon, Europe, o'clock

or- effort, sailor, stubborn, scissors

ou – jealous, famous, moustache, generous

our – colour, honour, odour, favour, humour

u- supply, suppose, column, purpose.

ure – figure, nature, measure, torture.

## 2.4 Composition

In not more than (120) words describe your town or village. Say where it is and describe its houses and buildings. Write about the kind of work people do and how they spend their leisure.

مع قيات

مكتب الشروق

للخدمات المكتبية

أستنساخ / قرطاسية / طباعة / تجليد / هدايا  
بعقوبة / مقابل كلية التربية الأساسية

(About 280 words)

The school therefore arranges games and matches for its pupils. Football is a good team game, it is good exercise for the body, it needs skill and quick brain, it is popular and it is cheap: as a result, it is the schools' favourite game in the winter.

Most schools in England take football seriously - much more seriously than nearly all European schools, where lessons are all - important, and games left for private arrangements. In England, it is believed that education is not only a matter of filling a boy's mind with facts in the classroom: education also means character training, and one of the best ways of training character is by means of games, especially team games, where the boy has to learn to work with others for his team instead of working selfishly for himself alone.

Football is, I suppose, the most popular game in England: one has only to go to one of the important matches to see this. Rich and poor, young and old, one can see them all there, shouting and cheering for one side or the other. One of the most surprising things about football in England to a stranger is the great knowledge of the game which even the smallest boy seems to have. He can tell you the names of the players in most of the important teams, he has photographs of them and knows the results of large numbers of matches. He will tell you, with a great air of authority, who he expects will win such and such a match, and his opinion is usually as valuable as that of men three or four times his age.

### Football

#### 3.1 Reading Comprehension

#### Unit Three

### Questions:

1. Give another word or phrase to replace the following words as they are used in the passage:

popular, cheering, stranger, seems, results, expects, especially, selfishly, favourite.

2. Explain briefly what you understand by the following phrases:

with a great air of authority; take football seriously; filling a boy's mind with facts.

3. Give short answers to these questions, using one complete sentence for each answer:

a) What can one do to see that football is the most popular game in England?

b) What examples does the writer give of a small boy's knowledge of football?

c) How do team games train character?

d) What do nearly all European schools do about football?

4. State briefly, in two or three sentences, why English schools encourage football? Do not use more than (80) words.

## 3.2 Grammar

### The Verb

A verb is a word with which we can make an assertion. What is asserted is either an action or a state; e.g. I hit the ball. (action), He is asleep. (state)

There are only two classes or verbs in English:

1. The auxiliary verbs (auxiliaries): to be (am, is, are, was, were), to have (have, has, had), to do (do, does, did), dare to, need, be able to, may,



- 1) Two or more subjects connected by (and) take a plural verb, e.g.  
The boy and his dog are here.
- 2) But if the second noun is merely part of a phrase qualifying the first singular noun the verb is singular, e.g. The boy with the dog is here.
- 3) singular subjects joined by (or) or (neither ----- nor) take a singular verb, e.g. A cigar or a cigarette is very enjoyable.  
Neither Mr. Smith nor Mr. Brown has come.
- 4) A collective noun takes a singular verb when the sense is singular, a plural verb when the sense is plural, e.g. The jury consists of twelve persons. (singular). The jury are having dinner together. (plural)

### Transitive and Intransitive Verbs

An action may pass over from a subject to an object e.g. in the sentence: I hit the ball, the action of hitting is not confined to the doer only, but goes over from (I) to (the ball). A verb of this kind is called a (transitive verb).

In the sentences: the sun rose. The child cried. A leaf fell. The actions do not go beyond the persons or objects performing them. The verbs in these sentences are called (intransitive verbs).

Sometimes the same verb may be used transitively or intransitively, e.g.

The bell rings.	The waiter rings the bell.
The door opened.	He opened the door.
The boy ran well.	She ran her car into the garage.

Sometimes a different form of the verb is used to mark the difference between the transitive and the intransitive form, e.g.

- 1) a. They all sat down. (verb to sit)  
b. He set his house in order (verb to set).
- 2) a. The sun rises in the east. (verb to rise).  
b. He raised his head. (verb to raise).

say, play, they  
age, aim, eight, able, aidcake, fail, name, wait, plate, great, way, stay, day,  
words for practice:

1) /ei/ as in day  
or nine diphthongs.  
A Diphthong is a combination of two pure vowels. English has eight

### English Diphthongs

#### 3.3 Pronunciation

as the (retained object).  
In each case one object appears in the passive form; this is known  
given us by Mr. Brown. We were given a lesson by Mr. Brown.  
the passive, e.g. Mr. Brown gave us a lesson. (active). A lesson was  
Where there are two objects in the active, two forms are possible in  
The rat was killed by the dog. (passive).

- b) The dog killed the rat. (active).
- French is taught by him (passive).
- a) He teaches French. (Active).

passive, e.g.  
voice). The auxiliary verb (to be) is used to change the active into  
If the subject is the receiver of the action, the verb is in the (passive  
If the subject is the doer of the action, the verb is in the (active voice).  
expressed by the verb.

the sentence is the doer of the action or the receiver of the action  
Voice is the form of the verb which shows whether the subject of

### Voice

**Sentences for practice:**

1. The maid stayed away for eight days.
2. They say that rain came on eight days in April.
3. They played a great game and made a name for their nation.
4. The examination may take place on a later day in the vacation.
5. The waiter gave the lady eight stale cakes.

**Spellings of /ei/:**

a- face, lady, able, famous, age.

ai- main, aid, rail, faith, waist.

ay- prayer, day, player, stay, may.

ea- great, break, steak.

ei- eight, neigh, vein, veil, reign

ey- grey, they, prey.

2) /ai/ as in my

**words for practice:**

I, am, eyes, island, find, mind, mile, five, mine, cry, fly, my, why, high.

**Sentences for practice:**

1. I shall ride five miles tonight.
2. Try to buy a nice tie.
3. I've a fly in my right eye, that's why I'm crying.
4. The child tried nine times for the prize.
5. The final trial is on Friday night in the library.

**Spellings of /ai/**

i-time, write, mice, climb.

y- by, cry, dry, why, fly

how,

ouch, ouch, out, owl, ounce, noun, cows, mouth, house, mouse, cow, now,

words for practice:

(4) /au/ as in out

ow-show, know, follow, bowl, owe.

ou-soul, though, poultry, mould, boulder

oe-toe, poet, hoe, woe, sloe.

oa-boat, road, oak, oats, foal.

o-go, so, old, both, folk.

Spellings of /ou/

5. There is a hole in the coat and both shoulders are broken open.

4. Old coke drove slowly along the icy road.

3. Don't you know that John has gone home.

2. Follow the lower road and go slowly home.

1. Throw Joe's old coat over the rope.

Sentences for practice:

low, snow.

open, over, only, own, ocean, rose, most, home, coat, clothes, so, no, go,

words for practice:

(3) /ou/ as in go

ui-guide, quite, quire, disguise.

ei, ai - either, neither, Cairo.

igh, eigh - sigh, might, height, sleight.

ie, ye - die, dye, bye, dye.



### Sentence for practice:

1. Our brown cow is now down by the round tower.
2. The crowd, which amounted to a thousand, surrounded the houses, down in the town.
3. I doubt if a thousand pounds will buy a house in the middle of town.
4. Mrs. Brown went to town to buy a new night gown.
5. I found out that the house without any doubt belonged to town council.

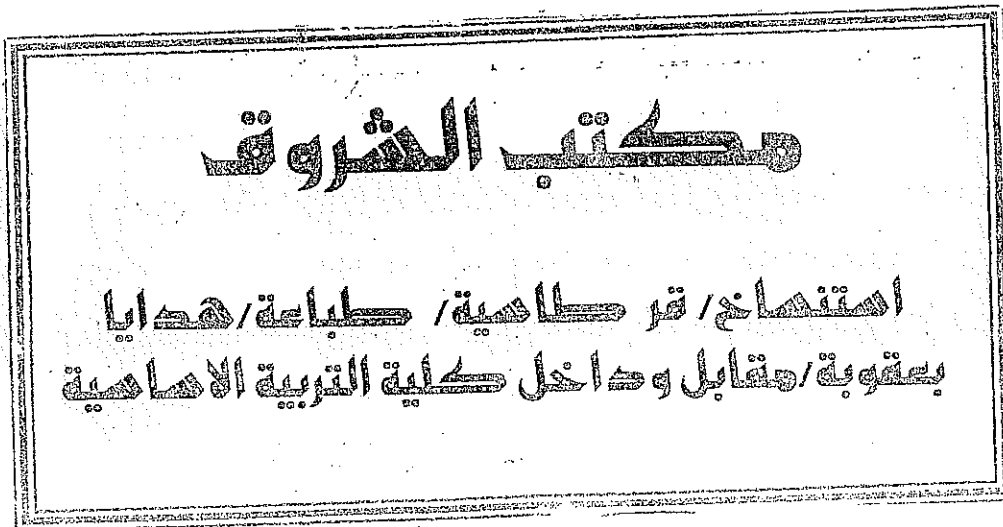
### Spellings of /au/:

ou- out, house, south, found, count.

ow- down, gown, crown, sow, growl.

### Composition

In not more than (120) words write about a very important examination, interview, or meeting which you once went to. Carefully describe your feelings and thoughts, and say what happened.



## Unit four

### 4.1 Reading Comprehension

#### Sunday Morning

Mr. Jones woke up late the following morning, as was his invariable custom on a Sunday. After looking at his watch, he lay awake for a few more minutes, enjoying the luxurious feeling of a week-day. Then, at a few minutes past nine he got up lazily, stretched a few times before the mirror, yawned, picked up his razor, towel and tooth brush and went to the bathroom. As usual, it was occupied when he got there: he could hear Bob Smith from the rooms below, splashing in the bath and singing in a loud and not displeasing voice. He only had to wait a couple of minutes, and then Bob emerged, grinned at him and disappeared down the stairs, whistling, cheerfully as he went.

After he had dressed, Mr. Jones rang the bell for his breakfast. Sunday breakfast was a special occasion, as it was then that the weekly egg appeared. This time it was fried with bacon, tomato and bread, which was how Mr. Jones preferred it. Mrs. White, the landlady, was as talkative as usual. After putting the newspaper down beside Mr. Jones' plate, she began by giving him a short account of the day's weather, followed by her views on the news. Mr. Jones did not want to stop there: that would be rude, and it was unwise to be rude to one's landlady in post-war London, where lodgings were difficult to find. In any case, she was a kindly old thing, always ready to help in an emergency.

(about 260 words)

### Questions:

1. Give another word or phrase to replace the following words as they are used in the passage:  
week – day; occupied; emerged; cheerfully; weekly; talkative;  
account; unwise; emergency.
2. Explain briefly what you understand by the following phrases:  
as was his invariable custom; her views on the news; in any case.
3. Give short answers to these questions, using one complete sentence for each answer:
  - a. Why did Mr. Jones not have to hurry on the day which the writer describes?
  - b. Why did Mr. Jones have to wait for a couple of minutes before getting into the bathroom?
  - c. How did Mr. Jones prefer to have his egg?
  - d. What were Mr. Jones reasons for not stopping Mrs. White talking?
4. State briefly, in two or three sentences, what Mr. Jones did up to the time when Mrs. White brought his breakfast. Do not use more than (80) words.

## 4.2 Grammar

### The Verb

#### Tense

The tense of a verb is the form used to denote the (time) of the action and its completeness or incompleteness. There are three times, at which an action can take place, viz. present, past and future, and in each of these there are three stages of completeness or incompleteness:

a) For an action which has just concluded, e.g. A minute ago I was working, but now I have finished.  
 b) For an action in the past continuing into the present, e.g. I have taught this class for ten years and am still teaching it. Compare this with: "I taught that class ten years ago, but I am not teaching it now".  
 c) When the time is indefinite, e.g. I have seen the Queen. Compare it with "I saw the Queen two years ago".

*The present perfect is used:*

a) To express an action which is not yet complete, e.g. I am listing to him.  
 b) To denote an action in the future, e.g. I am going to England next week.

