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**Written Expression and Reading Comprehension  
Handouts  
(1<sup>st</sup> Year English LMD Students)**

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## **Dedications**

To my father who is the source of my success,

To my mother from whom I inherited the love of teaching,

To Mohammed, my husband,

To my son Haroun and my daughter Nada,

To my sister Amel,

To my brother Sid Ahmed,

To my friend Ghania.

## **Acknowledgements**

Before all, I would like to thank Allah the Almighty for giving me patience, courage, and light along the period of completing this work.

I would like to express a deep sense of thanks and gratitude to Pr. Belabbas OUERRAD for his constant motivation and keen interest.

I would like to thank all those who had helped directly or indirectly towards the completion of this booklet.

## **Preamble**

The main purpose of this booklet is to teach the two language skills (Reading and Writing) to first year LMD students. It attempts to provide students with some courses and activities that may help them develop their English through writing. Since writing is the most important skill that ESL/EFL students need to develop, it has become a necessity to bolster it because learning to write has always been a means of practising, sustaining and reinforcing other skills. The start in this booklet is made with a review to the two aforementioned skills since they constitute two very important elements in the development of any course. Written Expression courses can pave the way for students to master some techniques to be able to transform their ideas into written pieces. In addition, many reading texts are inserted to facilitate the task of the students since reading feeds writing, in the sense that, students cannot write without using their reading backgrounds. The main objective of reading lessons is to increase students' awareness of vocabulary and reading comprehension skills as they can sometimes demonstrate familiarity with various stories. To boost students understanding, copious activities are given at the end of each course. These activities comprise texts, passages, and sentences that are drawn from different sources for the sake of getting fruitful results and fostering the students' desire to write in the English language and express themselves without being hampered.

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## 1. Introduction

Good teaching happens when competent teachers with various personalities use appropriate approaches to language teaching and learning, and gladden their students. In the environment of education, teaching a language has witnessed various approaches, methods and techniques. However, we know that none of these theories could get the desired results. So, it has always been the case that the language pedagogy professionals have to devise their own methods to teach the foreign language by incorporating the best part of some of these theories. A successful teacher is the one who is all the time seeking ways to improve his / her students' written performances and make of them risk-takers in order to get the desired response.

One of the most challenging experiences in teaching English is finding useful techniques for developing the language skills those better suit EFL learners who often face obstacles in dealing with the language and struggle to find the appropriate learning situation which allow them practicing the written form of the target language in order to acquire and develop English accuracy.

Writing in English has emerged as a highly- rated communication tool in recent years since there are times when writing in English seems to be the best and the only way to communicate with the others.

Writing as a process is not easy to be achieved since learners do not always know how to use the language appropriately or correctly. This is why; the majority of them meet various difficulties in drafting written pieces and struggle while being asked to write and even fail to transform their ideas into written words.

Helping first year students to produce effective written productions is the primordial goal of this booklet. EFL students' disability to become more skilled in writing and their deficiency in acquiring the language skills grabbed the writer's interest for dealing with writing and reading courses. Therefore, the main objectives of this work are as follows:



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- To provide appropriate practice materials for first year students since they experience many difficulties in writing.
- Encourage and motivate them to ameliorate their written performances and identify their difficulties to know how to overcome them.
- To help teachers select effective and successful methods and techniques to better achieve their teaching goals.
- To help EFL teachers better improve their first year students' written pieces.

It is believed that by providing First year students with some techniques, exercises, and other guiding notes, they can ultimately overcome the problems they confront with the daunting task of writing in English. This booklet has devised some useful courses to help students cope with several situations in writing and help them achieve their writing assignments.

## 2. Writing as a Language Skill

Like the other language skills, the writing skill constitutes an important element in the development of any course. In the learning process, learners may involve one of the four skills. Writing as the action of taking down what is heard is crucial in achieving the learning goals; so, Hatman and Stork (1972:20) said: “writing is one of the basic linguistic skills. It has been defined as the process or result of recording language in the form of conventional marks or graphic signs on surface”.

### 2.1. Types of Writing

According to Hatman and Stork, (1972), there are two basic types of writing:

- ✓ **Institutional writing:** a restricted specialized activity of a minority of people who write because their profession(s) oblige them to do so. For instance, business people have to write in order to communicate and build business relationships.
- ✓ **Expressive or creative writing:** to write in order to give natural expressions to personal perceptions, feelings and thoughts. As an example, one can write diaries or poem; just for pleasure.

### 2.2. Hindrances in Writing

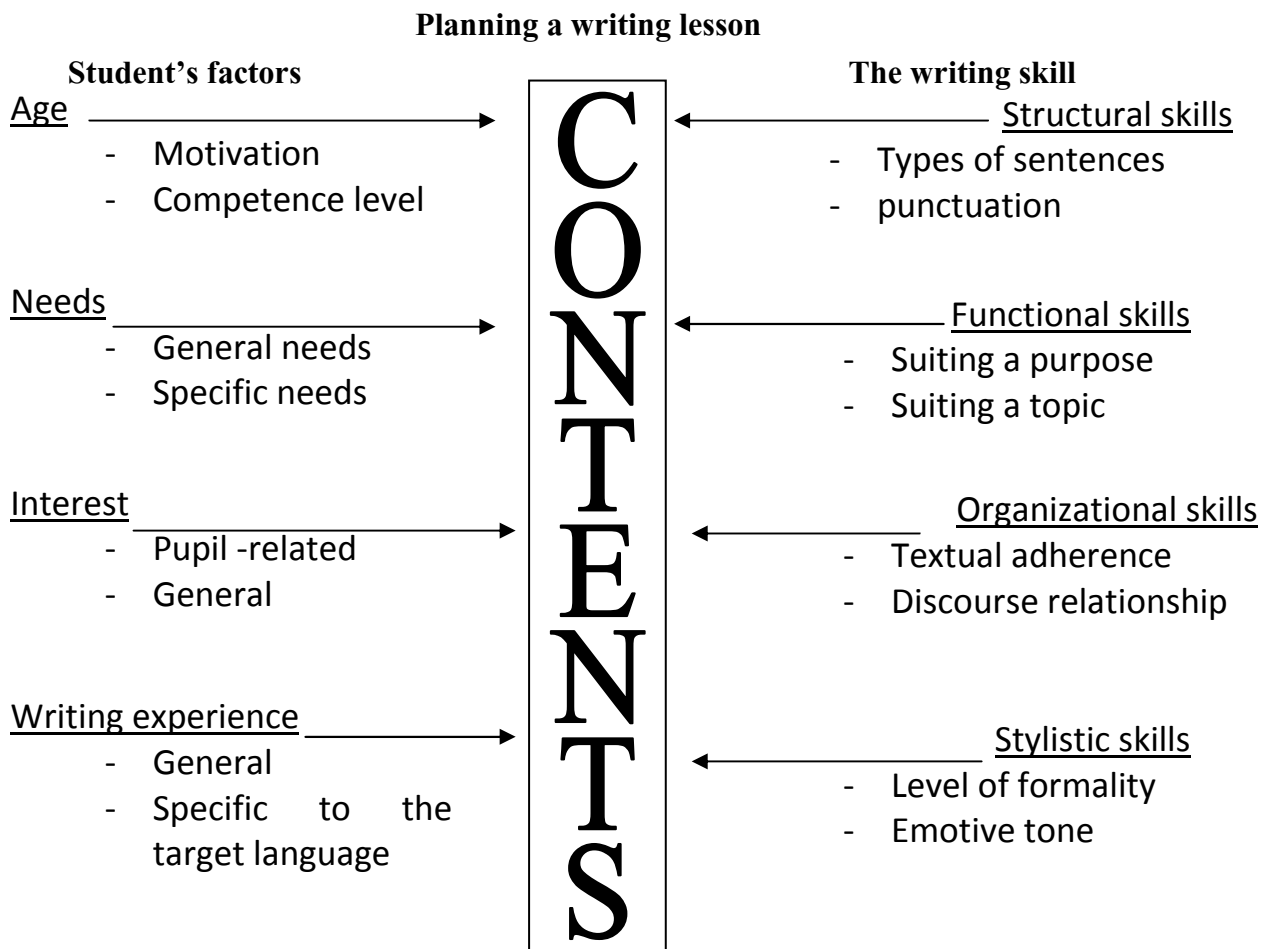
Writing as a process is not easy to be achieved since learners do not always know how to use the language appropriately or correctly. This why, writing is not only a product but a skill to be mastered as well. It is one of the skills that is tough to be mastered either for learning English as a second or foreign language (Richards and Renandya :2002).

Since learners of English as a foreign language read the language, they are supposed to write it as well. However, this is not always the case. These learners often meet various difficulties in drafting the written pieces, and transforming ideas into written words. Another problem faced in writing is how to make the reader understand the written pieces. Thus, it is up to the writer to do his best using all the strategies(i.e. the procedures used in learning, thinking which serve as a way of reacting to a goal) and the language exponents stored in

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order to convey his/her message effectively. In this context, Raimes (1987:43) says that, “a well-written piece states its point explicitly, so that the reader knows the writer’s point of view without any doubt”.

When speaking, the hearer can understand either through words or through some facial expressions and gestures. This is not the case when writing since the reader will grasp the meaning only through written words. Hence, good writers are certainly requested to use as many words and expressions as possible for conveying and persuading their readers. This is why several factors such as, age, level, needs (either specific or general) and writing experiences, as well as other factors related to some structural, functional, organizational, and Stylistic skills have to be taken into account by the teacher in order to plan a writing lesson. The following figure explains more the issue.



**Figure 1. Planning a Writing Lesson**  
(Skowron: 2006)

## 3. Reading as a Language Skill

Reading, as a means of learning, is very important. The reader should first grasp what is written and thus he/ she can predict what will come later. In addition, reading is the ability to recognize the relationship of the sentence's elements. This is why, it implies a visual recognition of words, patterns, sentences, and discourses, thus, "reading can refer to the ability to recognize sentences and their meaning as linguistic elements or it can refer to the ability to recognize how they function as parts of a discourse" Widdowson (1978:63).

Reading is needed in all degrees and it is through this skill that EFL students come into contact with the language. It can be achieved either by an oral reading or a silent one. The reader cannot write before being able to read. All students or pupils are asked to read English whatever their level is. This is why; reading is a skill that everyone needs whether she/he is a student in elementary, secondary, university or adult school (Celce-Murcia and McIntosh : 1979).

### 3.1. The Purpose of Reading

The reading skill has many targets. A person can read because he/ she is obliged to do so, another can read for pleasure and passing time. Moreover, some readers may read to enrich and enlarge their vocabulary through a wide range of materials of their choice. Harmer affirms that:

There are many reasons why getting students to read English texts which is an important part of the teacher's job. In the first place, many of them want to be able to read text in English either for their careers, for study purposes or simply for pleasure. (Harmer, 2001:68)

It should be mentioned that teachers are asked to read clearly and loudly in order to avoid ambiguities. Therefore, after the teacher's reading, the students will find it easy to read since

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they heard what was written before. Finocchiaoro states:” you should always read aloud for students any reading you are going to assign to them” (1974:70).

The reading skill is emphasized by both teachers and learners. The former tries to train his/ her students not only in skimming for information, but in enlarging their stock of vocabulary. The latter seeks to read stories, and written pieces for the sake of improving the reading abilities. Richards and Renandya (2002: 273) point out: “Reading, then, is a skill which is highly valued by students and teachers alike.”

### **3.2. Types of Reading**

It is important to mention that there are two types of reading; Extensive reading and intensive reading. Extensive reading is a rapid one that is concerned with big materials and longer ones. It seeks to understand the general meaning more than focusing on the language (Richards and Renandya : 2002).

Broadly speaking, the extensive reading depends on every pupil’s interest and tendency. It is reading for the pleasure of reading, not focusing on every single detail in the writing. Therefore, it takes into consideration quality rather than quantity. Concerning the intensive reading, it is to read in detail for a complete understanding of every part of the writings. It is devoted for getting the text’s main idea. These two ways of teaching reading have a complementary purpose.

Finally, if reading covers the ability to comprehend and interpret information contained in the written passage and even if much has been written about reading in a first and second language, most conclude that we really know very little about the process of reading and perhaps less about what should be done in first or second language study to facilitate it.

### **4. The Connection of Reading to Writing**

Reading, as a means of learning, is very important. The reader should first grasp what is written and thus he/ she can predict what will come later. In addition, reading is the ability to recognize the relationship of the sentence’s elements. This is why, it implies a visual

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recognition of words, patterns, sentences, and discourses, thus, “reading can refer to the ability to recognize sentences and their meaning as linguistic elements or it can refer to the ability to recognize how they function as parts of a discourse” Widdowson (1978:63).

Harris, in a similar vein, maintains the idea that reading sometimes helps writing, in the sense that, reading feeds writing since students, while being asked to write, use sometimes their reading backgrounds as far as written words are concerned. He asserts that:

.....good spellers are not necessarily fluent readers though they may be , but are almost invariably people who gave an interest in words and perceive both shapes and patterns of words. They will also have good visual memories and be disposed to get things right”.

Harris (1993:86)

The relationship between the two skills reading and writing can be clearly noticed since we are required to read before to write. If people do not know how to read a written language, it is obvious that they will not write it. Randa makes it clear: “writing is viewed to be reader-based. The writer is seen to be engaged in procedural activities for making information accessible and fulfilling the reader’s expectations” (1990: 174).

After mastering the reading skill, students can write the language then, in the sense that, reading can facilitate the task. So, in order to better write, we must read better since one cannot write without reading while writing.

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## 5. Prepositions in English Sentences

A preposition is a word that can link nouns, pronouns, or phrases to other words within a sentence. According to Colman (2011:29), “it is a word which tells us how something is positioned or done in relation to something else”. A preposition is not called a preposition unless it goes with a related noun or pronoun, named the object of the preposition (Strauss & Kaufman: 2014).

e.g. we gave a present to our mothers.

e.g. We have never met before.

a. A noun clause

Prepositions usually come before another word, usually a noun or noun phrase:

- A noun
- Pronoun
- Noun Phrase
- Verb in ‘ing’ form

Sometimes, a preposition does not come before the word:

- Who did you talk **to**?
- To whom did you talk?
- I talked to Sara.

Many prepositions can also be as adverbs:

- They study in the classroom. Preposition
- Please come in. Adverb

(Straus& Kaufman: 2014)

A few prepositions can also be conjunctions:

- Everyone came but Sara. Preposition

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Generally speaking, Prepositions may cause problems for several reasons:

1. Sometimes they can be used interchangeably (He sat **on** the chair/ He sat **in** the chair.
2. Prepositions are often combined with verbs to create phrasal verbs (To look **after** someone/ to look **down on** someone), and because a single preposition can be used to express several different ideas ('he is tall **for** his age'. / "he swam **for** an hour'.

### **5.1. Waiting for Mom (Passage)**

#### Waiting.....Mom

Jim had been waiting a long time ..... his mother to arrive. She would come and pick him ..... each day after school. Sometimes Jim's mom would be waiting..... the school, at the curb with the motor running, when Jim came ..... of the school building. Other times she would be a few minutes late, but never more than ten .It had now been more than half an hour, and Jim was getting worried. Had his mother gotten ..... an accident? Did she forget it was a school day? No, Jim thought, after all, she had dropped him ..... at school that morning. Just then, Jim's mother pulled up. As he got ..... the car and closed the door, Jim's mom explained that she had taken his little sister, Susie, to the doctor ..... an appointment. She said that his sister Susie had panicked when the nurse told her that she needed to get a scheduled vaccination. Jim said, "But mom, Susie doesn't even know what a vaccination is. "I know that, honey," Jim's mom said. "It wasn't the word vaccination that freaked her ..... It was the sight of the needle!" "Well, did she cry?" Jim asked. "Yes, she was crying even before the nurse cleaned her arm with rubbing alcohol. She asked me to hug her and talk ..... her ..... butterflies until it was over." Jim followed up, "Did that work?" "Yes. It wasn't easy though. She squirmed a lot so it was tough for the nurse to get the needle in the area of her arm she was aiming for. But after it was done, the nurse told her that she had done a great job, and that she was brave .....doing it." "I'm glad everything worked ..... okay," Jim said. "You know, Mom. You're a great mom."

www.henryanker.com



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\* Fill in the gaps with appropriate prepositions to make a meaningful passage.

### 5.2. Thomas Smith (text)

#### Thomas Smith

You may have read how Thomas Smith first raised rice in Carolina. After his death, there lived in South Carolina a wise young woman. She showed the people how to raise another plant. Her name was Eliza Lucas. The father of Miss Lucas did not live in Carolina. He was governor of one of the islands of the West Indies. Miss Lucas was fond of trying new things. She often got seeds from her father which she planted in South Carolina. Her father sent her some seeds of the indigo plant. She planted some of these in March, but a frost came. The indigo plant cannot tolerate frost, and her plants all died.

Miss Lucas did not give up. She planted some more seeds in April. These grew very well until a cut-worm found them. The worm wished to try new things too. **So he ate the indigo plants.** But Miss Lucas was one of the people who try, try again. She had lost her indigo plants twice. Once more she planted some of the seeds. This time the plants grew very well.

Miss Lucas wrote to her father about it. He sent her a man who knew how to get the indigo out of the plant. The man tried not to show Miss Lucas how to make the indigo. He did not want the people in South Carolina to learn how to make it. He was afraid his own people would not get so much money for their indigo if other people made it as well. So he would not explain how it was done, he spoiled the indigo on purpose.

Miss Lucas watched him closely. She figured out how the indigo could be made. Some of her father's land in South Carolina was now planted with the indigo plants. Then Miss Lucas was married. She became Mrs. Pinckney. Her father gave her all the indigo growing on his land in South Carolina. It was all saved for seed. Some of the seed Mrs. Pinckney gave to her friends. Some of it her husband sowed. It all grew and was made into that blue dye that we call indigo. When it is used in washing clothes, it is called bluing. In a few years, more than a

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million pounds of indigo were made in South Carolina every year. Many people got rich from it, and it was all because Miss Lucas did not give up.

www.english for everyone.org

### **Questions :**

#### **I. Reading Comprehension**

1. Why did the indigo plants die the first time?

.....  
.....

2. How would you describe Miss Lucas?

.....  
.....

3. Supply a suitable title to the text

.....

4. Re-write the following sentence using your own words :

So he would not explain how it was done, he spoiled the indigo on purpose.

.....  
.....

#### **II. Written Expression :**

Is up of **give up** : a. a preposition / b. a part of the verb / c. an adverb . Justify your answer :

.....  
.....

‘So he ate the indigo plants ‘. How do we call this figure of speech?

.....  
.....

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Put the right preposition :

- a. I am optimistic ..... the future.
- b. I was useless .....Maths at school.
- c. We insist ..... punctuality in this office.
- d. This programme is compatible ..... Microsoft Word.
- e. Do you believe .....ghosts ?
- f. I got ..... the bus and walked .... .. my office.

### **6. Punctuation in the English Sentence**

Punctuation is very important in any piece of writing. Correct punctuation like correct spelling and word order is an essential feature of the properly constructed English sentence ‘ in writing, punctuation is an aid that helps our readers to understand our message’ (Talbot ,2009: 60). It may be said that as an integral part of the written form of the language, punctuation is the organization of the language. As sentences become prominent elements of composition, the continuing effect of good sentence punctuation is more clearly evident.

Students must know that punctuation marks are intended to clarify meanings. However, when they are not used correctly, they can hinder communication. The fact of not using commas or making many commas will surely change the meaning and can cause an amount of obstacles in writing.

Punctuation does really matter in writing, in the sense that, it can totally convey non-intentional meanings and create a climate of misunderstanding between writers and readers since it can change the message and give it a very different interpretation. Punctuation is very important while editing though the majority of students do not consider it and underestimate its impact on communication. The principal rules are stated here, but a good writer may vary them according to his/her writing intentions.

#### **6.1. Punctuation Marks and their Functions**

Punctuation marks are very prominent in written forms since they allow readers to have a clear idea about the intended messages writers (students) wish to convey. This is why, Jane (2008: 122) considers them as “signals to the reader that indicate pause, place emphasis, alter the function or show the relationship between elements of the text”. Hence, any English writer should consider the issue of punctuation while editing his/her pieces. Marks of punctuation should not be put randomly in order not to deviate from the coveted meaning. This was underpinned by Harrim (2003:51):

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Punctuation marks are used in written English to make it easier to read to enhance readability of the letter.

Punctuation marks show the reader where the pauses should be, and where the emphasis should be.

There are many cases where punctuation should be respected and put in a correct way to avoid misunderstanding. According to Harrim (2003), the following cases should be considered while writing:

- a. The respect of using comma
- b. Appropriate use of colon
- c. The dash signals the pause greater than done by comma
- d. Exclamation mark may be used after emphatic statements and commands
- e. The hyphen must be used correctly in correct instances
- f. The question mark must be treated as a full stop since one should start the next word with capital letter
- g. Semi colon and quotation marks must be respected while writing.
1. Sentences finish with a full stop, an exclamation mark, or a question mark.

e.g. John went to Spain.

e.g. What a lovely car you have !

e.g. Have you seen my brother?

Punctuation within a Sentence:

### 6.1.1. The Comma

- Words, phrases or clauses in series are separated from the rest of the sentence by comma.

e.g. I need to buy flour ,eggs ,and butter for my cake while shopping today.

- Nouns of direct addressee are separated by comma.

e.g. Alice, will you shut the window?

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e.g. You know, Betty, I adore you.

e.g. I tried to help you, Sir .

- Words and clauses in apposition are separated by comma.

e.g. My only sister, a fantastic tennis player, is in a great problem.

- In indirect discourse, the comma separates the introductory statement and the quotation.

e.g. Alice said, “ Are going to the party ?”

(Jane: 2008)

### 6.1.2. The Semicolon

A semicolon can replace a period if the writer wishes to narrow the gap between two closely linked sentences. According to Jane (2008); one should use the semicolon in the following cases:

e.g. Call me tomorrow; you can give me an answer then.