*The continuous tenses are used:*

a) For a general truth, e.g. Actions speak louder than words.  
 b) For an habitual or repeated action, e.g. I speak to my students every day.  
 c) To introduce a quotation, e.g. Shakespeare says: "Neither a borrower nor a lender be".

*The simple present is used:*

**The uses of the Tenses**

	Present	Past	Future
Simple:-	I speak	I spoke	I shall speak.
Continuous:	I am speaking	I was speaking	I shall be speaking
Perfect:	I have spoken	I had spoken	I shall have spoken

The past perfect is used for an action which was completed before another, expressed in the past tense, began, e.g. I had studied English before I left Iraq.

For future tenses two auxiliaries are used, viz, (shall) and (will). There are two forms:

- A) Which expresses mere futurity.
- B) Which expresses in addition to futurity, a feeling of determination, command or promise in the mind of the speaker. So in the sentence: "I will read your letter and then I shall understand what you want me to do", the (will) denotes promise or intention, while the (shall) expresses merely future time.

### **The Emphatic Form**

The emphatic form of the verb is conjugated with (do), e.g.

Present: I do speak. He does speak.

Past: I did speak. We did speak.

Imperative: Do speak.

These are the only parts of the verb in which this form is used and it is indicated in speech by a stress on the auxiliary.

### **Mood**

Mood is the form of a verb which shows the mode or manner in which the action is represented.

There are three moods in English:

- 1) Indicative
- 2) imperative
- 3) subjective.

The indicative mood is used:

- a) to make a statement, e.g. The student is learning English?
- b) to ask questions, e.g. Is the student learning English?

c) to express suppositions in which the events are treated as if they were facts, e.g. If the student works hard, he will learn English.  
The imperative mood is used to express commands or entreaties, e.g. Open the door. Help me.

The subjunctive mood as a separate verb form has practically died out. In common usage it survives only in the following cases:

1) "If I were", "If he were", etc., used to express a supposition that is virtually a negative. compare:

(subjunctive): If he were here, he would answer you. (but he is not here).

(Indicative): If he was here yesterday, he must have seen my friend (he may, or may not have been here).

2) To express a wish or a request, e.g. God save the Queen.

It is requested that answers be written legibly.

3) In a few phrases like: "Come what may", "Be that as it may", "Far be it from me to persuade you", "I shall be fifty come Friday".

For other forms of the subjunctive the verb is not inflected, but a subjunctive equivalent, e.g. the auxiliary (may) or (might), is used instead, e.g.

I have told you this so that you may take precautions.

I worked hard so that I might be successful.

## The Emphatic Form

The emphatic form of the verb is conjugated with (do), e.g.

Present: I do speak. He does speak.

Past: I did speak. He did speak.

## Imperative – Do Speak.

These are the only parts of the verb in which this form is used and it is indicated in speech by a stress on the auxiliary.

## The Infinitive

The infinitive is the form of the verb which denotes actions or states without reference to number, person or case. In English it generally occurs with (to) before it, e.g. I asked him to come

(To) is omitted:

- a) After all auxiliaries (except ought) e.g. I may go I shall speak.
- b) After verbs expressing sensation, e.g. (see, hear, feel, etc), and after other verbs such as: (need, make, let, dare, watch, etc.):

I saw him come. I dare not go. He made me listen.

But if these verbs are used in the passive the (to) is used, e.g.

He was heard to speak. They had been made to work.

- c) After certain phrases such as: (had better, need hardly, etc) as in the following: You had better go. I need hardly tell you it is so.

The infinitive can come with the objective, e.g. I believed him to be honest.

## The participle

The participle is a verbal adjective and is the form of the verb that is used:

- a) To help to form a tense, e.g. I am speaking. He had written.
- b) As an adjective qualifying a noun or its equivalent, e.g. the singing bird; the broken leg; being tired of work.

The Gerund  
The gerund is a verbal noun ending in (-ing), e.g. Seeing is believing

If it is formed from a transitive verb, it may take an object, e.g. He is fond of reading novels.

Since it is a noun in function, it should be preceded by the possessive pronoun or the possessive form of the noun, e.g. Please excuse my interrupting you. I hope my friend's coming has relaxed you. Moreover, it is used after prepositions, e.g. I am fond of swimming and boxing. You can't live without eating.

The gerund should be used after the verbs:  
Avoid, give up, enjoy, finish, keep on, resist, miss, postpone, practise, risk, suggest, etc.

### 4.3 Pronunciation

#### English Diphthongs

(5) /oi/ as in boy

words for practice:

oil, ointment, oyster, soil, boil, boy, annoy, enjoy.

Sentences for practice:

1. The boy boiled the toy in oil and spoilt it.
2. He joined the loyalists, but avoided any employment in royal appointments.
3. That noisy boy has a voice that's annoying.
4. We leave the choice to the fall of a coin.
5. The oily voice spoilt our enjoyment.



### Spellings of /oi/

oi- choice, oil, noise, soil.

oy- toy, joy, destroy, annoy.

### (6) / iə / as in ear

#### words for practice:

near, we're, feared, here, dear, tear, year, hear, clear, appear, sincere.

#### Sentences for practice:

1. They shouted "hear, hear!" and cheered the hero when he appeared.
2. "Come here," Jack shouted fiercely.
3. Her tears were due to sheer fear.
4. We're near the end of the year.
5. Clear that rubbish out of here and don't put it anywhere near.

### Spelling of / iə /

eer – sneer, career, steer, beer, engineer

ear – fear, dear, near, clear, year.

ere – here, mere, sphere, sere, austere

ier – fierce, pier, pierce, frontier, brigadier

### (7) / eə / / iə / as in chair

#### words for practice:

fair, bear, Mary, care, aired, scarcely, glare, bare, mare, there, share, where,

#### Sentences for practice:

- 1- Where's their share of the fare?
- 2- I stared at the mare.

find it again.

lost something. Explain in detail how you lost it and how you tried to  
In not more than (120) words tell the story of an occasion when you

#### 4.4 Composition

1. The tourist toured the moor in February.
2. The poor Puritan will cure your fury.
3. I'm sure that this doctor can cure Stuart of his obscure illness.

Sentences for practice:

explore, restore.

core, sore, shore, wore, your, oar, ore, door, four, more, store, before,

words for practice:

(8) /oo / as in pour

air - scarce, Mary, various, Sarah, barium.

ear - wear, bear, swear, pear, tear.

are - dare, care, share, mare, rare,

air - pair, fair, hair, repair, hair.

Spellings of /eə/:

5- I can't bear having my nails paired or my hair cut.

4- Take care of the stairs, there's no light there.

3- The chair is a scarce one.

# Unit Five

## Review Unit

### 5.1 Reading Comprehension

Fill in the blanks by using the following words:

(later, position, class, four, give up, passion, lazy, widely, hated, well)

George Bernard shaw did not get on..... in school, and was always near the bottom of his .....; but he read ....., heard a great deal of first -rate music and had .... for pictures. Though a bad pupil, he was far from ....., and the things he learned were to be useful to him in .... Years. When he was fifteen years of age, he left school and became a clerk in the office of land -agent. He ..... the work from the first day, but he did it, nevertheless, very well, and soon rose to a responsible..... He stayed in the office form more than ... years, until he decided to .....his job and go to London in order to become an artist.

### 5.2 Grammar

A) Make a list of the nouns in the following passage and say to what class of noun (common, proper, collective or abstract) each belongs:

John Linton walked along the main street of the village of Foreborough. The weather was mild, and, though there were no great crowds in the street, many people were sitting in their gardens enjoying the tranquillity of Sunday and their repose after the week's work. Few-looks were cast in his direction but he gave many anxious: glances to right and left, trying to discover signs of recognition in the faces of those he saw.

B) Form abstract nouns from the following:

generous, peaceful, deep, joyous, pleasant, comfortable, high, short, kind, long.

C) The following nouns are feminine. What are their masculine counterparts? Widow, goose, heiress, spinster, nun, vixen, stepmother, actress, witch, poetess.

D) What are the plural forms of the following:

library, railway, passer-by, people, fish, ox, leaf, basis, fez, child.

E) Fill in the blanks by using the following phrases (yesterday's paper, today's exercise, a good night's rest, tomorrow's news, a hair's breadth form my country's sake, an hour's work, for old times' sake, a week's holiday, the water's edge, in three week's time, a pin's head, a stone's throw)

1- You will need only ... to finish this exercise.

2- I 'd like ... by the sea.

3- We have exams now, so come again....

4- I will always do my best ...

5- The old man visited the village where he was born....

6- Ali sat all day by ... trying to catch some fish.

7- A huge rock rolled down the hillside and missed him by....

8- I could hardly see the insect's egg; it was no bigger than....

9- Selma lives only ... from her school.

10- You look very tired. You need....

11- I read the news in ...

12- I hope... Will be better.

13- ..... Is all about the possessive case isn't it?

F) Put the verbs between brackets into their correct forms:

1. He (go) to France every year.

2. Truth (be) stranger than fiction.

3. The moon (shine) at night.
4. I (want) a new suit.
5. I (be) there several times.
6. He (not do) his homework yet.
7. They (learn) English for six years.
8. John (look) everywhere for his pen.
9. Last week we (go) to the theater twice.
10. They refused to believe that he (steal) the money.

G) If the sentence is active, change it into passive and if it is passive, change it into passive.

1. We must pay the rent at the end of the month.
2. He took us for a drive in his car.
3. The home team was beaten by the visitors.
4. They were obliged by the manager to leave the hotel.
5. A lot of oil is now being brought from Iraq.

H) Put the verbs between brackets into their correct forms:

1. I prefer (walk) to (run).
2. Can you remember (post) that letter?
3. He gave up (smoke) a month ago.
4. They like (play) tennis.
5. He hopes (go) to the university.

I) Derive nouns from the following:

fail, punish, agree, bleed, true, wise, real, die, omit, confuse, recover,  
do, serve, pure.

J) Derive verbs from the following:

person, length, belief, friend, pure, theory, glory, colony, beauty,  
fright, bath, weak, thick, joy.

5.3 Pronunciation

A) write the number of the item and the word that has the sound:

- 1. /i:/ these, health, head, bed
- 2. /v/ school, soon, blood, stood
- 3. /aʊ/ bond, caught, found, abroad
- 4. /oʊ/ low, know, through, thought
- 5. /oʊ/ load, court, short, all
- 6. /aɪ/ men, main, manner, mind
- 7. /eɪ/ break, head, said, says
- 8. /u/ food, took, boot, cool
- 9. /ə/ hear, hair, bear, care
- 10. /o/ love, not, come, nor
- 11. /e/ ways, says, pays, days
- 12. /ɪ/ sign, blind, kind, signature
- 13. /u:/ wood, food, hook, took
- 14. /ə/ all, apply, angle, pi
- 15. /ə:/ born, work, worn, torn
- 16. /oɪ/ toy, city, rode, found
- 17. /v/ cat, put, pot, come
- 18. /ɪ:/ seize, guest, says, next
- 19. /aʊ/ crow, crown, know, known
- 20. /e/ treat, bread, heat, heal
- 21. /ɪ/ died, lived, liked, eyed
- 22. /o:/ hall, hole, nod, rode
- 23. /oʊ/ snow, how, more, shout
- 24. /u:/ sure, poor, cure, moon
- 25. /eɪ/ wait, said, train, paid

B) classify the following words into four columns:

/i/, /i:/, /e/ and /a/:

have, give, heat, head, sit, people, kept, ant, cat, English, death, thief,  
apple, ensure, deep, ate.

C) say which words have the vowel sound /o/ and which have /ɔ:/:

false, watch, floor, or, talk, gone, ball, war, what, wan.

D) arrange these words into four groups according to these vowels: /u/,

/u:/, /ɔ:/, and /ɒ/.

earth, jew, good, centre, ooze, foot, worm, stood, two, age, food,  
father, admit, push, work, heard, school, could, girl, figure.

E) indicate the vowel that each of the following words contains:

cut, moon, girl, short, hot, bad, bed, hit, heat, age, egg, slip, son, shoe,  
fat, field, harm, went, fool, put, some, queen, whose, four, man, word,  
world, work, ball, bush, shed, bat, tell, leak, wheel, end, as, heart, bit,  
am.