We have paid our dues; we expect all the privileges listed in the contract.

\* Avoid a semicolon when a dependent clause comes before an independent clause.

e.g. Although they tried, they failed.

\* Use a semicolon before such words and terms as namely, however, therefore, that is, i.e., for example, e.g., for instance, etc., when they introduce a complete sentence. It is also preferable to use a comma after these words and terms.

e.g. Bring any two items; however, sleeping bags and tents are in short supply.

\*Use a semicolon to separate units of a series when one or more of the units contain commas.

\* A semicolon may be used between independent clauses joined by a connector, such as and, but, or, nor, etc., when one or more commas appear in the first clause.

e.g. When I finish here, and I will soon, I'll be glad to help you; and that is a promise I will keep.

\* Do not capitalize ordinary words after a semicolon.

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e.g. I am here; you are over there.

### 6.1.3 The Colon

- It can indicate a definition.
- It introduces a summary of items.

e.g. There are two important terms in Economics: supply and demand.

### 6.1.4. The Dash

It is used to indicate a break, often informally.

e.g. He received a prize \_ and a certificate as well.( Jordan:80)

### 6.1.5. The Quotation Marks

They are also named inverted commas. According to Jordan (1988: 80), there are many cases where the quotation marks should be inserted. They enclose the actual words of direct speech.

e.g: He said, “Why did you do that? “

- a. They are used for material that is quoted or emphasized.

e.g. Ali said, “ I cannot finish my quiz”.

- b. Quotation marks are used to set off the title of short works of writing.

e.g. The television show, “cheers” (Truss:2003).

### 6.1.6. The Brackets

The two words brackets and parentheses can be used interchangeably. They are both used to clarify, or avoid confusion.

e.g. He (Mr Brown ) told him ( Mr Jones) that he ( Mr Green) has been accepted for the job (ibid).

### 6.1.7. The Apostrophe

It is usually easily used. Writers do not need to think a lot where to put it. It is used to show that someone owns something.

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e.g. I must take Jill's book back.

e.g. He keeps an eye on William's house.

The following cases need the use of apostrophes in English

Contractions /possession / names ending in "s" / with compound nouns as mother in law's / to show plural in numbers ,letters, and abbreviations ( Jane:2008).

### **6.1.8. The Hyphen**

We should use hyphens in the following cases:

Between words/ with compound verbs and adjectives/ with – ly words/ with compound adverbs/ with compound numbers/ with prefixes/ with double vowels (Jane: 2008).

### **6.2. Christopher Columbus (text)**

#### **Christopher Columbus**

Christopher Columbus was born in Genoa, Italy, in 1451. His career in exploration started when he was very young. As a teenager, he traveled the seas and eventually made Portugal his base. He appealed to the kings of Portugal, France, and England to finance a westward trip to the Indies, but all denied his request. After ten years of monumental efforts but fruitless results, King Ferdinand and Queen Isabella of Spain agreed to finance Columbus in the hopes of acquiring great wealth. On August 3, 1492, Columbus and three ships, the Nina, the Pinta, and the Santa Maria, left Palos, Spain, and headed westward.

After stopping in the Canary Islands off the coast of Africa, Columbus's ships hit the open seas. Covering about 150 miles a day, the trip was long and arduous. The crew was afraid of sea monsters and grew more restless every day land was not sighted. Columbus offered a reward for the first person to sight land. On October 12, a crew member aboard the Pinta sighted one of the Bahama Islands. Columbus set foot on what he believed was one of the Spice Islands, a group of islands in Asia (now known as Indonesia), where valuable spices and riches came from. He named the land San Salvador. Columbus failed to find the riches he expected and continued to search for China. He next visited Cuba and Hispaniola



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(Dominican Republic). He encountered native peoples who he named "Indians" because he believed they were inhabitants of the Indies.

Columbus returned to Spain a hero. He was named viceroy of the Indies. He soon returned to the New World but never found the riches he expected. Some began to believe that Columbus had found "a new world" rather than a shortcut to the Indies.

Christopher Columbus made one of the greatest discoveries in the history of the world - North America. Though he probably wasn't the first explorer to see the continent, and he believed until his death that the islands he encountered were in the Asian continent, his discoveries were instrumental in the establishment of Spanish colonies in North America. Today, we celebrate Columbus Day in October to commemorate his discoveries.

[www.mrnussbaum.com/christopher-columbus-read](http://www.mrnussbaum.com/christopher-columbus-read)

### **Questions:**

#### **1. Reading Activity**

- a. Who was Christopher Columbus?
- b. How many ships did he use? Name them
- c. Was Christopher Columbus from a rich and famous family? Justify
- d. How did he call the native people?
- e. Was he the first explorer? Justify

#### **2. Writing Activity**

- b. Spice Islands, a group of islands in Asia (now known as Indonesia), where valuable spices and riches came from. Why did the writer use the two commas?

#### **Exercise: Justify the use of comma in the following sentences**

- a. Diane, the teacher of music, worked at least ten hours a day.
- b. Will you, Rose, be able to finish on time?
- c. I like reading, listening to music, taking long walks, and visiting my friends.
- d. Mahatma Gandhi, the greatest exponent for peace, was a classic pacifist.

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- e. Mama, I will call you even if the rates are up.
- f. My estate goes to my husband, son, daughter in law, and my sister.
- g. He said, "I do not care".
- h. Come on now, mama.

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### **7. Capitalization in the English Language**

As the other standards of a good written English communication, capitalization should be highly considered while editing in English. Teachers should teach their students many cases where capital letters are inserted. This was tackled by Harrim (2003: 66) as he listed the following cases of capitalization:

- a. At the beginning of every sentence.
- b. At the beginning of a passage of direct speech quotation
- c. For proper nouns( names of particular persons, places, things)
- d. For months of the year
- e. For days of the week
- f. For the pronoun I
- g. For the adjectives which come from proper nouns ( especially places and people)
- h. For the first and all main words of any kind of title
- i. For the first word of complimentary close.

There are many rules that govern the use of capital letters in the English language. The following ones should be respected while writing in order not to create confusion. According to Colman (2011), the following rules must be taken into account while writing:

1. The first word of a sentence starts with a capital letter.
2. Proper nouns begin with a capital letter. This includes:
  - a. Name of people either real or unreal, such as, John and Aladdin.
  - b. We capitalize titles preceding names, as in Lady Diana.
  - c. Names of geographical divisions, countries, states, and cities must be capitalized.  
e.g. Australia, France, Arizona, and flagstaff.
  - d. We use capital letters in names of mountains, hills, and other geographical figures.
  - e. Names of rivers, lakes, oceans, seas, and other bodies of water must be capitalized.
  - f. We capitalize names of people and nationalities, such as, Algerian and the Egyptians.

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- g. Names of religions, sacred books and documents are capitalized.
  - h. Names of wars, historical periods and events, famous building and monuments are also capitalized.
  - i. Months of the year and days of the week need to be capitalized.
  - j. We have to capitalize the names of languages.
3. Proper adjectives derived from proper nouns are always capitalized.
- E.g. Islam → Islamic culture                      Italy → Italian dish
- 4. The pronoun 'I' is always capitalized.
  - 5. The principal words in titles of books, articles, and magazines need also to be capitalized
  - 6. Academic subjects are capitalized if they represent an official name of a course.

### 7.1. The Eternal City

#### The Eternal City

Rome, the capital of Italy, is a city like no other. For more than two millennia, this city has been the center of European culture, politics and religion. Walking around the streets of Rome feels like taking a tour through the history of humankind. Rome is densely populated with ancient churches, Roman ruins, beautiful fountains, spacious squares (piazzas) and expensive shops. In simple words, it is a city for everyone.

According to a legend, Rome was founded by romulus and remus, twins raised by a wolf, in the 8th century BC (before Christ). Like Lisbon, Rome was built on seven hills. It was the center of the powerful Roman Empire from 27 BC until its collapse in the 5th century AD. Constantine I, who was the Bishop of Rome, was eager to establish Rome as the center of the Catholic Church. His power and influence grew, so Rome unsurprisingly became a major pilgrimage site in the Middle Ages. Unlike Berlin and Vienna, Rome remained largely unaffected by World War II, and was able to flourish rapidly after the War into a populous, modern city.

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Also known as the Flavian Amphitheater, the Colosseum is the largest amphitheater ever built. Construction of this grand structure was completed in AD 80 during Emperor Titus' rule. Colosseum famously hosted gladiatorial contests, where armed men fought other men or animals. Besides entertainment, the amphitheater had many different purposes throughout history. More precisely, it was used as a fortress, a Christian shrine, and for housing. Today, it is one of the most popular attractions and a place of importance for the Catholic Church.

[www.really-learn-english.com](http://www.really-learn-english.com)

The Questions:

- a. Justify the use of each capital letter in the text.
- b. There are two words in the second paragraph that need to be capitalized. Find them and justify your choice.

### 7.2. Exercise

#### Capitalize the following

- a. we studied a lesson in english and translated it into arabic.
- b. john lives in the city of valencia.
- c. our pictures were taken during our holiday in dubai.
- d. on sunday and monday, i am going to take long walks alone.
- e. muslims read the quran while the Christians read the bible.
- f. I like to take my children to eden park.
- g. My family and i went to spain last January.
- h. ann travelled to france with Samantha.

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## 8. Plural Form of Nouns

“A noun is the name of something: a thing or a person or a place, or even a feeling or a state of mind” (Colman, 2011:09).

In general, the plural of a noun is formed by adding “s” to the noun, such as, cars, birds, rooms, books, and pencils. However, when the noun ends in s, ss, ch, sh, o, and x, we add “es” to the noun.

- Kiss + es = kisses / wish + es = wishes / match + es = matches

- When the noun ends in a vowel + “y”, we add “s” to the noun.

- \* boy → boys / holiday → holidays / key → keys

- When the noun ends in a consonant + “y”, we replace the ‘y’ by “ies”.

- \* party → parties / city → cities / lady → ladies

- If the noun ends in “f” or “fe”, we replace them by “ves”. There are about 13 nouns taking “ves” in their plural form.

**Calf- elf- shelf- leaf- loaf- knife- wife- thief- life- half- sheaf- wolf- self**

N.B: There are some nouns ending in “f” that take “s” in their plural form.

- Roof → roofs / chief → chiefs / belief → beliefs

- **Nouns that end in “o” take “es” in their ending.**

- Some irregular nouns in English:

- Man → men / woman → women / child → children

- Ox → oxen / tooth → teeth / foot → feet

- Goose → geese / Mouse → Mice / louse → lice

- US → I

- Stimulus → Stimuli

- Fungus → fungi

- Nucleus → nuclei

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- IS → ES  
Analysis → analyses  
Thesis → theses

### 8.1. The Suicide (text)

#### The Suicide

A man and a woman died in an apparent murder-suicide last night in Altadena. The man was 74-year-old Dominic Vittorio. The woman was his 70-year-old wife, Victoria. The couple had been married for 50 years. In fact, their 50th anniversary occurred just a month ago, according to their next-door neighbor, Mrs. Allen. The couple was childless and had no close friends. Mr. Vittorio was a retired carpenter who had emphysema and was blind in one eye because of a cataract. His wife was a diabetic who had already had one foot amputated because of complications from the disease. Her eyesight was almost completely gone.