F) classify these words into four groups according to the diphthongs: /ei/,

/ai/, /oi/ and /au/:

south, daily, I, enjoy, out, gray, height, choice, loud, sigh, destroy,  
noun, brake, fly, ointment, weight, voice, why, how, fame.

G) Classify these words into two groups according to the diphthongs: /iə/

and /eə/:

dear, near, air, tear, chair, fair, there, hear, rare, here.

H) indicate the diphthong that each of the following words contains:

phone, tale, five, noun, bare, round, soil, now, cure, aim, annoy,  
ice, doer, science, spoil, lie, go, where, steak, tie, town, oil, show,  
tale, stair.

Basically, there are four types of writing: narration, description, exposition, and argumentation. Each has its purpose. Naturally, there is overlapping—some description in narration, some exposition in argument—but a piece of writing will, basically, be just one of the four types.

### 5.4 Composition

1. lake	like	6. loud	brown
2. nose	phone	7. eye	my
3. sign	fame	8. pair	dare
4. toy	choice	9. pure	sure
5. aim	clay	10. nail	chair

II) State whether the diphthongs in each pair of words are the same or different.

1. sit	field	11. shirt	heard
2. seat	head	12. salt	ball
3. heat	feel	13. word	fort
4. cat	cut	14. some	lose
5. end	went	15. front	cross
6. live	leave	16. bush	cook
7. calm	harm	17. need	queen
8. not	short	18. son	soon
9. moon	foot	19. man	dark
10. cut	put	20. till	fill

I) State whether the vowels in each pair of words are the same or different:



### **A) Narration:**

Narration is the type of composition in which the writer related an incident (personal or imaginative experience; anecdote), an episode (short story), a series of episodes (novel), a person's life (biography) or the story of the past (history), usually in chronological order. It involves setting (time and place), characters (the people), and action.

Suggested topics (titles) for narration:

1. A visit to Baghdad's International Fair.
2. An exciting adventure.
3. My last cigarette.
4. Pages from a diary.
5. Prevention is better than cure.

### **B) Description**

Description is a form of composition in which the writer paints in words a picture of a person, a place, or a thing from a certain point of view (both location and attitude). It should reveal the impressions made by the subject on the writer.

Suggested topics for description:

1. A foreign film you have recently seen.
2. A day in the life of a policeman.
3. A winter's evening.
4. An ideal place for a picnic.
5. Television.
6. Holidays abroad.
7. Iraqi universities.
8. Cooking.
9. True friendship.
10. Country life.

3. Organize the material thus gained.
- and using your imagination.
2. Secure material about the subject by observing, conversing, reading,
1. Select a subject, and limit the scope of it.
- definite procedure, such as the following:
- If you expect to write a good composition, you must follow a very

### General Directions

5. Public examination.
4. The place of music in education.
3. Problems of traffic.
2. The world economic crisis.
1. The unemployment problem.
- Suggested topics for argumentation:
- convince an intelligent person of the validity of the writer's beliefs.

Argumentation is a form of composition in which the writer attempts to defend or to attack the truth of a proposition. Its purpose is to

### D) Argumentation:

5. The best way to pass an examination.
4. The nationalization of Iraqi oil.
3. The duties of a policeman.
2. What the world would be without oil.
1. How to read a book.

Suggested topics for exposition:

proposes, or analyzes almost anything.

Exposition is a form of composition in which the writer explains.

### C) Exposition:

4. Write a rough draft of the composition.
5. Read over the rough draft, and make necessary changes and corrections.
6. Select a suitable and interesting title.
7. Write the composition in final form.
8. Wait twenty - four hours, then re-read your composition objectively, and correct the errors found.

مع حیات

## مكتبة الشروق

للخدمات المكتبية

أستنساخ / قرطاسية / طباعة / تجليد / مدايا  
بعقوبة / مقابل كلية التربية الأساسية

(About 300 words)

After the tray had been handed over, the retiring headmaster came forward to make his speech of thanks. He began by giving a brief summary of the time he has spent as headmaster of the school, showing how it has always been his aim to do his best for the pupils under his charge. He mentioned, especially, the post-war years, when things had been so hard for all schools, and expressed his gratitude to the masters who had been on his staff then for the self-sacrificing way in which they had accepted poor pay and poor living conditions to help him weather the storm. Finally, he said how glad he was that he was being succeeded as headmaster by Mr. Smith, who had been on the staff of the school for many years, and was universally admired and respected by all who knew him. He asked all his old pupils to continue to take an interest in the school after he had gone, and told them that he would certainly do so himself. After the cheers had died down, everybody sang "Far be it to a jolly good fellow", and the speeches were over.

The next speaker said that it was many years since he had left school, but that he still remembered with gratitude all that the headmaster had done to ensure that the pupils were all well prepared for life. He expressed his great sorrow that the headmaster had decided to retire at so early an age, thereby depriving the pupils of his assistance long before it was necessary to do so. However, he wished the headmaster the best luck in his retirement, and desired to offer him a silver tray as a sign of the high esteem in which his old pupils held him.

### Speech Day

6.1 Reading Comprehension

### Questions:

1. Give another word or phrase to replace the following words and phrases as they are used in the passage:

ensure, retire, summary, staff, self-sacrificing, succeeded, universally, died down, over.

2. Explain briefly what you understand by the following phrases:

as a sign of the high esteem in which his old pupils held him, under his charge, weather the storm.

3. Give short answers to these questions, using one complete sentence for each answer:

a) Why was one speaker sorry that the headmaster wanted to retire so young?

b) What had the masters of the school done to earn the headmaster's gratitude?

c) What were the actual words used by the old headmaster in his reference to the new one?

d) What did the retiring headmaster say that he would certainly do himself?

4. State briefly, in three or four sentences, what information the above passage gives us about the school mentioned in it. Do not use more than (80) words.

## 6.2 Grammar

### The Adjective

An adjective is a word that qualifies a noun, it adds to its meaning, but limits its application, e.g. e.g. The new book, the black sheep.

An adjective may be used: (1) to qualify a noun as an attributive adjective: e.g. A good boy, good boys, or (2) to form part of the predicate,

as a predicative adjective and say what the person or thing denoted by the subject is declared to be, e.g. The book is new. The sheep is black.

Adjectives of quality, however, can be placed after the linking verbs (seem, appear, look, ... etc.) e.g. The house looked large.

When there are two or more adjectives before a noun they are normally separated by (and) except when the last two are adjectives of colour: e.g. a big, square, box; a tall young man; six yellow roses; but a black and white cap; a red, white, and blue flag.

Adjectives in English have only one form, which is used with singular and plural, masculine and feminine nouns: e.g. a clever boy, clever boys, a clever girl, clever girls.

## Kinds of Adjectives

There are six kinds of adjectives:

1) Adjectives of quality: which show what kind, e.g. a brave man; dry shirts.

2) Adjectives of quantity. Which tell how many or how much. These may be:

a) Definite, e.g. one, two, etc.

b) Indefinite, e.g. all, some, several, half, no, etc.

3) Possessive adjectives: which show possession; e.g. my, his, its, our, your, their.

4) Distributive adjectives: which show that the persons or things denoted by the noun are taken singly or in lots, e.g. each, every, either, neither.

5) Interrogative adjectives: which are used in questions, e.g. which man did you see? What time is it?

6) Demonstrative adjectives: which point out, e.g. this, that, these, those.

## The Adjective Used as a Noun

When used as a noun, the structure is singular in form but plural in meaning, e.g. The rich should help the poor. The blind are to be pitied.

These expressions have a plural meaning and are followed by a plural verb. If we wish to denote a single person we must add a noun, e.g. The old receive pensions.

But An old man usually receives a pension.

Such adjectives describing human character or condition can be preceded by (the) and used to represent a class of persons, e.g. The poor are usually generous to each other.

## 6.3 Pronunciation

### English Consonants

English has (24) consonants, some of them are pronounced with the vocal cords vibrating (voiced consonants) and some are said without such vibration (voiceless consonants). There are nine voiceless consonants and fifteen voiced ones. The voiceless consonants are:

/p/, /t/, /k/, /tʃ/, /θ/, /s/, /f/, /ʃ/, /h/ and /dʒ/. The voiced consonants are: /b/, /d/, /g/, /v/, /z/, /dʒ/, /m/, /n/, /ŋ/, /w/, /r/, /l/ and /j/.

### Voiceless Consonants

(k) /p/ as in pen

words for practice:

pat, pig, play, pray, cup, cap, rope, step, pull, please, pass, apple, ship,

slip, park, poor, pencil, top, drop.

Sentences for practice:

1. Ping-pong is a popular sport and is played in many places.
2. Paul and Percy prefer plums to apples.
3. A packet of tea and a pound of potatoes, please.

(2) /t/ as in tea

words for practice:

tie, ton, try, true, twice, steep, stay, winter, potato, too, let, time, right, sight, might, white, light, stopped, looked.

Sentences for practice:

1. It's too late to take the train.
2. I'll take that white coat and that tie.
3. Try to be quiet, your aunt is tired and she wants to have a rest.

(3) /k/ as in key

words for practice:

keep, kill, come, comb, class, cube, leak, back, speak, dock, kick, jack, cook, bank, can, cake, lake, sick, character, ache, extra, Christmas, chemistry.

Sentences for practice:

1. Can I keep six cakes?
2. Carl kept quiet, he was thinking of his case.
3. Take care not to make mistakes.

(4) /f/ as in free

words for practice:

foot, far, free, fire, phone, find, photo, differ, offer, fresh, half, roof, safe, leaf, elephant, rough, enough, cough, laugh, tough.



**Sentences for practice:**

1. Half the fun is finding the first few flowers.
2. Philip was fat and foolish.
3. Felix left his wife, Fiona in Africa.

**(5) / θ / as in thin**

**words for practice:**

thank, three, thin, thirty, thread, throw, both, earth, north, author, bath,  
faith, healthy, width, breath, cloth.

**Sentences for practice:**

1. The third Thursday in the month, Thirty – three.
2. Arthur wasted his wealth on worthless projects.
3. Do you think this method is healthy.

**(6) / s / as in see**

**words for practice:**

sit, set, centre, soon, saw, serve, say, lost, loose, race, verse, glass, miss,  
price, fence, grass, bus, newspaper.

**Sentences for practice:**

1. Sally studied Spanish.
2. Sue will sing us some sweet Scottish song.
3. Sixty passengers suffered from sea – sickness.

## 6.4 Composition Letter Writing

Letters are classified as: 1) Private or personal, 2) official, 3) Business.  
Nowadays, the writing of letters is regarded either as an item of business routine or as a more less regrettable necessity of social life.

### 1) Private or Personal Letters

Why do you write letters to friends, and relatives who live out of town or abroad? You write because you want to keep in touch, and it isn't possible to make a trip every time you want to exchange news and information; that would be time consuming and expensive.

Telephoning, too, becomes expensive if you talk very long. Your letters then are substitutes for personal visits. They convey messages, and at the same time, they build new friendships or maintain old ones. They include letters of invitation, letters of thanks, letters of arrangements and so on.

### A sample of a Private Letter

36/15 Mesbah,  
Karada,  
Baghdad,  
July 27<sup>th</sup>, 2001

Dear Ali,

It is a long time since I have heard from you. I hope you are all well. I was pleased to hear from your friend, Omar that your brother, Hassan has been accepted at the College of Medicine in Mosul. I miss you very much, so I shall be glad to hear from you about yourself and your family. Please write to me soon.  
It might be a good idea if you visit us in Baghdad one week – end or during the summer holiday.  
Awaiting your answer, I remain

Yours Sincerely,  
Ahmed.

The letter should include:

- 1) The writer's address, in the top right-hand corner of the page.
- 2) The date immediately under the writer's address.
- 3) The name, style (add address in business letters) of the recipient in the top left-hand corner of the page. It should be written immediately under an imaginary line drawn from the date across the page.
- 4) The salutation, which varies with the title of the recipient and with the personal relations between writer and recipient.
- 5) The body of the letter paragraphed according to topics.
- 6) The close. As the correspondents are not known to each other "yours faithfully" should be used. Slightly less aloof is "Your truly".
- 7) The signature. In formal correspondence the letter should be signed with initial and surname or with Christian name and surname.

e.g. C.H. Berry

(or) Charlton H. Berry.