"They were such a nice couple," said Mrs. Allen. "I've lived next to them for the last 20 years or so. I'm widowed, and Dom always used to help me with things like changing light bulbs and fixing appliances. They had no kids, but they were always friendly to the neighborhood kids. Every Halloween they handed out tons of candy and fresh fruit. But about eight years ago Vicky came down with diabetes, and things just haven't been the same for her or Dom. They used to be so friendly and full of life, and then they just seemed to get quieter and quieter.

"She used to come over to my place once or twice a week and we would talk about all kinds of things and have the nicest time. But that happened less and less as she got sicker. So I would go over to her house about once a week and we would talk. But the conversations steadily got shorter, and she seemed to lose interest in listening and in talking. She didn't say it, but you could tell she was in a lot of pain."

Mrs. Allen said she hadn't even talked to either of the Vittorios in almost a year. They never came out. Even food was delivered to them by a local agency. She said she heard two

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gunshots last night—"It scared me half to death!" She immediately called the police. "Such a sad ending for such nice people," she said. "Together in sickness, but alone in the world."

www.henryanker.com

### **I. Reading Comprehension**

- Please tick the right answer

#### **1. How old was the woman when she got married?**

- a. 20      b. 24      c. 17      d. 30

#### **2. Which of the following statements is true?**

- a. The woman was sad because she had no child of her own.
- b. Mr. Vittorio's eyesight was completely gone.
- c. The couple were full of life in the past.
- d. Mr. Vittorio used to be outgoing while his wife was not so.

#### **3. What can you conclude about Mrs. Vittorio?**

- a. She never lost interest in life.
- b. She hoped to have had a son.
- c. She used to be very quiet.
- d. Sickness made her silent.

### **II. Find in the text words whose definitions are the following :**

- a. To remove a part of the body      —————>
- b. The condition or the fact of suffering      —————>
- c. Capable of being seen , or easily seen      —————>
- d. Feeling sorrow or appearing sorrowful      —————>

#### **1. Supply a suitable title to the text :**

.....



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2. **Rewrite the following sentences using your own words :**

a. She said, “together in sickness , but alone in the world “.

.....

b. She seemed to lose interest in listening and in talking.

.....

c. They just seemed to get quieter and quieter.

.....

.....

c. **Give the plural form of the following nouns**

1. Leaf      \_\_\_\_\_→

5. Advice      \_\_\_\_\_→

2. ox      \_\_\_\_\_→

6. goose      \_\_\_\_\_→

3. wood      \_\_\_\_\_→

7. fungus      \_\_\_\_\_→

4. louse      \_\_\_\_\_→

8. roof      \_\_\_\_\_→

**4. Put the right preposition and give its type**

a. The workers could not put..... the new manager.

b. The Prime Minister was told to put ..... his visit to France.

c. She is ,.....a doubt, the best student in the class.

d. ....our visit to Japan, we saw a lot of interesting places.

e. The ship received a message to put ..... the nearest port.

f. The firemen came in no time to put ..... the fire.

g. What time is the train.....Madrid .....Barcelona ?

h. The music is too loud.....my ears.

### 8.2. Julian's Work (text)

#### Julian's Work

Julian works at the bookstore. First, his job is to unload boxes of books from the truck. Then he opens the boxes. After that, Julian puts the books in different piles. One pile is for books that tell true stories. These are called books of fact. Another pile is for books that tell stories that are not true. These are called books of fiction. Julian then puts the books on shelves in the bookstore.

Putting books on shelves is what Julian likes to do best at work. When Julian has free time at work, he likes to read through all of the books. His favorite books are the ones that tell true stories about real people and their lives. On Sunday and Monday, Julian does not work at the bookstore. On these days, he stays at home. He uses this time to write a story about himself. Julian grew up in Peru. Now he lives in the United States. He works at the bookstore to pay for school. Julian wants to be a teacher. One day, he hopes to turn his story into a book. He hopes to see it at the bookstore.

www.english for everyone.org

The questions: tick the right answer

1) Where does Julian work?

- A. on a truck
- B. at a bookstore
- C. in Peru
- D. at an art store

2) What must Julian do first at his job?

- A. open the boxes of books
- B. read through all of the books
- C. unload boxes of books

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D. sort through piles of books

**3) What is the second thing Julian must do at his job?**

A. open boxes

B. tape boxes shut

C. put books on shelves

D. put books in piles

**4) In how many piles must Julian put the books?**

A. two

B. three

C. four

D. six

**5) In what piles are the books placed?**

A. easy and hard

B. long and short

C. true and not true

D. funny and not funny

**6) A book that contains a story that is not true is called**

A. a book of fact

B. a book of fiction

**7) What does Julian like to do best at work?**

A. unload boxes

B. open boxes

C. put books in piles

D. put books on shelves

**9) What does Julian do during his free time at work?**

A. write stories

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- B. read books
- C. tell stories
- D. put books on shelves

### 10) Which books does Julian like best?

- A. true books
- B. funny books
- C. sad books
- D. books with happy endings

### 11) Why does Julian work at the bookstore?

- A. to buy a house
- B. to pay for clothes
- C. to pay for school
- D. to pay for a trip to Peru

### 12) What does Julian hope to turn his story into?

- A. a book
- B. a movie
- C. a play
- D. a TV show

### 13) Sort out from the text all the nouns and give their plural or singular form.

#### 8.3. Exercises about Plural form of Nouns

- Give the plural form of the following nouns

Church- class – pen – school- teacher – boy – table – coat – kiss- thief – story – tree – child  
– tooth – calf – baby – man – goose – ox- peace - anger

- Compare

City —————> cities

Boy —————> boys

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- **Choose the right answer**

1. The plural form of thesis is:

- a. Theses                      b. thesis                      c. thesisis

2. The plural form of belief is:

- a. Believes                      b. belief                      c. beliefs

3. The plural form of wolf is:

- a. Wolf                      b. wolfs                      c. wolves

- **Give the plural form**

a. I am busy.

b. I have a new book.

c. I live in a nice country.

d. You must buy a pen.

e. The baby needs milk.

f. The boy is having a party.

g. The teacher will have a meeting.

## 9. Types of Sentences

In the English language, there are many types of sentence that can constitute a paragraph. They differ from simple, complex to compound sentences. Therefore, choosing appropriate sentences while writing can be a challenging task.

### 9.1. Simple Sentence

A simple sentence contains a subject, a verb and expresses a complete thought.

e.g. The baby needs milk.

e.g. The boys play football.

A simple sentence can sometimes have a compound subject.

e.g. Jane and Alice speak English.

e.g. My family and I watch television.

A simple sentence may sometimes have a compound verb with the same subject.

e.g. Mary talked and wrote in her viva.

[www.Englishlinxs.com](http://www.Englishlinxs.com)

### 9.2. Complex Sentence

A complex sentence contains one independent clause and one or more dependent clauses.

A complex sentence will include at least one subordinating conjunction.

e.g. She went to class even though she was sick.

e.g. As John was arriving to work, he realized he forgot his lunch.

e.g. While I enjoy classical music, I prefer rock and roll because I play the drums.

[www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter)

### 9.3. Compound Sentence

A compound sentence contains two independent clauses. A coordinating conjunction (for, and, nor, but, or, yet, so) often links the two independent clauses and is preceded by a comma.

e.g. She wanted to go on vacation, so she saved up her money.

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e.g. I like apples, but my sister loves bananas.

e.g. Tim loves to read, and he also loves to hike.

(Krohn: 1971)

### 9.4. Compound-Complex Sentences

A compound-complex sentence has two independent clauses and at least one dependent clause.

e.g. After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.

e.g. If we remove the dependent clause “after the two soccer players lost their compound sentence. The dependent clause makes this sentence compound-complex.

e.g. The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

(Krohn : 1971)

a. Identify the sentence type. Circle the coordinating or subordinating conjunctions.

1. Harry Potter was rejected from many publishers before J.K. Rowling found success.  
.....

2. Though the patients showed various symptoms, the clinical study found that lack of Sleep contributes to the inability to focus, irritability, and poorer health.  
.....

3. More and more students are relying on online databases to find sources.  
.....

4. The business analysts proposed higher numbers for next quarter, and they expect to exceed those numbers the following quarter.  
.....

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### 9.4.1. The White Heron (text)

#### The White Heron (Adapted)

by Sarah Orne Jewett

The forest was full of shadows as a little girl hurried through it one summer evening in June. It was already eight o'clock and Sylvie wondered if her grandmother would be angry with her for being so late. Their cow spent her days out in the open country eating sweet grass. It was Sylvie's job to bring the old animal home to be milked.

This evening it had taken Sylvie longer than usual to find her cow. The child led the cow through the dark forest, following a narrow path that led to her grandmother's home. The cow stopped at a small stream to drink. As Sylvie waited, she put her bare feet in the cold, fresh water of the stream.

She had never before been alone in the forest as late as this. Sylvie began thinking how it was only a year ago that she came to her grandmother's farm. Before that, she had lived with her mother and father in a dirty, crowded factory town when her grandmother had visited them, and had chosen her from all her brothers and sisters to be the one to help her on her farm in Vermont.

The cow finished drinking and, suddenly, the air was cut by a sharp whistle not far away. Sylvie knew it was not a friendly bird's whistle. It was the whistle of a person and she felt afraid.

"Hello, little girl," a young man called out cheerfully. "How far is it to the main road?" Sylvie was trembling as she whispered "Two Miles", and looked up into the face of a tall young man carrying a gun.

The stranger began walking with Sylvie as she followed her cow through the forest. She was glad when she could see her grandmother standing near the door of the farm house. When they reached her, the stranger put down his gun and explained that he was a scientist who collected birds [...]. After eating together, the young man asked them about a tall,



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strange bird with soft white feathers and thin legs. It was the white heron. He promised to give ten dollars to the person who showed him its place. Sylvie was silent as she knew that strange white bird.

Sylvie spent the next day in the forest with the young man. She watched him with eyes full of admiration. She had never seen anyone so handsome and charming. Long after the moon, they came home tired. Sylvie had a plan. She let the man asleep and left the home looking for the white heron. Her plan was to climb to the top of the pine tree to see the nest of the white heron. She suffered in doing that. She was bleeding and her tiny fingers were hurt. When she reached the tree's highest branch, she could see a bird with white wings and a long slender neck calling for its mate and sitting on their nest. Sylvie gave a long sight. She knew the wild bird's secret now.

Both the grandmother and the stranger were waiting for the coming of Sylvie. When she appeared, the young man was sure that she was going to speak about her secret. But, she kept silent. She could not forget how the white heron appeared flying through the golden air and how they watched the sun rise together. She could not speak and her grandmother was angry with her. She could not tell the secret of the white bird and give its life away.

The young man went away later that day, disappointed. Sylvie was sad as she wanted to be his friend. He never returned. So, "Were the birds better friends than their hunter might have been? Who can know?"