**Ex. Write on one of the following:**

- A) Write a letter to a school friend, thanking him (or her) for inviting you to spend Christmas with him (or her), and accepting or declining the invitation.
- B) Write to your friend's father, asking him to allow your friend accompany you on an extensive walking tour.
- C) Write a letter of thanks to a relative for a handsome birthday present.

## Unit Seven

### 7.1 Reading Comprehension

#### The Old and the New

Our factory makes domestic and office furniture – the sort of very modern, steel and canvas articles you see in new flats all over the country. I never use them myself, because, being middle-aged, I am rather old - fashioned and prefer the solid, comfortable and impressive furniture of rapidly passing age.

Visitors are invariably astonished to see heavy oak desks and cupboards, comfortable old armchairs and a Turkish carpet in the offices of so modern a factory. Probably when I retire the whole appearance of the place will be changed, but, while I am still here, I see no reason to alter my habits of years. So I expect visitors will, for a few more years, continue to express their surprise openly or by the expressions on their faces on being admitted into my office.

People sometimes ask whether the fact that I myself do not make use of the products of our factory does not discourage intending buyers – just as a bald man is not the best salesman for a medicine guaranteed to make hair grow. My argument against this view is simple: all my heavy oak furniture was made at least a century ago by hand workers now long dead. To buy such pieces nowadays, one would have to pay an enormous price. Besides, to fit in with them, one would have to have a suitably decorated office, expensive carpets and curtains, and so on. Then, there is the question of cleaning: a heavy carved and ornamented table takes a long time to clean properly, and it has to be kept polished if it is to look its best. I am prepared to pay for all these things out of my own pocket, but is everybody?

No, I usually find that my visitors leave my office regretting that they cannot work in such beautiful surroundings as I do, but glad that, in our steel tables, chairs, cupboards, etc. they can find something cheap, clean, strong, and at the same time attractive in a modern, efficient way.

(About 325 words)

**Questions:**

1. Give another word or phrase to replace the following words and phrases as they are used in the passage:  
domestic, middle-aged, invariably, regretting.
2. Explain briefly what you understand by the following phrases:  
a rapidly passing age; now long dead; look its best
3. Give short answers to these questions, using one complete sentence for each answer:
  - a) What is the writer of the above passage?
  - b) What surprises visitors when they are admitted into the writer's office?
  - c) What things was the writer prepared to pay for out of his own pocket?
  - d) Why does a visit to the writer's office make people ready to buy the factory's steel furniture?
4. State briefly, in two or three sentences, the advantages and disadvantages of old – fashioned and modern furniture as shown in the above passage. Do not use more than (80) words.

**Comparison of Adjectives**

There are three degrees of comparison:

Positive, comparative, and superlative

a) Positive: dark, tall, useful.

b) Comparative: darker, taller, more useful.

c) Superlative: darkest, tallest, most useful.

**Rules to be followed in forming comparative and superlative degrees:**

1) One – syllable adjectives form their comparative and superlative by adding (er) and (est) to the positive form: e.g.

bright	brighter	brightest
--------	----------	-----------

new	newer	newest
-----	-------	--------

2) Adjectives of three or more syllables form their comparative and superlative by putting (more) and (most) before the positive e.g.

beautiful	more beautiful	most beautiful
-----------	----------------	----------------

interesting	more interesting	most interesting
-------------	------------------	------------------

3) Adjectives of two syllables follow one or other of the above rules. Those ending in (ful) or (re) usually take (more) and (most).

e.g.

obscure	more careful	most careful
---------	--------------	--------------

careful	more careful	most careful
---------	--------------	--------------

Those ending in (er), (y), or (ly) add (er), (est), e.g.

pretty	prettier	prettiest
--------	----------	-----------

holy	holier	holiest
------	--------	---------

Clever	cleverer	cleverest
--------	----------	-----------

4) Irregular comparisons:

good	better	best
bad	worse	worst
little	less	least
much	more	most
many		
late	later	latest
	latter	last
far	farther	farthest
	further	furthest

### Constructions with Comparisons

The following constructions should be observed in forming comparisons:

a) Comparison of equals is expressed by:

(as.... as) for positive comparison

(not as ....as)

(not as.... As) for negative comparison

e.g. He is as obstinate as a mule.

I am not  $\left\{ \begin{array}{l} \text{so} \\ \text{as} \end{array} \right\}$  fat as you.

b) Comparative with (than) = e.g.

A mountain is higher than a hill.

An elephant is bigger than a mouse.

A stream is not wider than a river.

c) Comparison of three or more persons or things is expressed by the superlative with:

The .....of

The ..... in (of places)

e.g. Tom is the cleverest boy in the class.  
St. Paul's isn't the highest Cathedral in England  
She is the prettiest of them all.

d) Parallel increase is expressed by:

(the + comparative ... the + comparative)

e.g. The bigger the house is, the more money it will cost

The more leisure he has, the happier he is.

e) Comparison of actions is made similarly:

e.g. Riding a horse is not as easy as riding a bicycle.

It is nicer to go with someone than to go alone.

When the infinitive is used after (than), as in the above example,

the (to) of the infinitive can be omitted: e.g.

It is nicer to go with someone than go alone.

It is sometimes quicker to walk than take a bus.

f) Other examples of comparison:

You are as obstinate as a mule.

Of these two this one is the better.

Helen was the most beautiful woman in Greece.

In old stories the youngest of the family is always the hero.

### 7.3 Pronunciation

## Voiceless Consonants

(t) /ʃ / as in ship

words for practice:

sugar, sure, sheep, shine, show, shall, she, pressure, dishes, mission, mission, ocean, social, push, dish, fish, permission, station.



**Sentences for practice:**

1. She was shocked when I showed her the condition of the machine.
2. Sheila's confession came as a sharp shock to me.
3. She showed me an official letter.

(8) /h/ as in **he**

**words for practice:**

hot, head, his, hat, harm, hood, who, high, perhaps, inhale, behind, prohibit, adhere, whose, whom, height, here, hair, hay, hall.

**Sentences for practice:**

1. Henry hid behind a high rock.
2. Howard worked very hard.
3. Helen spent half her holiday in the high hills. She was happy there.

(9) /tʃ/ as in **chair**

**words for practice:**

chance, church, cheese, chain, chalk, change, butcher, question, picture, achieve, nature, which, rich, reach, catch, march, match.

**Sentences for practice:**

1. Choose a rich cheese for the French children's lunch.
2. The children drew nice picture.
3. Charles chose lamb chops and chips for lunch.

## **Voiced Consonants**

(1) /b/ as in **book**

**words for practice:**

ball, big, bat, brave, black, barber, boy, obey, table, noble, rubber, bribe, tube, rob, lab, cab.

Sentences for practice:

1. A bad bandit broke into the bank.
2. The barber put the book on the table.
3. The brave boy sat by the harbour.

(2) / d / as in day

words for practice:

desk, door, down, dawn, deed, mud, decide, window, bread, mad, end, oiled, annoyed, played, stayed.

Sentences for practice:

1. Diana keeps the documents in the drawer.
2. Donald is sad today.
3. Judy decided to get married.

(3) / g / as in go

Words for practice:

game, grow, glass, good, gold, girl, gas, forget, foggy, sugar, example, signature, egg, fog, bag, dog, jug, vague.

Sentences for practice:

1. Let us go and get our guns.
2. We've got to get going again.
3. The dogs near the gate barked a loud as the girl in grey got by.

## 7.4 composition

### Letter Writing

#### 2) Official Letters

These letters are written from one government department to another, or from government department to a private citizen.

A sample of an official letter:

The central Secondary  
School of commerce,  
November 15, 2001.

Foundation of Vocational Education,  
Ministry of Education,

Dear Sirs,

We refer to your letter no.23/77/ dated 2<sup>nd</sup>. November, in which you asked us to estimate our need for teachers in commercial subjects for the next academic year. We give hereunder the number of teachers required and their qualifications:

<u>Number</u>	<u>Specialization</u>	<u>Qualification</u>
4	Accounting	B.A.
3	Commercial English	B.A
2	Economic	M. A

We hope that the engagements of the teachers will be done early enough before the beginning of the next academic year so that they will be available and ready to take subjects as soon as the term starts.

Yours Faithfully,  
Headmaster.

Addressing Envelopes

The address should be written in the lower half of the envelope, as in the example below:

F. A. Colvin, Esq.,  
 20 King's square,  
 Singleton,  
 Lancs.

Note also the following styles of address:

The secretary, Messrs. L. W. Fox and Son,

Rhoenix Chambers,

Sloane Square,

Waketon,

Yorks

Sir Jasms Makinson, Bant, M. P.,

The Knoll,

Little Minching,

Dorset.

Ex. Write on one of the following:

A) Apply in writing to the principal of a commercial or technical college, stating what, in general, is the career at which you are aiming; and asking for his advice about the course of evening study which you should pursue.

B) Write a letter application for a post in some important export firm in your city, your ultimate ambition being to become a foreign salesman in the branch of business done by the firm.

## Unit Eight

### 8.1 Reading Comprehension

#### Travelling in London

Once you have reached London, you can go about in taxis, buses, or by underground. I myself prefer the latter, as it is rapid, easy and cheap. There are so many cars and buses in London that one cannot drive along the roads quickly and without many stops. The underground is therefore usually quicker than taxis or buses.

If you do not know London very well, it is very difficult to find the bus you want. You can take a taxi, but it is much more expensive than the underground or a bus. On the underground you find good maps which tell you the names of the stations and show you how to get to them, so that it is easy to find your way.

Let us suppose that I have just arrived in London from France. My train stops at Victoria Station in the southwest of London, and I want to go to Cambridge. I therefore have to get from Victoria Station to Liverpool Street Station. If I have a lot of luggage, I have to take a taxi, which, as I have already said, is much more expensive than a bus or the underground. If I have not much luggage with me (perhaps I have sent it to Cambridge, where I will collect it later), I can go down some stairs from Victoria Station to the underground Station, enter an electric train there, and go along under the ground to Liverpool Street Station, where I will again come out into the light of day to continue my journey.

(About 265 words)

1. Give another word or phrase to replace the following words and phrases as they are used in the passage:  
status, prefer, drive, difficult, expensive, stations, suppose, already, collect.

2. Explain briefly what you understand by the following phrases:  
go about, find your way, come out into the light of day.

3. Give short answers to these questions, using one complete sentence for each answer:

- a) Why are taxi and buses slower than the underground?
- b) Why is it cheaper to go from Victoria Station to Liverpool Street if one has very little luggage with one?
- c) What can one do if one has a lot of luggage but does not want to have it with one when one is travelling?

4. State briefly, in two or three sentences, what reasons the writer gives for preferring the underground to buses or taxis. Do not use more than (80) words.

### 8.2 Grammar

#### The Adverb

An adverb is a word that modifies the meaning of a verb, adjective or adverb, e.g. The very good runner ran too quickly for me.

#### Kinds of Adverbs

The principal kinds of adverbs are:

- 1) Adverbs of manner, e.g. quickly, slowly, fast.
- 2) Adverbs of place, e.g. here, there, up, anywhere.
- 3) Adverbs of time, e.g. now, soon, today, then.

- 4) Adverbs of frequency, e.g. once, often, always, often.
- 5) Adverbs of degree, e.g. very, quite, rather, etc.
- 6) Interrogative adverbs, e.g. when? where? Why?
- 7) Relative adverbs, e.g. when, where, why.

Adverbs of manner are usually formed by adding (ly) to the corresponding adjective:

e.g. He is a slow worker (adjective)

He works slowly. (adverb).

Some adverbs of degree are formed in the same way, e.g.

extreme

extremely

remarkable

remarkably

### Exceptions:

a) The adverb of (good) is (well).

b) Adjectives ending in (ly), e.g. friendly, lovely, lonely, likely, lowly, have no adverb form. To supply this deficiency we use a similar adverb or an adverb phrase:

e.g. likely (adj)

probably (adv.)

friendly (adj)

in a friendly way (adv. Phrase)

The following adverbs have the same form as their adjectives:

high, low, near, far, hard, fast, early, late, much, little, e.g.

#### Adjective

#### Adverb

A high mountain.

The bird flew high.

A fast train.

She drives fast.

The near side.

Don't come near.

Metal is hard.

He worked hard.

A far country.

He went far.

A low voice.

He spoke low.

The Position of Adverbs

The adverb is generally placed before adjectives, verbs, and past participles, e.g.

He was very clever, and was exceedingly well educated but none (enough) which comes after the adjective, e.g. That is good enough for me.

2) With a transitive verb it generally comes after the object, e.g. He banged the door noisily. But if the object is an infinitive, it may come before, e.g. They kindly asked me to stay at their house. This prevents any ambiguity in the application of (kindly).

3) The adverbs (never, often, always, seldom, usually, sometimes, etc.) precede the principal (main) verb, e.g. I always do it; I have often done that. They will never do that. But with the verb (to be) they follow the verb, e.g. He is never at home.

4) Adverbs of definite time, e.g. (yesterday, today, tomorrow) are placed at the end of the sentence, or if we wish to emphasize the time, at the beginning, e.g. I went to his house yesterday.

OR: Yesterday, I went to his house.

5) If an adverb of time and an adverb of place are used together, the latter precedes the former, e.g. We went there yesterday.

8.3 Pronunciation

Voiced Consonants

(4) /v/ as in van

words for practice:

vote, veal, veil, voice, very, verb, verse, view, wives, knives, drives, develop, cover, over, leave, brave, arrive, love, of



Sentences for practice:

1. The village has a view of the river in the valley.
2. Vera and Oliver have arrived in Vienna.
3. Vernon and Vivien will leave in the evening.

(5) /v/ as in the

words for practice:

then, this, thus, they, these, there, though, other, rather, either, baths,  
months, brother, smooth, with, breathe, sooth.

Sentences for practice:

1. Neither of these brothers will go without the other.
2. Father and mother were wearing light clothes.
3. They can breathe well.

(6) /z/ as in zoo

words for practice:

zeal, zone, zero, zigzag, zoo, zebra, houses, easy, dizzy, loser, rising,  
lose, maze, does, please, noise.

Sentences for practice

1. One easily loses one's way among these houses.
2. Suzy is exhausted, she needs some rest.
3. Rose and her husband have seen the president.

(7) /ʒ/ as in usual

words for practice:

garage, measure, pleasure, treasure, occasion, television, division,  
provision, casual, exposure, confusion.

Sentences for practice

1. The decision led to the usual confusion.
2. He usually takes pleasure in measuring the length of every thing.
3. On that occasion, his decision was right.

(8) / dʒ / as in job

words for practice:

jam, job, jaw, June, just, gem, gin, joke, engine, energy, villager, management, bridge, age, George, village, edge.

Sentences for practice:

1. George gently jerked the jar off the ledge.
2. George and James met a German journalist on their journey to Japan.
3. In June and July, Jack and Jim will join Julie in the village.

(9) / m / as in may

words for practice:

my, map, me, men, mean, mother, memory, hammer, humour, remember, jumper, come, name, lame, climb, dim.

Sentences for practice:

1. Mary met Mr. Morrison in Morocco last March.
2. Mark and Mandy got married last autumn.
3. My mother makes jam for me.

## 3.4 Composition

### Letter Writing

#### 3) Business Letter

Business letters are written for much the same persons as personal letters. A business man can not afford what he wants to transact business in various parts of the country or outside, so he writes letters instead. He depends on the written word to keep in touch with his customer and business associates and preserve on paper his with them. Thus his letters become his paper representatives.

A sample of a business letter.

S. A. Jassim's  
28 Rashid Street,  
Baghdad, Iraq.  
24<sup>th</sup> May, 2000

The Aluminum Alloy CO.,  
Birmingham,  
England.

Dear Sirs,

We have seen your advertisement in the "metal worker" and are interested in aluminum screws and fittings of all kinds.

Please quote us for the supply of the screws giving your prices C and F Basrah.

Will you please state your earliest delivery date, your terms of payment, and the discounts for regular purchases. As our annual requirements of screws of all kinds are considerable, perhaps you would also send us your catalogue and details of your specifications.

Yours Faithfully,

S. A. Jassim.



# Unit Nine

## 9.1 Reading Comprehension

### Mountains

It was only in the Eighteenth century that people in Europe began to think that mountains are beautiful. Before that time, they were feared by the inhabitants of the plain, and especially by the townsmen, to whom they were wild, dangerous places in which one was lost or killed by terrible animals. Townsmen saw, in their cities, the victory of Man over Nature, of civilization, order, peace and beauty over what was wild, cruel, disorderly, and ugly.

Slowly, however, many of the people who were living comfortably in this town civilization began to grow tired of it. Man has many instincts in his breast, some of which fight against others: one of these instincts is to explore the unknown, not be satisfied with a life in which everything is orderly and peaceful and easily understood, but to look for mystery, for things which the reason cannot explain, for sights and sounds which produce in one a thrill of fear.

So, in the Eighteenth century, people began to turn away from the man-made town to the untouched country, and particularly, to places where it was dangerous, rough and disorderly. Wild rocks and high mountains began to take their place in poems and novels, and the Lake District in North-west England, with its mountains and lakes, became a popular place for a holiday.

Then, mountain-climbing began to grow popular as a sport. To some people there is something enormously attractive about setting out to conquer a mountain: a struggle against nature is finer than a battle against other human beings. And, then when you are at the top of a giant

- mountain, after a long and difficult climb, what a satisfactory reward it is to be able to look down over everything within sight! At such times, you feel nobler and purer than you can ever feel down below.
- (About 300 Words).
- Questions:**
1. Give another word or phrase to replace the following words and phrases as they are used in the passage:
    - disorderly, grow, explore, satisfied, sights, particularly, popular, giant, purer.
  2. Explain briefly what you understand by the following phrases:
    - turn away from the man-made town to the untouched country, take their place, within sight.
  3. Give short answers to these questions, using one complete sentence for each answer:
    - a) Why did towns-people fear mountains before the Eighteenth Century?
    - b) Why did many of the people who lived in the town civilization become tired of it?
    - c) Why did the Lake District become a popular place for a holiday?
    - d) What reasons does the writer give why people like climbing mountains?
  - 4- State briefly, in two or three sentences, what the writer says were the causes and results of the interest in mountains which began in the Eighteenth Century. Do not use more than (80) words.

## 9.2 Grammar

### Comparison of Adverbs

Adverbs of quality are compared like adjectives:

- a) Adverbs of one syllable, and the adverbs (often, early) by adding (er) and (est), e.g.

near	nearer	nearest
early	earlier	earliest
hard	harder	hardest

- b) Adverbs of more than one syllable by using (more) and (most), e.g.

brightly	more brightly	most brightly
quickly	more quickly	most quickly
cleverly	more cleverly	most cleverly

- c) A few adverbs are irregular in forming the comparative and superlative degrees, e.g.

well	better	best
badly	worse	worst
late	later	last
little	less	least
much	more	most
far	farther	farthest (of distance)
	further	furthest (of distance, time and abstract sense)

### Constructions with Comparisons

Comparisons with adverbs are formed in the same way as comparisons with adjectives:

i.e. we use (as... as)

not so (as) ... as

and the comparative with (than):

e.g. 'We cats more than I do (than me).

He doesn't move as (so) loudly as you (do).

They arrived earlier than she did.

Tom came last (superlative).

(Most) placed before an advrb or adjective can mean (very): e.g.:

He played most beautifully.

She behaved most generously.

### 9.3 Pronunciation

#### Voiced Consonants

(10) / n / as in no

words for practice:

nor, next, near, knife, know, now, tooth, many, money, London, winter,

moon, fun, man, oven, even, van.

Sentences for practice:

1. Norman Green is a nice man. He is a mechanic in London.

2. Last winter, Nora and Nelly went to New Zealand. Their aunt

lives there.

3. One can never know enough news.

(11) / ŋ / as in sing

sang, think, length, hang, ink, thing, long, finger, England,

hunger, closing, uncle, ring, wing, bring, young.

Sentences for practice:

1. The youngster was clinging to the bank.

2. Bring those things and hang them up.

3. The young singer sang a very nice English song.



(12) /l/ as in law

look, lie, low, lick, lay, lock, luck, leave, fellow, foolish, allow, alone,  
below, clear, ball, bell, whole, goal, sail, fail, oil.

**Sentences for practice:**

1. Leave the light below the ceiling.
2. The pupil left his pencil on the table.
3. The old builder fell from the high wall at the top of the hill.

(13) /r/ as in raw

**words for practice:**

red, read, root, ray, road, write, rare, pride, true, drew, grow, breeze,  
arise, three, street, cry, bring, arrange, straw.

**Sentences for practice:**

1. Ron's preparing for a trip to Paris.
2. Read this paper every day.
3. Three writers write thirty- three stories.

(14) /w/ as in we

**words for practice:**

what, wet, war, wood, one, wait, word, why, reward, awoke, sweet,  
swam, swell, swear, window, twelve, queen, quiet, quit,

**Sentences for practice:**

1. We went for a quick walk last week.
2. When Edward was twenty -one, he was awarded a scholarship.
3. It was the worst winter, the weather was wet all the time.



Happy and contented, she fell a sleep.

the world seems happy.

that come before the main clause, e.g. When the sun shines brightly,

2. Used after adverbial clauses and phrases, and phrases without a verb,

flowers filled the vase.

1. Used to separate items in a list, e.g. Red, blue, yellow and white

D) Comma (,)

surprise!

amazement, or other strong emotion, e.g. Get out! What a wonderful

C) Exclamation mark (!) used at the end of a sentence expressing anger,

He asked who had been the first to arrive?

Note: it is not used at the end of an indirect questions, e.g.

the last to arrive ?

B) Question mark (?) used at the end of a direct questions, e.g. Who was

Jack walked into the town.

A) Full stop (.) US = period, used to mark the end of the sentence, e.g.

## Punctuation

### 9.4 Composition

3. Yes, few pupils have read the new unit of the book.

2. Those new students have been in European universities.

1. The union argued about the value of the new duties.

Sentences for practice:

music, view, few, new, pure, beauty, tune, due,

yet, young, use, unit, union, you, yard, refuse, excuse, huge, confuse,

words for practice:

(15) / j / as in yes

3. Used before and after any element that interrupts the sentence, e.g.

The fire, although it had been put out, was still very hot.

4. Used before and after a part of a sentence which gives more information about the subject, e.g. The Alps, which are the highest mountains in Europe, are a popular centre for skiers .

5. Sometimes used to separate main clauses joined by a conjunction, e.g.

We looked forward to meeting him but found him very unpleasant.

### **(E) colon ( : ) (formal)**

1. Used after a main clause where the following statement illustrates the content of the clause, e.g. The garden had been neglected: it was full of weeds.

2. Used before a long list, e.g.

Your shopping list should include the following items: sugar, bread, coffee, meat.

### **(F) semicolon ( ; )**

1. Used to separate two parts of a sentence which are closely related, e.g.

He had never been to Russia, it had always been his ambition.

2. Used to separate parts of a sentence already separated by comma e.g

There are two facts to consider: first, the weather; second, the expense.

### **(G) Dash ( \_\_\_\_ )**

1. Used instead of a colon or semicolon to make the writing more dramatic, e.g.

People crowded in, ambulances arrived, flames roared into the air  
it was chaos.

2. Used to isolate part of a sentence as a comment or for extra information, e.g. The idea – so I believe – came from my son.