### **I. Reading Activity**

- a. What is this story about? Give the general idea.
- b. Did Sylvie stop with her cow at the stream? Which sentence shows it?
- c. Were Sylvie's parents living in a beautiful town? Justify.
- d. Why was Sylvie full of admiration?
- e. "When they reached her, the young man put his gun down." What does 'her' replace?
- f. Why was Sylvie so late?

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g. Was Sylvie injured when she climbed the pine tree?

h. Did Sylvie reveal the secret of the white heron?

i. How many white herons had Sylvie seen? Justify.

### II. Writing Activity

j. Paraphrase the following statements:

-It was Sylvie's job to bring the old animal to be milked.

- The young man went away that day disappointed.

k. Rewrite the first paragraph using simple sentences only.

l. Sort out from paragraph three two compound sentences.

m. Sort out from the fourth paragraph two complex sentences.

n. Sort out from the sixth paragraph one compound/ complex sentence.

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### **9.4.2. Reading Benefit (text)**

Did you know that some people don't do their reading assignments? It's shocking, but it's true. Some students don't even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here's why.

Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brain power and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. But you have to get good at reading, and the only way to get good at something is to practice.

You have to read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What's boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in far away places. You can even learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read,

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and it's a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

www.englishforeveryone.org

### I. Reading Activity

Choose the most suitable answer:

1. What is the main idea of the second paragraph?
2. How can a reader learn new words according to the writer?
3. What do students always fail to complete their reading assignments?
4. Why is reading good for the readers' mind?
5. Which title best expresses the main idea of this text?
  - a. Reading: Good for the Mind in Many Ways
  - b. Reading: The Key to a Successful Academic Future
  - c. Reading: Improve Your Vocabulary While Being Entertained
  - d. Reading: The Best Way to Improve Your Writing Skills

### II. Writing Activity

- Identify the type of the following sentences
  - a. Children are born innocent.
  - b. The young are expected to play and laugh.
  - c. A young man stared into the fire.
  - d. People thought that the stranger had been with the family.
  - e. The young and the old exchanged one wild look.
- Make compound sentences
  - a. I called her many times, .....she did not answer on the phone.
  - b. He is intelligent.....honest.

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- c. He is old .....he is active.
- d. He not only lost his reputation.....brought a bad name to his family.
- e. Leave the house at once .....I will call the police.

## 10. Introduction to Fables

The present lesson introduces students to short stories that convey moral living. These stories feature animals that can behave like people and it is up to learners to deduce the name of this kind of narrative. By the end of the lesson, learners will be able to identify the elements of the story (setting, plot, and characters).

### 10.1. Definition of Fables

The term fable is originated from the Latin word “fibula”, which conveys “a tale”. It is taken from the word “Fari” signifying “to speak”. Fable is a rhetorical device that might be established as a brief story aimed to supply social ethics by the end. It is outlined through animals, plants, and forces of nature by offering them human qualities. In this sense , David Richter defines it as “a rhetorical fiction in which each detail of plot, characterization and language is chosen in order to make us understand something in the external world...”. In a similar vein, La Fontaine states: “a fable consists of two parts, which might be termed body and soul; the story being the body and the moral is the soul.” Commonly, they contain equal qualities.

### 10.2. Features of Fables

- Fables are imaginary.
- Fables contain no more than 2 or 3 characters.
- Usually characters dispute with each other.
- Fables discuss one matter.
- The central issue is expressed lastly.

### 10.3. Elements of Fables

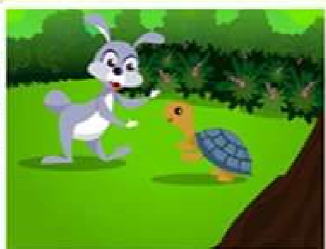
- **Characters:** who participates in the story?
- **Setting:** the time, place and circumstance in which a story is set.
- **Theme:** what the story is about.

- **Plot:** what we can summarize from a given story.


### 10.4. Fables Illustration

## The Hare and the Tortoise

There once was a speedy Hare who bragged about how fast he could run. Tired of hearing him boast, the Tortoise challenged him to a race. All the animals in the forest gathered to watch.



The Hare ran down the road for a while and then paused to rest. He looked back at the tortoise and cried out, "How do you expect to win this race when you are walking along at your slow, slow p a c e ? "



The Hare stretched himself out alongside the road and fell asleep, thinking, "There is plenty of time to relax." The Tortoise walked and walked; never ever stopping until he came to the finish line.

The animals who were watching cheered so loudly for Tortoise, that they woke up Hare. The Hare stretched and yawned and began to run again, but it was too late. Tortoise was already over the line.

**MORAL: SLOW AND STEADY WINS THE RACE**

(Adapted from Aesop's Fables)

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- **Reading Activity:** Read the passage carefully then tick the right answer

**1. The fable the 'Hare and the Tortoise' is about :**

- a. Two animals that race to show who is better.
- b. A rabbit and a tortoise that become friends after a race.
- c. A challenge between two animals that leads to the underdog winning.
- d. A group of animals that challenge their tortoise friend to beat a hare.

**2. Which two factors allowed the Tortoise to win the race in "The Tortoise and the Hare"?**

- a. The Hare's perseverance, and the Tortoise's attitude.
- b. The Hare's attitude, and the Tortoise's perseverance.
- c. The Tortoise's fast speed, and the Hare's passion for racing.
- d. The Hare's fast speed, and the Tortoise's passion for racing.

**3. Choose another moral that suits this fable**

- a. Your talent is everything.
- b. Only the strongest come out on top.
- c. Training to win will lead to success.
- d. Do not brag.

**Writing Activity :** imagine that you are a tortoise ,giving a TV interview after the race, and tell the story in your own words. How did you feel when the Hare challenged you ? How did you



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“ .....

1.....

Some .....were playing one day at the edge of a pond in which lived a family of Frogs. The Boys amused themselves by throwing stones into the pond so as to make them skip ..... top of the water. The stones were flying thick and fast and the boys ..... enjoying themselves very much; but the ..... Frogs in the pond were trembling with fear. At last one of the ....., the oldest and bravest, put his head out of the water, and said, "Oh, please, dear ....., stop your cruel play! Though it may be fun for you, it means death to us!

2.....

Two goats came face to face while crossing a narrow bridge. “Let me pass”, said one of them. “Never, you get out of my way”, said the other goat. .... quarrel each other and lost their balance. They fell into the stream down below and died! A few days ..... another two ..... came face to face while crossing the same ..... Both these goats were wise and patient. They made way for each ..... to cross the narrow bridge. Both reached their home safely.

3.....

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch.“Just the thing to quench my thirst ,” he thought. Taking a few steps back, the .....jumped and just missed the hanging grapes. Again the fox took few paces back and tried to reach them but still ..... Finally, giving ....., the fox turned up his nose and said, “They’re probably sour anyway,” and proceeded to walk .....

(Adapted from Aesop’s Fables)

### Questions :

1. Fill in the blanks so that you will obtain meaningful paragraphs.
2. Supply a title to these stories. Define these sorts of stories (from your own knowledge).

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3. Give subtitles.

4. ‘ .....**the fox turned up his nose and said.....** ‘why did the writer say his nose ?

5. Using a chart, identify the **time, the setting, the characters, and the moral of each story.**

### 11. Examples of fables

#### “Fables”

##### 11.1.The Boys and the Frogs

Some **boys** were playing one day at the edge of a pond in which lived a family of Frogs. The Boys amused themselves by throwing stones into the pond so as to make them skip **on** top of the water. The stones were flying thick and fast and the boys **were** enjoying themselves very much; but the **poor** Frogs in the pond were trembling with fear. At last one of the **frogs** , the oldest and bravest, put his head out of the water, and said, "Oh, please, dear **children** , stop your cruel play! Though it may be fun for you, it means death to us!

##### 11.2.The Two Goats

Two goats came face to face while crossing a narrow bridge. “Let me pass”, said one of them. “Never, you get out of my way”, said the other goat. **The Stubborn goats** quarrelled each other and lost their balance. They fell into the stream down below and died! A few days **later** , another two **goats** came face to face while crossing the same **bridge**. Both these goats were wise and patient. They made way for each **other** to cross the narrow bridge. Both reached their home safely.

##### 11.3.The Fox and the Grapes

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch.“Just the thing to quench my thirst ,” he thought. Taking a few steps back, the **fox** jumped and just missed the hanging grapes. Again the fox took few paces back and tried to reach them but still **failed**. Finally, giving **up** , the fox turned up his nose and said, “They’re probably sour anyway,” and proceeded to walk **away**.

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### Key Answers :

1. ‘ .....the fox turned up his nose and said..... ‘why did the writer say his nose ?

\* The third fable has **personification in it** ( personification is a literary device in which an inanimate object or an idea is given human qualities).

2. **The setting implies the time, the place , and the circumstance of a given story.**

Stories	Time	Place	Characters
Story One	One day	Near of a pond	boys + frogs
Story Two	One day	Near a stream	Goats
Story Three	One afternoon	forest	A fox

### The Morals

**The Boys and the Frogs :** Always stop to think whether your fun may not be the cause of another’s unhappiness.

**The Two Goats :** Anger leads to destruction ; humility leads to fulfillment.

**The Fox and the Grapes :** It is easier to despise what you cannot get.

### **11.4. The Priest and the Goat**

#### **The Priest and the Goat**

Once, there lived a pious Priest in a small village. He was very innocent and simple minded person, used to perform religious rituals. On one occasion, he was rewarded with the goat for his services by a wealthy man. The Priest was happy to get a goat as the reward. He happily slung the goat over his shoulder and began the journey towards his home. On the way, three cheats saw the Priest taking the goat.

All of them were lazy and wanted to cheat the Priest so that they could take away the goat. They said, “This goat will make a delicious meal for all of us. Let’s somehow get it”. They discussed the matter amongst themselves and devised a plan to get the goat by fooling the Priest. After deciding the plan, they got separated from one another and took different hiding positions at three different places on the way of the Priest.

As soon as, the Priest arrived at a lonely place, one of the cheats came out of his hiding place and asked Priest in a shocking manner, “Sir, what are you doing? I don’t understand why a pious man like you needs to carry a dog on his shoulders?” The Priest was surprised to hear such words. He screamed, “Can’t you see? It’s not a dog but a goat, you stupid fool”. The cheat replied, “Sir, I beg your pardon. I told you what I saw. I am sorry if you don’t believe it”. The Priest was annoyed at the discrepancy but started his journey once again.

The Priest had barely walked a distance, when another cheat came out of his hiding place and asked the Priest, “Sir, why do you carry a dead calf on your shoulders? You seem to be a wise person. Such an act is pure stupidity on your part”. The Priest yelled, “What? How can you mistake a living goat for a dead calf?” The second cheat replied, “Sir, you seem to be highly mistaken in this regard. Either you don’t know how does goat look like or you are doing it knowingly. I just told you what I saw. Thank you”. The second cheat went away smiling. The Priest got confused but continued to walk further.