### **(H) Apostrophe ( ' )**

1. Used with (s) to indicate the possessive, e.g. The dog's bone; the princess's smile; Men's Jackets; A stone's throw.

2. Used in a contracted form to indicate the omission of letters or figures, e.g. I am - I'm; He is/ has - He's; in 1977= in '77.
3. Used with (s) to form the plural of a letter, a figure or an abbreviation, when these are used as words in their own right.
- In Modern usage it is often omitted after a figure or a capital letter, e.g. in the 1960's / the 1960's; MP's/MPs; He can't pronounce the r's.
- (I) Hyphen (-) (note: it must not be confused with the dash, which separates parts of a sentence. The hyphen is half the length of the dash).
1. Used to form a compound from two other words, e.g. hard-hearted, radio-telescope.
2. Used to form a compound from a prefix, e.g. Ex-President, anti-Fascist.
3. Used to form a compound word from two other words which are separated by a preposition, e.g. Mother-in-law, out-of-date.
4. Sometimes used to separate a prefix ending in a vowel from a word beginning with that same vowel e.g. co-ordination; re-elect' pre- eminent.
5. Used in word - division at the end of a written line.
- (J) Quotation marks (' ') (" ") in British English single, while in American English double.
1. Used to enclose words spoken, e.g. 'Come home soon,' he said.
2. Used to enclose a word or phrase that is unusual, uncommon, or to separate it from the other words, e.g. Next, the clay pot had to be fired.
- We can use 'make up a story' or 'make up an excuse'.
- (K) Capital letters: They are used:
1. To indicate the beginning of a sentence, i.e., Always following a full stop, e.g.

Thank you for your letter of 20<sup>th</sup>. March. We are glad to learn that the goods arrived safely.

2. In correspondence: we use initial capitals for the salutation and for the first words only in complimentary close, e.g. Dear sir,

We are.....

Yours Faithfully,

3. For proper nouns (Names): we use initial capitals for names of persons, places, streets, buildings, ships, rivers, newspapers, magazines, etc., and for adjectives from them, e.g. The letters were sent to Mr. Malik from Cairo. The Opera House. Baghdad.

4. For calendar names such as days of the week and months of the year, and also for the names of special days and festivals, e.g. Sunday, Christmas, 5<sup>th</sup>, July, Teacher's Day.

5. For titles and abbreviation titles, e.g. The Institute of Marketing  
B.Sc., M. A., Ph.D., M.P.

مع تحيات

مكتبة الشروق

للخدمات المكتبية

أستنساخ / قرطاسية / طباعة / تجليد / هدايا  
بعقوبة / مقابل كلية التربية الأساسية

## Unit 10

### Review Unit

#### 10.1 Reading Comprehension

Read the following passage carefully and fill in the blanks with the most suitable words:

King Frederick of Prussia (1) a very fine army, and none of the soldiers in (2) were finer than his Giant Guards, who were all extremely tall men. It was difficult (3) find enough soldiers for these guards, as there (4) not many men who were (5) enough.

Frederick had made it a rule that no soldiers (6) did not speak German could be admitted to the Giant Guards, and this made the work (7) the officers who had to find men for them even (8) difficult. When they had to choose between accepting or (9) a really tall man who knew no German, the officers used to accept (10), and then teach him enough German to be able to answer if the (11) questioned him.

(12) sometimes used to visit the men who were on guard around his (13) at night to see that they were doing their job properly, and it was his habit to (14) each new one that he saw three questions: "How old are (15)?" "How long have you (16) in the army?" and "Are you satisfied with your food and (17) conditions?"

The officers of the Giant Guards, therefore used to teach new soldiers who did not (18) German the answers to these questions.

(19) day, however, the king asked a new (20) the questions in a different order. He began (21) "How long have you been in my army?" the young soldier immediately answered, "Twenty-two years, your majesty." Frederick was very surprised "How old are you then?", (22) asked the soldier. "Six months, your (23)." came the answer. At this Frederick became angry. "(24) I a fool, or are you one?" he asked. "Both, your majesty," the soldier (25) politely.

## 10.2 Grammar

A) Find adjectives of indefinite quantity in the following sentences:

1. He failed the examination six times.
2. There were three applications for the job.
3. A sack of sand contains millions of grains.
4. Three hundred spectators watched the race.
5. He has six or seven pairs of shoes.

B) Form adjectives from the following nouns:

hope, truth, art, Spain, Turkey.

C) What are the adjectives opposite in meaning to the following:

clever, hasty, similar, beautiful, possible, harmless, sad, literate, regular, legal.

D) What are the comparative and superlative forms of the following adjectives:

heavy, intelligent, far, complicated, good.

E) Form adverbs from the following nouns:

day, back, body, way, hour.

F) Correct the position, where necessary, of the adverbs in the following sentences:

1. He speaks very well English.
2. I often have done that
3. He is at home rarely.
4. They came yesterday to visit us here.
5. We played last week well in Baghdad.

16. /t/	sailed	faced	raised	oiled
15. /g/	gem	legal	judge	stage
14. /ʒ/	division	mansion	permission	sheep
13. /ʃ/	dimension	measure	division	march
12. /d/	Judge	Reached	bridge	begged
11. /ʒ/	through	though	south	mouth
10. /w/	world	calm	should	could
9. /z/	expect	exact	Expand	exclude
8. /j/	until	eye	unity	enjoy
7. /j/	thank	gone	resign	signature
6. /k/	ache	knight	certain	branch
5. /f/	of	shepherd	photo	night
4. /tʃ/	character	stomach	char	practice
3. /h/	honor	honest	oh	whole
2. /r/	refer	barber	corner	care
1. /b/	cup	doubt	debt	dumb

A) Write the number of the item and the word that has the sound:

### 10.3 Pronunciation

1. We can do it..... (easy).
  2. You should speak Arabic... (fluent).
  3. The lawyer reads the .... paper. (day).
  4. Being ....., he gets the reward. (success).
  5. What is the ..... news form England ? (late).
- G) Put each of following words in two sentences  
 1) as an adjective 2) as an adverb:  
 fast, hard, low, near, high
- H) Put the words between brackets into their correct forms:



17. /r/	part	forty	every	court
18. /k/	accuse	cement	city	assume
19. /s/	gas	lose	please	boys
20. /θ/	mother	other	wealth	smooth
21. /w/	beware	sword	write	answer
22. /j/	tube	clay	toy	boy
23. /f/	laugh	though	brought	through
24. /n/	sign	sing	thank	english
25. /t/	stopped	climbed	closed	incurred

B) State whether the following pairs of words: begin with the same or different sounds:

thin	cycle	hour	cheap	sure	queen
then	cat	house	shop	such	climb
christ	tick	psychology	certain	big	get
key	thick	sleep	camel	pig	George
we	you	that	yet	kite	jug
write	judge	their	Europe	knife	green

C) Fill in the blanks by adding (b) or (P):

slee...., ca... ital, ....ossible, pro.....able, ...upil, ho...e, a...le, ...lay, sto..., .....etter.

D) State whether each of the following words ends with /s/ or /z/:

Comes, goes, finds, runs, drives, looks, stops, roofs, swims, baits.

E) Fill in the blanks by adding (f) or (v):

wi.....e, sel....., twel.....é, fi.... teen, o....en, .....ar, dea.... , se.....en, sel.....es, wi....es.

an awfully easy way to make a living  
 walk was soon filled with coins even a few dollar bills it seemed like  
 so spectacular that the hat which the old man had placed on the side  
 was an old man with a performing monkey, the monkey's tricks were  
 park on crossing the street ; discovered that the centre of attraction  
 aroused by a small crowd which had gathered near the entrance to the  
 2. as I was walking down the street the other day my curiosity was

yourself very much even if you don't speak danish  
 one of the biggest funfairs in the world at the trivoli you can enjoy  
 in copenhagen he said he spent most of his time at the trivoli which is  
 travelling abroad last march however he went to denmark and stayed  
 1. because tim jones cannot speak french or german he never enjoys

A) Punctuate the following:

### 10.4 Composition

/glɑ:si:z/, /draiv/, /kɑ:t/, /dɑ:k/, /boil/, /fo:ti/, /red/, /fju:, /wɪnz/, /gests/

J) Re-write the following words in ordinary spelling:

much, noisy, love, large, zoo, pay, tea, order, rained, twice.

I) Transcribe the following words phonetically:

lamb, judge, arrange, lamp, reach, age, mine, reaches, jug, both.

H) Identify the last consonant in each of the following words:

garage, examination, pleasure.

television, decision, ocean, revision, special, fraction, direction,

G) State whether each of the following words has / or / :

length, other, bath, mother, throw, breath.

these, death, whether, cloth, bath, either, cloths, strength, that,

F) State whether each of the following words has / θ / or / ð / :

3. we went on holiday in august the sun shone all the time and we played a lot of volley ball on the beach when it was too hot to run about we put on our clothes or swam in the water
4. june said she couldnt come on monday because she had to cook her husbands supper we didnt want to upset her husband so we arranged to meet her at lunchtime
5. tom said he couldnt understand why on earth people worried about working on friday the thirteenth and didnt seem to worry about the thirteenth falling on a thursday it would be nearer the truth if tom were to say he didnt particularly like working on any day of the week

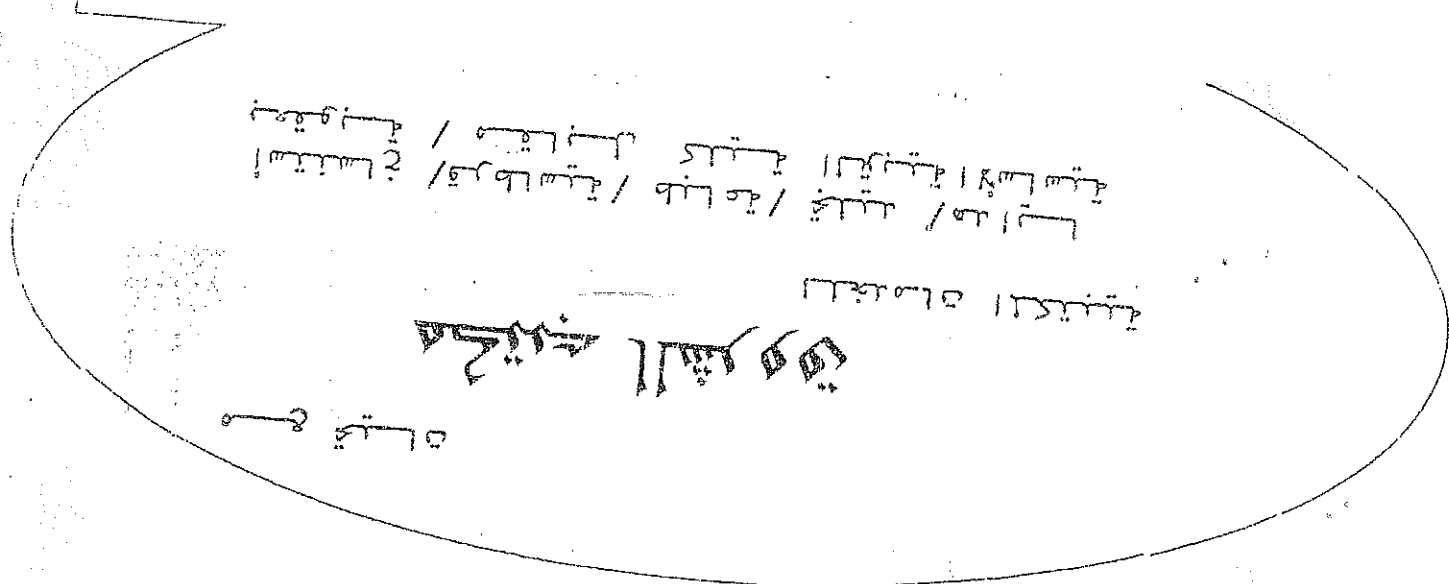
**B) Punctuate the following letter:**

iraqi stores co  
rashid st  
baghdad  
iraq  
25 november 1978

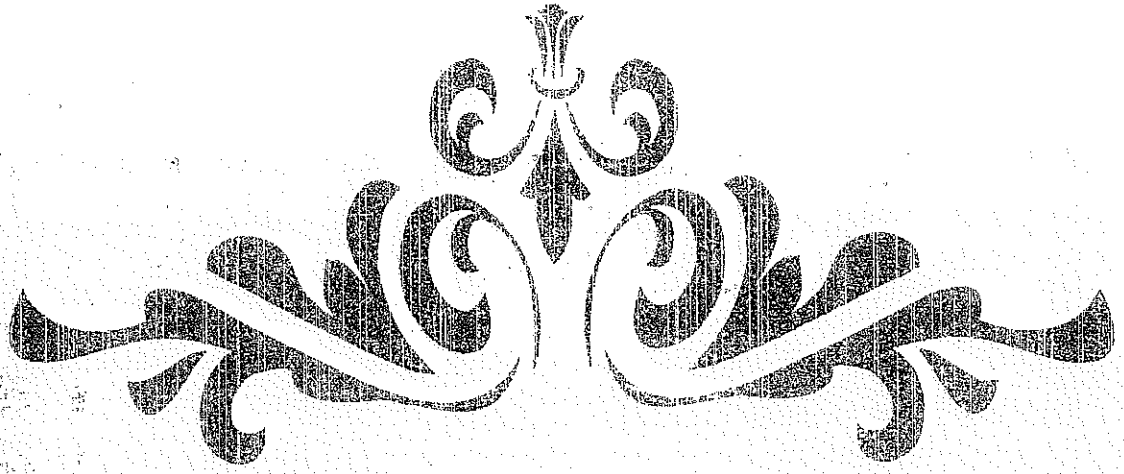
messers weave well woollen co ltd.  
victoria st  
london ec 4  
dear sirs

we thank you for your enquiry of yesterday and have pleasure in enclosing samples of our printing papers you do not mention the price or give us any indication of the quality of poster papers you require but we hope you will find something suitable among the enclosed samples we can guarantee all these as being quite suitable for poster work and look forward to your placing an order with us