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Again the Priest had covered a little distance when the third cheat met him. The third cheat asked laughingly, “Sir, why do you carry a donkey on your shoulders? It makes you a laughing stock”. Hearing the words of the third thug, the Priest became really worried. He started thinking, “Is it really not a goat? Is it some kind of a ghost?”

He thought that the animal he was carrying on his shoulders might really be some sort of ghost, because it transformed itself from the goat into a dog, from a dog into a dead calf and from dead calf into a donkey. The Priest got frightened to such an extent that he hurled the goat on the roadside and ran away. The three tricksters laughed at the gullible Priest. They caught the goat and were happy to feast on it.

(Aesop Fables)

**I. Reading Comprehension :**

**a. Supply a suitable title to the text**

.....  
.....

**b. Identify the story’s setting**

.....  
.....

**c. How many characters are there in the text ? Name them?**

.....  
.....

**d. What is the moral lesson you can get from the text ?**

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

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e. Do you qualify the priest as being :

- |                |                    |
|----------------|--------------------|
| 1. open minded | 4. docile          |
| 2. frustrated  | 5. narrow minded   |
| 3. strange     | 6. Nerve - racking |

f. Justify your choice

.....

.....

**2. Find in the text words whose definitions are the following :**

- a. Easily deceived or duped; easily fooled      —————>
- b. Something of value given in return for an act      —————>
- c. One who plays tricks or pranks on others      —————>
- d. A person with poor judgment or little intelligence      —————>

**3 . Rewrite the following statements using your own words:**

a. He was rewarded with the goat for his services by a wealthy man.

.....

.....

b. The three tricksters laughed at the gullible priest.

.....

.....

c. Either you do not know how does a goat look like or you are doing it knowingly.

.....

.....

d. Such an act is a pure stupidity on your part.

.....

.....

## 12. Paragraph Writing (Theory)

### 12.1. Definition of a Paragraph

It is a group of sentences that are hanged together to discuss a single topic. All of the sentences aim at explaining the writer's main idea and have to be stated and presented logically for the sake of helping the reader grasp the most important ideas of the writer. The main objective of a paragraph is either to provide information, tell an opinion, or explain an issue. Productive paragraphs serve three main intentions:

1. Connecting sentences jointly into a unit that facilitates determining an essay's core idea.
2. Offering interrupts that make understanding easy.
3. Specifying ideas progress in an essay, i.e., each extra section supports new detail that runs a reader one more move to an essay's main point.

It is to be mentioned that a well- organized paragraph comprises three elements:

- a) A beginning that initiates the topic of the paragraph which frequently states the core idea in a form of "**topic sentence**".
- b) A body that formulates and sustains the central idea in a form of "**supporting sentences**".
- c) A conclusion that declares a closing idea "**concluding idea**" about a given issue and provides a shift to the coming paragraph.

### 12.2. Topic Sentence

It is similar to a small thesis report which conveys the core idea of each paragraph. Generally, a topic sentence appears at the beginning of a paragraph and helps to summarize all the given information. An effective topic sentence should be unambiguous as it should not be too vague and general or excessively strict. It is referred to as being the controlling sentence for it controls the topic and is considered the most prominent idea.

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- Examples of Topic Sentences:
  - a. My summer vacation at my grandparents' farm was filled with hard work and fun.
  - b. Ice cream is one of the few desserts that are enjoyed all over the world.

### 12.3. Supporting Sentences

After the topic sentence we have what we call the body which comprehends comprehensive sentences that endorse the topic sentence. A good paragraph requires at least three in-depth sentences. Supporting sentences are used to support the topic sentence and present the main supporting points for the paragraph's main idea. To assess your paragraph, try to question yourself the following:

- ❖ Are all the sentences in the paragraph connected to the main idea?
- ❖ Are they maintaining the issue brought up in the topic sentence?

### 12.4. Concluding Sentence

The last sentence in a paragraph, the concluding sentence, submits nothing new but shortens what has been already mentioned in the previous sentences. In other terms, it signals that the paragraph is coming to a close. Commonly, the concluding sentence recapitulates the pieces of information stated before, but doesn't supply something additional. There are many examples stated below that can be used to reveal that your paragraph comes to an end.

- In conclusion
- Therefore
- As expressed
- Overall
- As a result
- Thus
- Finally
- Lastly
- For this reason



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## 13. Paragraph Writing (Practice)

### Task One:

The following paragraph is loaded with repeated ideas. Rewrite the paragraph and its title.

Try to cut the paragraph to five sentences by eliminating redundancy.

### 13.1. My Own Opinion on Modesty

I think modesty is, in my opinion, a very fine quality. I like people who do not act like they are really great or important. Every single person in this whole wide world is important and valuable, and I think that a really good person recognizes this and is modest. For example, I admire famous and renowned athletes and stars who take time to thank their fans and who appreciate the people who pay money to see them. It is important for a person to have self-confidence and feel capable of doing things well. However, it takes a certain amount of a quality called modesty to keep self-confidence from turning into conceit. There is a difference between being self-confident and having a swollen head and a big ego. So, in my opinion, I like modest people.

### Task Two :

### 13.2. Learning Responsibility

**1.** My first job was a sales clerk in a small clothing shop. **2** It was not a difficult job, and it was not really a very interesting job. **3** My best friend had a more exciting job. **4** Every weekend, I had to open the store at 10.00 a.m. **5** I could not be late. **6** Now on weekends I like to sleep late. **7** I helped customers find clothes, and I kept the store neat and clean. **8** My parents' house was very clean, too. **9** I used the cash register and handled credit cards, so I had to be very careful. **10** These things all taught me responsibility. **11** Now I work in a research laboratory. **12** I do not work with clothing anymore, but I still use that important skill I learned in my first job.

Zemach & Islam (2005:11)

1. **Choose additional sentences that could be added to the above paragraph to make it a strong one.**
  - a. I answered the phone and opened the mail.
  - b. On weekdays I did my homework for school.
  - c. I learnt how to choose and order clothing.

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- d. Dressing professionally was considered as a part of the job.
- e. In the future, I would like to be famous.

### 2. What is the topic of the above paragraph?

- a. Working as a sales clerk
- b. I learnt from my first experience
- c. Working as a lab assistant

### 1. TOPIC SENTENCE

**Task One : Find and underline the topic sentence in the paragraph below.**

One of the most popular foods of all time is chocolate. People nowadays eat chocolate in many different forms. We eat chocolate candy, and we drink hot and cold chocolate drinks. The chocolate we eat today is made of a lot of different ingredients, but the most important ingredient is cacao bean. The story of cacao bean and its long journey to stores and supermarkets all over the world started hundreds of years ago in Mexico. Cacao trees need humid and hot weather and they originally grew in the Yucatan Peninsula.

**What do sentences 2 , 3, and 6 do ?**

- Say the same information in different way.
- Tell a story about the topic.
- Explain the topic sentence by giving more details.

**Task Two : The following paragraph has no topic sentence. Circle the letter of the appropriate topic sentence below the paragraph.**

Some nicknames express disapproval. When Andrew Johnson vetoed 22 bills, his foes called him “Sir Veto.” Other names show admiration. For example, President Martin Van Buren’s clever politics earned him the title “the Fox.” George Washington was impressively

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nicknamed “Father of Our Country.” Jimmy Carter, who ran a Georgia peanut farm, was casually known as the “Peanut President.”

- a. The United States has had some great leaders.
- b. Most American presidents have had nicknames.
- c. America’s presidents come from many backgrounds.

### **2. SUPPORTING SENTENCES**

**Task One:** TRY to complete the paragraph below and make it better. It lacks supporting sentences to be meaningful. This is an imaginary place , so use your imagination !

**A Horrible Hotel**

.....

The rooms are small. The rooms are dark. The rooms are dirty. There is no air- conditioning. The rooms are hot in summer. There is no heating. The rooms are cold in winter. There are big windows. The view is terrible.....

.....

.....

That is why I want to warn you never to stay in that hotel.

Zemach & Islam (2005:25)

**Task Two :** First fill in the blank to complete the topic sentence. Then write three sentences that support the idea mentioned in the topic sentence.

**TOPIC SENTENCE:** I think I could be brilliant \_\_\_\_\_

**SUPPORTING SENTENCES :**

1. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### 3. CONCLUDING SENTENCE

#### My Best Friend's Grandfather

We can all learn from listening to our grandparents. My best friend's grandfather tells great stories about his life. He is 94 years old but his voice is still strong and clear. He speaks quietly and slowly when he tells stories. His life was so difficult when he was young. His family did not have much money, and he worked hard. Even though his life was not easy, he is positive and optimistic. I can learn many things from his stories.

Capelle and Girard (1978:72)

**Task One :** Choose the most appropriate concluding sentence

- My best friend's grandfather is an amazing storyteller.
- My best friend's grandfather is a good example for me.
- My best friend's grandfather is an illiterate person.
- I advise all teenagers to listen to the stories of their grandparents.

**Task Two:** Read the paragraph. Circle the letter of the best conclusion.

A U.S. naval unit called the Seabees helped win World War II. The Seabees were trained not to fight but to build. When the United States needed air bases in the Pacific, the Seabees went to work. With the motto, "Can do!" they worked to clear island jungles. They built bridges, airstrips, roads, and hospitals. Their battalions constructed floating docks so ships could quickly unload equipment.

- a. On February 19, 1945, marines landed on the island of Iwo Jima.
- b. Fighting in the Pacific continued after the war in Europe ended.
- c. The Seabees paved the way to victory for U.S. fighting forces.
- d. I think I will make my own motto "Can do!"

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## 14. Reading text (Black Friday Shopping)

### Black Friday Shopping

Joan could not resist a sale. The better the sale, the more she wanted to buy. Words like Buy One Get One, 50 % off, or Clearance, were music to her ears. Therefore, there was no a bigger day of the year for her habit than Black Friday.

Black Friday was the day after Thanksgiving, when many businesses started selling really well. When businesses were 'in the black', they were making money. That was fine by Joan, so long as she was spending her money wisely and getting great deals!

Joan set her alarm for 4 A.M. , having laid out her clothes and sensible shoes the night before. Her purse and everything were ready, so when that alarm rang, she sprang out of bed and was out the door in less than ten minutes. She drove quickly following a route she had mapped out to avoid traffic. Her parking spot was strategically located between her favorite stores.

She hit the mall like a hurricane, a force of nature in the realm of shopping. She dodged slow- moving zombie shoppers who had been out all night waiting for one special item. She darted between carts and made acrobatic moves to snag just the items she wanted. She made people watch in awe as she found the shortest lines, magically seeming to whiz through store after store.

With arms loaded up with bags, she returned to her car to offload. She drank lots of water, took a couple minutes to focus on her shopping list, and then it was once more into the fray! She returned to the stores, dancing around people who did not know the art of the shopping game. She weaved between crowds of people like a ghost, unseen by those of lesser shopping talents than her.

When she was finally done, she returned to her car with another armload of bags. Her work done, she retreated home for some rest for herself and her credit card

.....

## **I. Reading Activity**

Read the text carefully, and then tick the right answer

- 1. What is Joan's most interesting hobby?**
  - a. dancing
  - b. reading
  - c. shopping
  - d. facebooking
  
- 2. What day is Joan going shopping on?**
  - a. Thanksgiving
  - b. Christmas day
  - c. Black Friday
  - d. April Fools
  
- 3. How would you best describe Joan's shopping technique?**
  - a. careless and free
  - b. well organized and patient
  - c. planned and skillful
  
- 4. How would you best describe Joan's personality?**
  - a. impatient and drawn towards beauty
  - b. loving and easy-going
  - c. selfish and indifferent
  - d. interesting and perseverant

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4. Which best describes what the act of shopping became for Joan?
  - a. monotonous
  - b. a ritual
  - c. a regret
  - d. a challenge
5. As used at the end of the story, which is the best synonym for retreat?
  - a. return
  - b. withdraw
  - c. escape
6. As used in the middle of the story, which is the best antonym for unseen?
  - a. false
  - b. realistic
  - c. apparent
  - d. invisible
7. How many paragraphs are there in this text?
  - a. four paragraphs
  - b. eight paragraphs
  - c. six paragraphs

### II. Writing Activity

1. Find and underline the topic sentence in each paragraph.
2. Choose the most appropriate supporting sentences concerning paragraph four.
3. The last paragraph lacks a concluding sentence. Try to complete it to make it better.

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### **15. Reading text (First Day at University)**

#### **First Day at University**

What important days in your life do you remember? I remember my first day at university very clearly. I felt excited and happy. At the same time I was very nervous because I didn't know anyone. However, my first day at university was unforgettable.

At first, I was confused and lost. I didn't know where to go. I had to ask a stranger where the first year students were going to meet. This person was very polite and showed me the way. I walked through some big buildings, and when I arrived I saw many students and I felt scared.

After a while, I told myself to be braver. I asked one girl what was happening and we discovered that we were in the same group. We introduced ourselves. Her name was May. We joined in with the activities for “freshie” students. Soon, I started feeling much better. The activities helped me feel part of a team and I was beginning to feel that I had become a university student.

Later, we began our classes. However, all our classmates were quiet. The teacher talked for a while and then we introduced ourselves. I met two girls. Their names were June and Apple. Soon we became good friends and started chatting and learnt more about each other. Although we came from different provinces, we had a lot in common. We spent the rest of the day together until we had to go home.

I am always going to remember that day because I had the opportunity to meet many people. Most importantly, I met the best friends that I have ever had. Finally, I think that it is natural that on our first day at university we feel anxious, but often difficult experiences have happy endings. That's why I say that my first day in the university was very memorable.

[www.henryanker.com](http://www.henryanker.com)

#### **I. Reading Comprehension**

1. How many paragraphs are there in the text? Justify your answer





### **16. Reading Text (The Museum Toy)**

#### **The Museum Toy**

This museum is in the centre of the town, a few meters from the cathedral, and near the market. It contains dolls, dolls' houses, books, games and pastimes, mechanical and constructional toys. In this collection, there are toys made by all sorts of toy manufacturers from the most important to the smallest, including the most ordinary toys and the most precious. There are also records of children's pastimes over the last hundred and fifty years. Most major manufacturing countries of Europe had toy industries in the last century; French and German factories produced millions of toys each year. Many collectors of toys think that the second half of the Nineteenth century was the best period for toy production because the museum has many examples of toys from this period which are still in perfect condition. There is now a growing interest in the toys of the 1920s and 1930s and as the museum has begun to build up a collection from these years. Visitors to the museum will find that someone is always available to answer questions - we hope you will visit us. Hours of opening are 10.00-17.30 every day (except December 25 and 26).

[www.esl-bits.com](http://www.esl-bits.com)

#### **Questions**

##### **I. Reading Comprehension**

**Read through the text and choose ONE answer for each question.**

1. This writing is from ...
  - a. an advertisement.
  - b. a school history book.
  - c. a storybook.
2. What is the writer trying to do?
  - a. to give advice.
  - b. to give opinions.

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c. to give information.

3. The museum has so many toys from the late 19th century because ...

- a. It is located in the middle of town.
- b. Many consider this period the best for manufactured toys.
- c. Visitors are interested in toys from that time.

### **II. Written Expression :**

**1. Sort out from the text one simple sentence and two complex sentences.**

a/.....  
.....b/.....  
.....c/.....  
.....

**2 .Put commas where they belong and justify their use**

a. My estate goes to my husband son daughter-in-law and nephew.

.....

b. Will you Jack do that assignment for me ?

.....

c. Mr. James my English teacher says we have to learn how to use commas.

.....

d. We are having peas and carrots roast beef and cake for dinner.

.....

e. "Don't go there" said Formica.

.....

f. She's the kind of girl who knows everything about everyone.

.....

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### 3. Give the plural form of the following nouns

- |             |       |                |       |
|-------------|-------|----------------|-------|
| 1. thief    | ————→ | 5. information | ————→ |
| 2. roof     | ————→ | 6. louse       | ————→ |
| 3. wood     | ————→ | 7. Syllabus    | ————→ |
| 4. carnival | ————→ |                |       |

### 4. Put the right preposition

- The workers could not put..... the new manager.
- The Prime Minister was told to put ..... his visit to France.
- She is ,.....a doubt, the best student in the class.
- ..... our visit to Japan, we saw a lot of interesting places.
- The ship received a message to put ..... the nearest port.
- The firemen came in no time to put ..... the fire.
- What time is the train.....Madrid .....Barcelona ?

**17. Reading Text (The Mini Problem)**

**The Mini Problem**

Lily’s anger could not have been more palpable. She awakened Christmas morning and, along with her brother, ran down to see the gifts under the tree. In the living room sat a magnificent mini bike. It was red with a pearly white gas tank and side panels. For a brief moment, Lily was filled with what seemed like insurmountable excitement. She couldn’t imagine anything better than getting that bike. Then, her eyes caught sight of a baby doll sitting on the couch with a huge bow. She knew. She knew that the mini bike belonged to her brother and that she had been relegated to that doll. It was *par for the course*. Tommy always got cool things: skateboards, gliders, science kits. The mini bike was just the latest cool thing. Lily always got the boring gifts: a doll with a gown, a doll with a tutu, a doll with a puppy. This doll seemed unusually blah. The doll wore a petticoat. The doll had short, straight black hair. Tommy had seen that mini-bike in the front window of Moore’s Bike Shop, but hadn’t Lily too? Both had begged for the bike. Both had said it was the only thing they wanted for Christmas. Hadn’t Lily asked for it with as much fervor as her twin brother? Tommy’s eyes grew wide at the sight of the bike he knew was his—no doll for him. He ran into his parents’ room and jumped excitedly on the bed. “Thank you, Mama! Thank you, Papa!” he yelled. Meanwhile Lily simmered in the other room. She was furious. She was enraged. She was incensed. It took a while for anyone to even realize she was missing. “What’s wrong, Lil?” Papa asked. “Did you see your pretty doll?” “I saw it,” she said sulkily. “What’s wrong?” asked Mama. Silence. Lily’s jaw was fixed. Her hands clenched. Her whole body trembled. “Oh, Mama, you know Lily is never excited by presents!” her brother laughed. “Come out and watch me ride!” And so they did.

www.english for everyone.org

**I. Reading Comprehension**

**1. Supply a suitable title to the text**

.....

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2. What is ironic about the title of this passage?
- a. Lily has a big problem
  - b. Tommy is perfectly happy
  - c. Lily does not get a mini bike
  - d. Lily's parents do not realize there is actually a problem

3. Find in the text words whose synonyms are the following

- a. Obvious =
- d. angry =

### II. Written Expression

**a . Rewrite the following sentences using your own words and style**

- ✓ Hadn't Lily asked for it with as much fervor as her twin brother?

.....

.....

.....

- ✓ She had been relegated to that doll.

.....

.....

**c. Put the right preposition**

- 1. We are very excited \_\_\_\_\_ our trip to Spain next week.
- 2. I am very fond \_\_\_\_\_ drinking green tea.
- 3. Almost all politicians were involved \_\_\_\_\_ the scandal.
- 4. I am looking forward \_\_\_\_\_ having a meeting with you next week.
- 5. At the moment, she is recovering \_\_\_\_\_ her injuries.
- 6. I'm dreaming \_\_\_\_\_ becoming a famous scientist one day.

d. Use the following words in meaningful sentences:

Whisper- crack - yell out

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### **18. Reading Text (April Fools)**

#### **April Fools**

If you've ever been pranked on April Fools' Day, you may wonder how this tradition started. Well, you're not alone. No one knows for sure how April Fools' Day began. But the most likely explanation has to do with the calendar.

No, that's not an April Fools' Day joke. People used to celebrate New Year's Day on April 1st. Just like today, people would have big parties to celebrate. Over time, the calendar changed and so did the date for New Years. In the 1500s, the new calendar marked New Years Day as January 1st. But because there was no Internet or other means to spread the word, the news traveled slowly by word of mouth. It took a while for everyone to hear about the change, and even then some people resisted it. They continued to celebrate New Years on April 1st. These people were given the nickname "April fools".

People following the new calendar played tricks on the "April fools" by sending them on "fool's errands". They had the "April fools" deliver invitations to big New Year's celebrations that weren't really going to happen. In France, "April fools" were called "Poisson d'Avril", which is French for "April Fish". This began because people thought fish were easy to catch since they could be fooled into taking the bait on a hook. Children would tag a paper fish on a person's back to mark them as an "April Fish". When the person discovered the fish, the prankster would yell "Poisson d'Avril".

Not everyone is convinced that this is actually how the tradition of April Fools' Day began. People have tried to pinpoint the exact date of the first April Fool's Day, but this only led to more pranks. A professor from Boston University pranked a reporter by making up a story about a court jester who said he could run the empire better than the king. The jester was made king for a day on April 1st. This turned out to be a big April Fools' Day trick because the reporter thought the story was real. Even though we aren't sure how this tradition began, people still celebrate April Fools' Day by playing tricks on each other. So the next

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time you prank someone and yell “April Fools!” remember that the day may actually be about the people who didn’t want to change their traditions when the new calendar was adopted. Or maybe it’s just a day to celebrate the joker in all of us.

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### I. Reading Activities:

- Choose the right answer :

1. What did children do in France on April fools :

- a. Wore paper fish on their backs
- b. Went celebrating
- c. Placed paper fish on others’backs

2. People played tricks on others by sending them on “fool's errands.” What is the definition of an errand?

- a. a journey undertaken to accomplish a special task
- b. a mission of no great consequence
- c. an oral message trusted to a person for delivery

3. What is the purpose of the author :

- a. to reveal the arrival of April Fools Day
- b. to teach readers how April Fools Day is celebrated
- c. to make readers aware of the history of April Fools Day

- Find appropriate words to the following definitions :

- a. desire to know something
- b. to narrow information down to a specific place or moment in time
- c. table for keeping track of days and dates
- d. to perform a practical joke on someone.