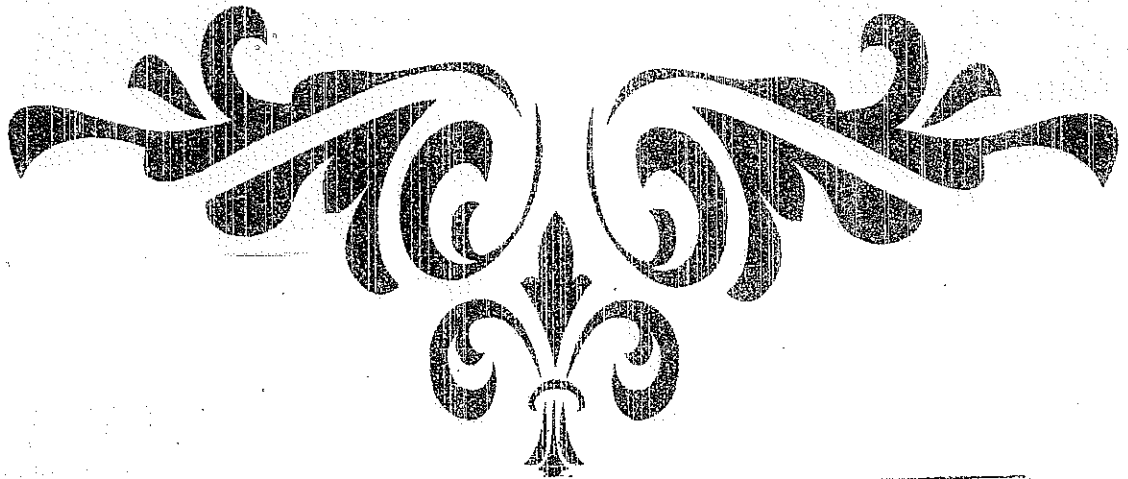
your faithfully  
for iraqi stores co  
ahmed hussein  
sales manager



- (C) Suggested topics for letter writing:
1. You borrowed a book from a friend but your younger brother tore some of the pages. Write a letter of about (80) words offering to replace it. Supply a suitable introduction and conclusion. Use the following ideas to write the purpose: very sorry for what has happened - had left book on the table - baby got hold of it - tore several pages - you have bought another book and are sending it.
  2. On a full page, show the exact position of each of the following: the address and date; the beginning of the letter, the introduction, the purpose, the conclusion, the letter - ending, the signature. Supply all necessary punctuation marks.
  3. You have been trying to sell your car and an unknown person has written to you making an offer, write a reply in about (80) words in three paragraphs accepting the offer and making arrangements for the sale.



# Additional Passages



مكتب الشروق

امتناع / قرطاسية / طباعة / هدايا  
بمقوينة / مقابل و داخل كلية التربية الاهلية

Pumas are large, cat-like animals, which are found in America. When reports came into zoo that a wild puma had been spotted forty-five miles south of London, they were not taken seriously. However, as the evidence began to accumulate, experts from the zoo felt obliged to investigate, for the descriptions given by people who claimed to have seen the puma were extraordinarily similar.

The hunt for the puma began in a small village where a woman picking blackberries saw a large cat only five yards away from her. It immediately ran away when she saw it, and experts confirmed that a puma will not attack a human being unless it is cornered. The search proved difficult, for the puma was often observed at one place in the morning and at another place twenty miles away in the evening. Wherever it went, it left behind it a trail of dead deer and small animals like rabbits. Paw prints were seen in a number of places and puma fur was found clinging to bushes. Several people complained of 'cat-like noises' at night and a business-man on a fishing trip saw the puma up a tree. The experts were now fully convinced that the animal was a puma, but where had it come from? As no pumas had been reported missing from any zoo in the country, this one must have been in the possession of a private collector and somehow managed to escape. The hunt went on for several weeks, but the puma was not caught. It is disturbing to think that a dangerous wild animal is still at large in the quiet countryside.

### A Puma at Large

## Passage One

## Comprehension and Precis

In not more than (80) words describe how experts came to the conclusion that the animal seen by many people really was a puma.

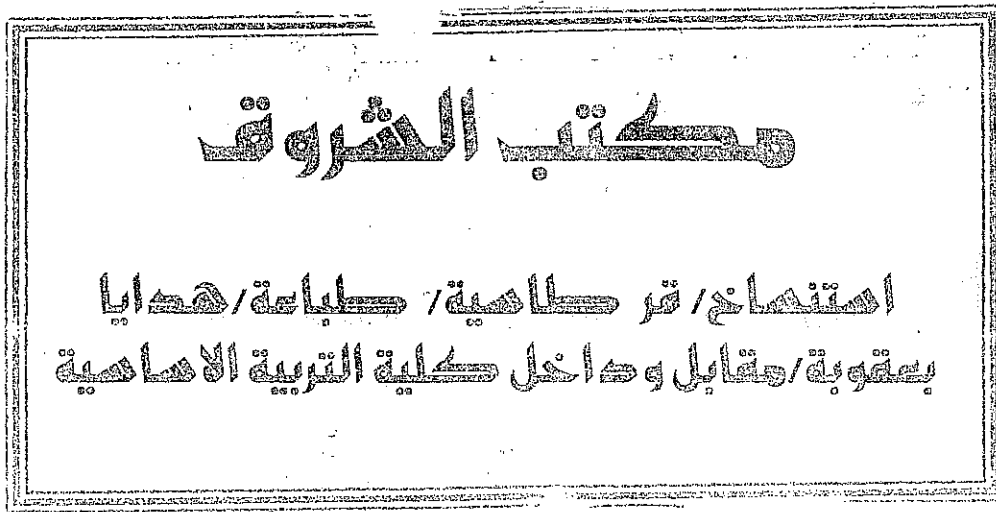
Answer these questions to get your points.

1. what sort of reports were received by London zoo?
2. Were the reports similar in nature or not?
3. Who saw it first?
4. Did it stay in one place, or did it move from place to place?
5. What did it leave behind it?
6. Were paw - prints and Puma fur found as well or not?
7. What was heard at night?
8. Was the animal seen up a tree or not?
9. Were experts now sure that the animal really was a puma or not?

## Vocabulary

Give another word or phrase to replace the following words as they are used in passage:

spotted, accumulate, obliged to, claimed, extraordinarily similar, immediately, convinced.



# Passage Two

## Thirteen Equals One

Our Vicar is always raising money for one cause or another, but he has never managed to get enough money to have the church dock repaired. The big clock which used to strike the hours day and night was damaged during the war and has been silent ever since.

One night, however, our vicar, woke up with a start: the clock was striking the hours! Looking at his watch, he saw that it was one o'clock, but the bell struck thirteen times before it stopped. Armed with a torch, the vicar went up into the clock tower to see what was going on. In the torchlight, he caught sight of a figure whom he immediately recognized as Bill Wilkins our local grocer.

'Whatever are you doing up here Bill?' Asked the vicar in surprise.

'I'm trying to repair the bell' answered Bill.

'I've been coming up here night after night for weeks now. You see, I was hoping to give you a surprise', 'you certainly did give me a surprise!' said the vicar, 'you've probably woken up everyone in the village as well. Still, I'm glad the bell is working Bill. It's working all right, but I'm afraid that at one o'clock it will strike thirteen times and there's nothing I can do about it.'

'We'll get used to that Bill,' said the vicar. 'Thirteen is not as good as one, but it's better than nothing. Now let's go downstairs and have a cup of tea.'



## A) Comprehension and Precis

In not more than (80) words describe what happened from the moment the vicar woke up.

Answer these questions to get your points:

1. What woke the vicar up?
2. What was the time?
3. How many times did the clock strike?
4. Where did the vicar go?
5. What did he take with him?
6. Whom did he see in the clock tower?
7. What did Bill Wilkins say he was trying to do?
8. Had Bill Wilkins succeeded in repairing the clock or not?
9. Was the vicar pleased or angry?
10. What did he offer the grocer?

## B) Vocabulary

Give another word or phrase to replace the following words as they are used in the passage:

vicar, repaired, damaged, silent, with a start, caught sight of.

Some time ago, an interesting discovery was made by archaeologists on the Aegean Island of Kea. An American team explored a temple which stands in an ancient city on the promontory of Aya Trini. The city at one time must have been prosperous, for it enjoyed a high level of civilization. Houses - often three storeys high - were built of stone. They had large rooms with beautifully decorated walls. The city was even equipped with a drainage system, for a great many clay pipes were found beneath the narrow streets.

The temple which the archaeologists explored was used as a place of worship from the fifteenth century B.C. until Roman times. In the most sacred room of the temple, clay fragments of fifteen statues were found. Each of these represented a goddess and had, at one time, been painted. The body of one statue was found among the remains dating from the fifteenth century B.C. Its missing head happened to be among remains of the fifteenth century B.C. This head must have been found in classical times and carefully preserved. It was very old and precious even then. When the archaeologists reconstructed the fragments, they were amazed to find that the goddess turned out to be a very modern-looking woman. She stood three feet high and her hands rested on her hips. She was wearing a full-length skirt which swept the ground. Despite her great age, she was very graceful indeed, but, so far, the archaeologists have been unable to discover her identity.

### An Unknown Goddess

### Passage Three

## A) comprehension and precis

In not more than (80) words describe what archaeologists discovered in an ancient temple on the Island of Kea.

Answer these questions to get your points:

1. Where did the archaeologists find clay fragments?
2. What did they represent?
3. Had they once been painted or not?
4. Where was the body of one status found?
5. Where was its head found?
6. Were the fragments reconstructed or not?
7. How tall did the goddess turn out to be?
8. Where did her hands rest?
9. What was she wearing?
10. Is her identity known or not?

## B) Vocabulary

Give another word or phrase to replace the following words as they are used in the passage:

explore, ancient, prosperous, storeys, beneath, fragments, remains.

These days, people who do manual work often receive far more money than clerks who work in offices. People who work in offices are frequently referred to as 'white collar workers' for the simple reason that they usually wear a collar and a tie to go to work. Such is human nature, that a great many people are often willing to sacrifice higher pay for the privilege of becoming white collar workers. This can give rise to curious situations, as it did in the case of Alfred Bloggs who worked as a dustman for the Ellesmere corporation.

When he got married, Alf was too embarrassed to say anything to his wife about his job. He simply told her that he worked for the corporation. Every morning, he left home dressed in a fine black suit. He then changed into overalls and spent the next eight hours as a dustman. Before returning home at night, he took a shower and changed back into his suit. Alf did this for over two years and his fellow dustman kept his secret. Alf's wife has never discovered that she married a dustman and she never will, for Alf has just found another job. He will soon be working in an office as a junior clerk. He will be earning only half as much as he used to, but he feels that his rise in status is well worth the loss of money. From now on, he will wear a suit all day and others will call him 'Mr Bloggs', not Alf.

### The Double Life of Alfred Bloggs

## PASSAGE HONY

## A) Comprehension and Precie

In not more than (80) words describe how Alf Bloggs prevented his wife from finding out that he worked as a dustman.

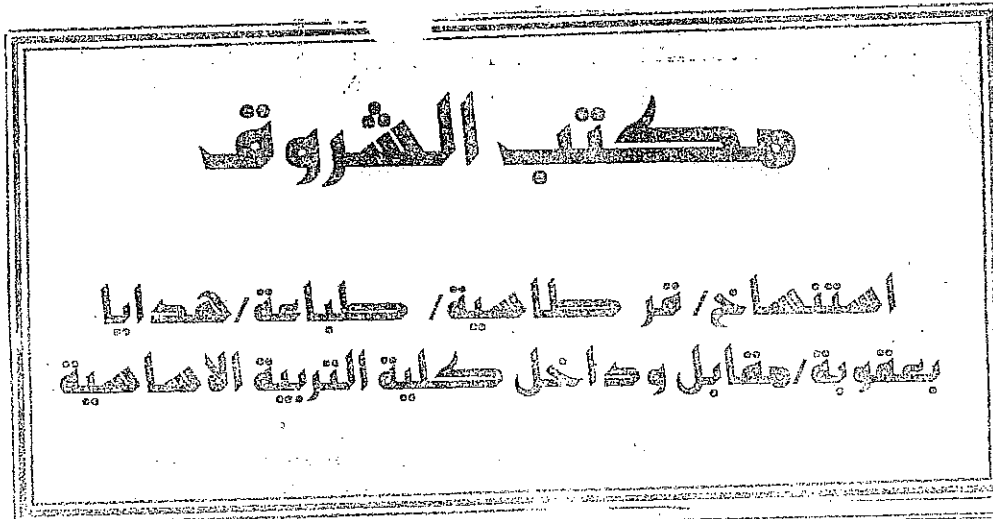
Answer these questions to get your points:

1. What did Alfred Bloggs tell his wife when they got married?
2. How did he dress each morning before he left home?
3. Did he change into overalls or not?
4. How did he spend the day?
5. What did he do before going home at night?
6. For how long did this last?
7. Did his fellow dustmen keep his secret or not?
8. Will his wife ever learn the truth?
9. Where will her husband be working in future?

## B) Vocabulary

Give another word or phrase to replace the following words as they are used in the passage:

receive, sacrifice, privilege, curious, embarrassed, discovered, status.



Editors of newspapers and magazines often go to extremes to provide their readers with unimportant facts and statistics. Last year a journalist had been instructed by a well-known magazine to write an article on the president's palace in a new African republic. When the article arrived, the editor read the first sentence and then refused to publish it. The article began: "Hundreds of steps lead to the high wall which surrounds the president's palace". The editor at once sent the journalist a telegram instructing him to find out the exact number of steps and the height of the wall.

The journalist immediately set out to obtain these important facts, but he took a long time to send them. Meanwhile, the editor was getting impatient, for the magazine would soon go to press. He sent the journalist two urgent telegrams, but received no reply. He sent yet another telegram informing the journalist that if he did not reply soon he would be fired. When the journalist again failed to reply, the editor reluctantly published the article as it had originally been written. A week later, the editor at last received a telegram from the journalist. Not only had the poor man been arrested, but he had been sent to prison as well. However, he had at last been allowed to send a cable in which he informed the editor that he had been arrested while counting the 1084 steps leading to the 15 foot wall which surrounded the president's palace.

### Passage Five

#### The Facts

## A) comprehension and precis

In not more than (80) words describe what happened from the time the journalist set out to get the facts.

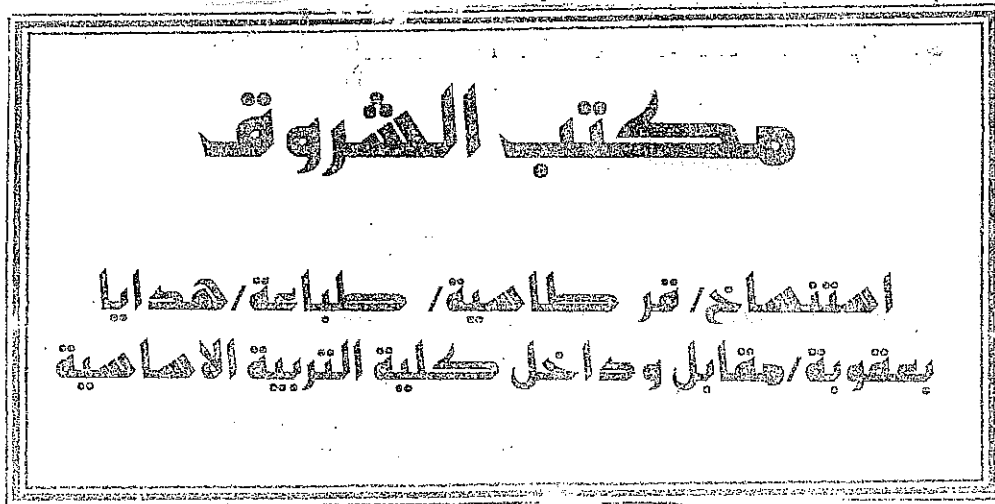
Answer these questions to get your points:

1. Did the journalist immediately set out to get the facts after receiving instructions from his editor or not?
2. Did he send them at once or not?
3. Was the editor getting impatient or not?
4. How many telegrams did the editor send?
5. What did the editor threaten to do?
6. Was the last telegram answered or not?
7. Was the article omitted from the magazine, or was it printed in its original form?
8. When did the journalist send a telegram?
9. Why had he been imprisoned?

## B) Vocabulary

Give another word or phrase to replace the following words as they are used in the passage:

journalist, instructed, well -known, publish, surrounds, fired, reluctantly.



The expensive shops in a famous arcade near Piccadilly, were just opening. At this time of the morning, the arcade was almost empty. Mr. Taylor, the owner of a jewelry shop was admiring a new window display. Two of his assistants had been working busily since 8 o'clock and had only just finished. Diamond necklaces and rings had been beautifully arranged on a background of black velvet. After gazing at the display for several minutes, Mr. Taylor went back into his shop.

The silence was suddenly broken when a large car, with its headlights on and its horn blaring, roared down the arcade. It came to a stop outside the jeweller's. One man stayed at the wheel while two others with black stockings over their faces jumped out and smashed the window of the shop with iron bars. While this was going on, Mr. Taylor was upstairs. He and his staff began throwing furniture out of the window. Chairs and tables went flying into the arcade. One of the thieves was struck by a heavy statue, but he was too busy helping himself to diamonds to notice any pain. The raid was all over in three minutes, for the men scrambled back into the car and it moved off at a fantastic speed just as it was leaving. Mr. Taylor rushed out and ran after it throwing ashtrays and vases, but it was impossible to stop the thieves. They had got away with thousands of pounds worth of diamonds.

Smash and Grab

Passage six



## A) comprehension and Preces

Write an account of the smash and grab raid in not more than (80) words.

Answer these questions to get your points:

1. Did a large car enter an arcade near piccadilly or not?
2. Where did it stop?
3. How many thieves got out of the car?
4. Did they smash the window or not?
5. Where was the owner of the shop?
6. What did he and his staff throw at the thieves?
7. Did they hit any of the thieves or not?
8. How long did the raid last?
9. Did the thieves drive away or not?
10. Did the owner run after the car or did he stay in the shop?
11. What did he throw at the car?
12. Did the thieves get away or were they caught?
13. What had they stolen?

## B) Vocabulary

Give another word or phrase to replace the following words as they are used in the passage:

expensive, almost, assistants, gazing, several, stayed, smashed.

# Passage Seven

## Crazy

Children often have far more sense than their elders. This simple truth was demonstrated rather dramatically during a civil defence exercise in a small town in Canada. Most of the inhabitants were asked to take part in the exercise during which they had to pretend that their city had been bombed. Air raid warnings were sounded and thousands of people went into special air-raid shelters. Doctors and nurses remained above ground while police patrolled the streets in case anyone tried to leave the shelters too soon.

The police did not have much to do because the citizens took the exercise seriously. They stayed underground for twenty minutes and waited for the siren to sound again. On leaving the air-raid shelters, they saw that doctors and nurses were busy. A great many people had volunteered to act as casualties. Theatrical make up and artificial blood had been used to make the injuries look realistic. A lot of people were lying 'dead' in the streets. The living helped to carry the dead and wounded to special stations.

A child of six was brought in by two adults. The child was supposed to be dead. With theatrical make up on his face he looked as if he had died of shock. Some people were so moved by the sight that they began to cry. However, the child suddenly sat up and a doctor asked him to comment on his death. The child looked around for a moment and said, 'I think they're all crazy'.

## A) Comprehension and Precis

In not more than (80) words describe the scene after the people left the air-raid shelters.

Answer these questions to get your points:

1. Why were doctors and nurses busy during the civil defence exercise?
2. Were there many casualties?
3. Did their injuries look realistic?
4. Where did the living carry the dead and wounded?
5. How many adults brought in a six-year old child?
6. What had the child 'died' of?
7. Were some people moved by the sight or not?
8. What did the child suddenly do?
9. What did the doctor ask him?
10. What was the child's opinion?

## B) Vocabulary

Give another word or phrase to replace the following words as they are used in the passage:

demonstrated; inhabitants; pretend; remained; patrolled; volunteered; artificial.

The great St. Bernard Pass connects Switzerland to Italy. At 2470 meters, it is the highest mountains pass in Europe. The famous monastery of St. Bernard, which was founded in the eleventh century, lies about a mile away. For hundreds of years, St. Bernard dogs have saved the lives of travellers crossing the dangerous pass. These friendly dogs, which were first brought from Asia, were used as watch-dogs even in Roman times. Now that a tunnel has been built through the mountains, the pass is less dangerous, but each year, the dogs are still sent out into the snow whenever a traveller is in difficulty. Despite the new tunnel, there are still a few people who rashly attempt to cross the pass on foot.

During the summer months, the monastery is very busy, for it is visited by thousands of people who cross the pass in cars. As there are so many people about, the dogs have to be kept in a special enclosure. In winter, however, life at the monastery is quite different. The temperature drops to (-30°) and very few people attempt to cross the pass. The monks prefer winter to summer for they have more privacy. The dogs have greater freedom, too, for they are allowed to wander outside their enclosure. The only regular visitors to the monastery in winter are parties of skiers who go there at Christmas and Easter. These young people, who love the peace of the mountains, always receive a warm welcome at St. Bernard's monastery.

### A Famous Monastery

### Passage Eight

## A) Comprehension and Precis

In not more than (80) words give an account of life at St. Bernard's monastery in summer and in winter.

Answer these questions to get your points:

1. When is St. Bernard's monastery visited by thousands of people?
2. How do these people cross the pass?
3. Why are the dogs kept in a special enclosure?
4. How long does the temperature drop in winter?
5. Are there few visitors then, or are there a great many?
6. Do the monks prefer the winter season or not?
7. What are the dogs free to do in winter?
8. What sort of people regularly visit the monastery in winter?
9. Do they stay there the whole winter, or do they stay only at certain times?
10. Are they warmly welcomed or not?

## B) Vocabulary

Give another word or phrase to replace the following words as they are used in the passage:

famous, founded, lies, now that, rashly attempt, quite, drops.

## Bibliography

Alexander, L. G. (1972) Developing Skills. New Concept English.  
Longman.

Al-Hamash, K.I and J. J. Abdullah. (1979). A course in Modern English  
Grammar. Bagdad.

Azar, B. S. (1989). Understanding and Using English Grammar. Second  
Edition. Prentice Hall Regents.

Behnam, J. A. and K. I. Al-Mamash. (1975). Theoretical and practical  
Course in English Phonetics. Second Edition. Bagdad.

Byrne, D. and E. T. Cornelius, Jr. (1970) 30 Passages. Longman.

Eckersley, C. E. (1984). A Concise English Grammar. Revised Edition -  
Longman.

Hartmann, R. R. K. and F. C. Stork. (1976) Dictionary of language and  
Linguistics. London.

Thomson, A. J. and A. V. Thomson. (1963). A practical English  
Grammar. Oxford University Press.

Ward, I. D. A. C. (1964). The Phonetics of English. IFFER Cambridge.  
Oxford University Press.

مكتبة جامعة بغداد  
المركز القومي للدراسات والبحوث  
104