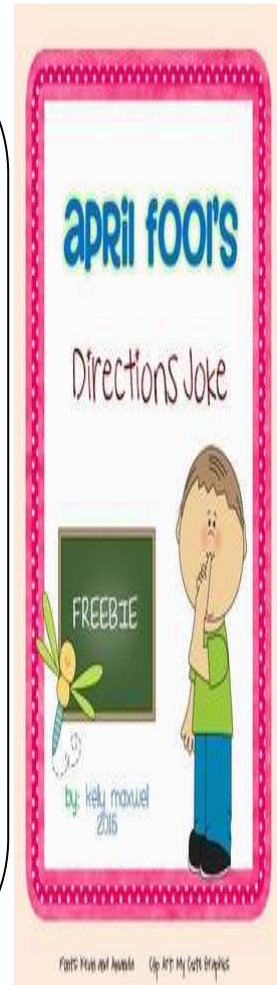
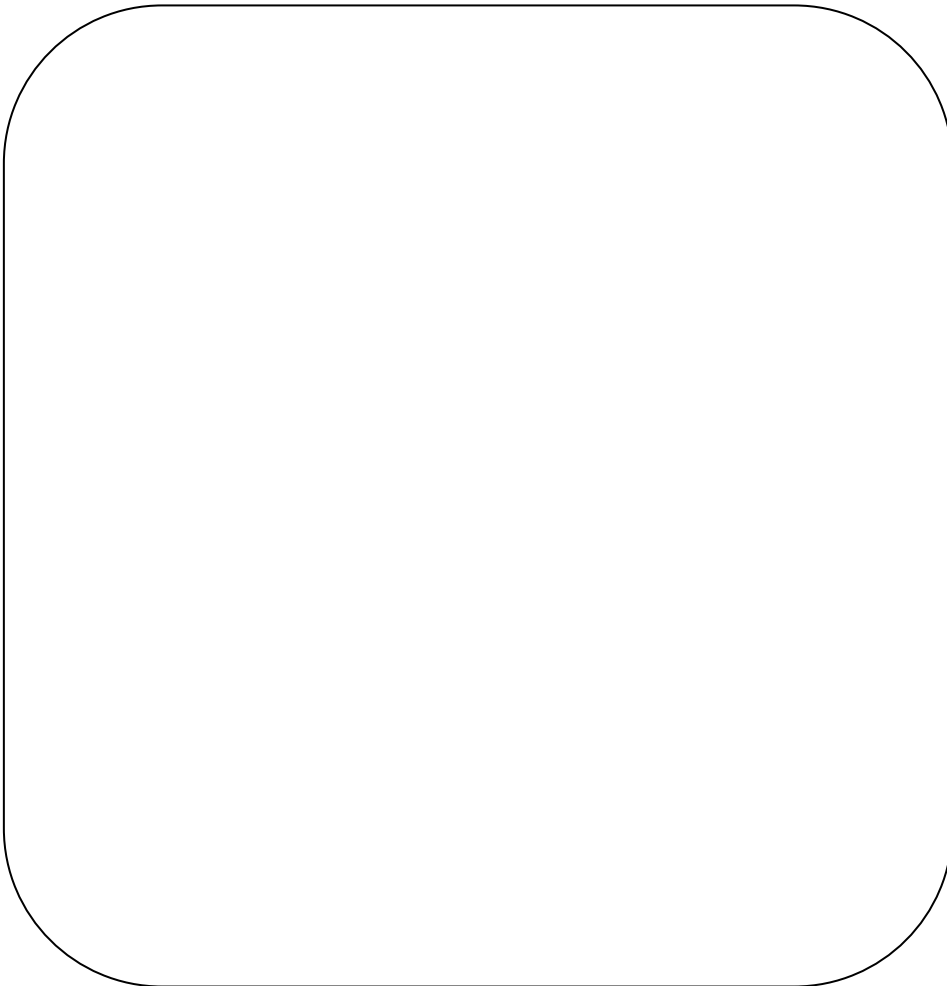


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### II. Writing Activity :

Write a narrative paragraph about playing an April Fools 'Day joke on someone.



### 19. Reading Text ( A Mystery)

#### A Mystery

“Something is very wrong,” says the detective. “I know!” says Ms. Gervis. “It is wrong that someone has stolen from me!” The detective looks around Ms. Gervis’ apartment. “That is not what I am talking about, ma’am. What is wrong is that I do not understand how the robber got in and out.” Ms. Gervis and the detective stand in silence. Ms. Gervis’ eyes are full of tears. Her hands are shaking. “The robber did not come through the window,” says the detective. “These windows have not been opened or shut in months.” The detective looks at the fireplace. “The robber did not squeeze down here.” The detective walks to the front door. He examines the latch. “And since there are no marks or scratches, the robber **definitely** did not try to break the lock.” “I have no idea how he did it,” says a bothered Ms. Gervis. “It is a big **mystery**.” “And you say the robber stole nothing else?” asks the detective. “No money, no jewelry, no crystal?” “That’s right, detective. He took only what was important to me,” Ms. Gervis says with a sigh. “There is only one thing I can do now.” “And what is that?” the detective asks with surprise. “I will stop baking cakes,” Ms. Gervis says. “They are mine to give away. They are not for someone to steal.” “You can’t do that!” says the detective with **alarm**. “Who will bake those delicious cakes?” “I am sorry. I do not know,” says Ms. Gervis. “I must solve this case **immediately!**” says the detective.

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#### **Questions**

1. Where does this story take place?
2. Why were the hands of MS. Guervis shaking?
3. The detective was so sure that the robber did not come through the window. Justify
4. What are the possible questions the detective could add to solve this mystery?
5. What else was stolen from the apartment?
6. What would happen if the detective did not solve the mystery?

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7. Do you like mysteries? Justify your answer

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### 20. Reading Text ( The Bus Driver)

#### The Bus Driver

Dana Miller is a bus driver. She drives a bus in the city of Philadelphia. She works the night shift. That means she starts work at 10:00 at night and gets off at 6:00 in the morning. In the world of bus driving, this is sometimes called third shift. Dana has been driving a bus for 15 years. She started when she was 23 years old. She loves her job most of the time. She gets to see the beautiful city from her seat. She gets to meet all kinds of people. There is the guitar player. He **lugs** his heavy guitar on the bus every Friday night. He plays at a nightclub downtown. People call him Get Low. That is because he likes to play the guitar on his knees. If the bus is not too crowded, Get Low plays in the back of the bus. The bus is seldom crowded at night. He likes to warm up on the bus before shows. There is the woman who works at the pretzel factory. Each day the “Pretzel Lady” brings Dana a bag of fresh, soft pretzels. They fill the bus with a wonderful smell. Sometimes Dana’s job is hard. It is hard when Dana sees people down on their luck. One time, a young woman left her sleeping baby on the bus. There was a note on the baby's blanket asking for help. Dana had to call the police. Another time, a teenaged boy stole money from Dana on the bus. He had a fake gun. Dana thought it was real. She was very scared. **Occasionally**, driving the bus can be scary. But most of the time, driving the bus is great. Dana does not want to work anywhere else. “How was your night?” Dana’s husband likes to ask when she gets home. “Good music, good food, and a **great view of the city**,” she says.

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Questions:

#### **I. Reading Activity**

1. Where does Dana drive the bus?
2. For which reason do you think Dana loves her work?
3. Does she work during the night?

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4. Why is the guitar player called Get Low?
5. What did the Pretzel lady bring to Dana?
6. Did Dana feel afraid sometimes?

### II. Writing Activity

If you were in Dana's shoes, would you enjoy this job?

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### **21. Reading Text (Accused)**

#### **Accused**

Elizabeth was brooding in her room. She had sought asylum there since spurious gossip about her began circulating at Seagrove Academy last week.

Not that Elizabeth had ever been considered a social butterfly. She preferred to live vicariously through the stories of her more brazen friends: late night partying, fraternizing with boys, childish pranks. Still, she had taken to being more by herself than usual since the allegations surfaced. She was up for consideration for the highly coveted Blauvelt Award, a scholarship recognizing “academic integrity and promise.”

A student had given headmaster Billings an anonymous “tip” that Elizabeth had cheated on several tests this year. The accusations were laughable. Elizabeth had long been a stellar student at Seagrove. She lacked a natural intelligence – this was true. However, she compensated for this deficit through diligence and perseverance; she was very thorough in her studies and exhibited an almost relentless determination. Still, the accusations had given the recommendation committee pause.

On Friday Elizabeth had been called to Mr. Billings’ grand office, where she was asked copious questions about her recent exams. The experience was quite traumatic. Seagrove was an elite school. Most of its students came from privileged backgrounds. This was not the case for Elizabeth. Her family had little money. She attended Seagrove on a full scholarship. The Blauvelt Award would help her family pay for college. So, it was with the same diligence which she applied to her studies that Elizabeth planned to unmask her accuser. She opened the school directory on her bed and began combing through the names.

Seagrove was such a small and insular community. Twenty-one kids would be in her graduating class. Elizabeth knew it was inevitable that the person spreading rumors about her would come to light. It was just a matter of time.

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Questions:

### I. Reading Activity

1. What is wrong with Elizabeth?

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2. What is the meaning of "diligence and perseverance" as used in paragraph 4?

- A. efficiency and willpower
- B. natural ability
- C. hard work and discipline

3. Which of the following is best described as brazen?

- A. A dog chases a cat up a tree.
- B. A man walks his dog during the rain.
- C. A woman steps in front of a bus to make it to stop.

4. How do you qualify Elizabeth?

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5. What does Seagrove Academy represent?

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6. Spot from the text synonyms of:

- a. expose
- b. exceptional
- c. unavoidable

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### II. Writing Activity

#### A. Paraphrase the following :

- The experience was quite traumatic.

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- Elizabeth was brooding in her room. She had sought asylum there.

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#### B. Try to imagine an end to this story.

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### **22. Reading Text (Marie Curie)**

#### **Marie Curie**

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At the early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

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#### **I. Reading Comprehension**

##### **- Tick the right answer**

1. The Curies'..... collaboration helped to unlock the secrets of the atom.  
A. friendly      B. competitive      C. courteous      D. industrious
2. Marie had a bright mind and a .....personality.  
A. strong      B. lighthearted      C. humorous      D. strange

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3. When she learned that she could not attend the university in Warsaw, she felt.....

- A. hopeless      B. annoyed      C. depressed

4. Marie .....by leaving Poland and traveling to France to enter the Sorbonne.

- A. challenged authority      B. showed intelligence      C. behaved

5. ....she remembered their joy together.

- A. Worried      B. Tearfully      C. Sorrowfully

6. Her ..... began to fade when she returned to the Sorbonne to succeed her husband.

- A. misfortune      B. anger      C. disappointment

### **II. Written Expression**

**a.** Identify the sentence type. Circle the coordinating or subordinating conjunctions.

1. I go up the ladder and down the slide.
2. We can help you bring in the boxes and bags.
3. He looked terrible because of many sleepless nights.
4. It is impossible that you anticipate all the questions that you are going to be asked.
5. The little girl was clearly so upset, for she sat alone.
6. Your coach is right since you need more experience.
7. She is a talented player, but she seems arrogant.

**b.** Do you think that Marie Curie was a successful woman? Write a paragraph and justify your answer

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[www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter)

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