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I. Reading

Facts you should know about Global Warming

Fact 1: In 1996, the Intergovernmental Panel on Climate Change (IPCC), representing 2,500 scientists, released a major assessment on climate change. The 3600-page report reduces many of the uncertainties surrounding the issue. Scientists are now more confident than ever that the emission of greenhouse gases through human activities is contributing to global warming. This will lead to climate change next century, with potentially disastrous impacts on biodiversity, coasts, agriculture, water and health.

Fact 2: The greenhouse effect is a natural phenomenon – if it weren't for the natural greenhouse effect the Earth would be some 33°C cooler than it is at present. The planet is warm enough for complex life because naturally occurring gases (including carbon dioxide and water vapour) trap heat which would otherwise escape into space. The problem is that human activity – including combustion of fossil fuels and land clearing – is adding to these gases faster than oceans, plants and soil can absorb them. This is unnaturally 'enhancing' the greenhouse effect. Since the industrial revolution, the concentration of carbon dioxide, the main greenhouse gas, has increased by 30 per cent. Long- substantiated laws of physics tell us that, given we are altering the energy balance of the atmosphere, this will impact on the world's temperature and climate.

Fact 3: The measured increase in temperature of about 0.3-0.6°C this century is consistent with the latest climate model predictions. The 1980s was the warmest decade on record, with 1990, 1991 and 1995 the three warmest years on record. This is not to say that the warming trend is the consequence of the enhanced greenhouse effect. However, recent studies show that the warming trend this century is unlikely to be due to natural phenomena such as increased solar output. The IPCC has now stated that 'the balance of evidence suggests that there is discernible human influence on global climate'.

Fact 4: Global warming predictions are based on computer models and analysis of climate change that has occurred in the past. Global warming and climate change predictions are based on two major sources. Complex computer models (known as global circulation models) are able to simulate the broad features of the climate system including atmospheric and ocean circulations. These models can now simulate the present climate and have greatly improved scientists' ability to distinguish between natural and human influences on the climate. The most recent climate models predict an increase in global average temperatures of 1.5-3.5°C for a

doubling in the atmospheric concentration of greenhouse gases. The average rate of warming would be greater than at any time in the history of civilization. Analysis of air trapped in glacier ice confirms the model predictions. The analysis reveals that past changes in temperature are closely correlated to changes in carbon dioxide in the atmosphere.

Fact 5: Global warming will lead to a rise in the sea level. The IPCC has projected that sea levels will rise by between 15 and 95 cm next century, with a best estimate of 50 cm. Sea level rise will be principally due to thermal expansion of the oceans and also some melting of glaciers. The sea level will continue to rise after next century, even if the concentrations of greenhouse gases are cut by that time.

Fact 6: Human-induced climate change is different to past natural climate change. Natural climate variability is an ongoing phenomenon – scientific analysis suggests temperatures have changed by a number of degrees in recent geological history. It is important to recognize, though, that present-day stresses on natural ecosystems from human activity will mean the resilience of ecosystems to the changes will be much less than in the past. Furthermore, both the rate and the level of global warming will be greater than any time in the last 10,000 years. Past global and regional climate changes, have resulted in social and cultural upheaval – in some cases contributing to the collapse of civilizations.

Fact 7: The costs of global warming will outweigh the benefits. The nature and extent of the impacts of global warming are still uncertain. However, the IPCC has made it clear that many of the world's ecological and human systems are extremely vulnerable to the predicted global warming, in particular ecosystems and societies that are already subject to environmental, economic and cultural stresses. The IPCC has also stated that future climate changes may involve 'surprises'. Some commentators have suggested that because some regions or industries may benefit in the short term from climate change – for example, wheat yields could improve in Canada – then there is no need to be concerned about the issue. This suggestion is based on a false assumption that climate change will be a one-off event. Unless the level of greenhouse gases in the atmosphere is stabilised, though, human-induced climate change will continue to occur and benefits may only be transient. Furthermore, the suggestion ignores the social, economic and environmental upheaval that will arise if significant sections of society or ecosystems are unable to adapt to climate change.

QUESTIONS

In the two lists below, a statement in the list (A-F) corresponds to an idea in one of the paragraphs (Fact 2 - Fact 7). Match the two lists by typing in the correct letter for each question.

Q 1: Fact 2 = ____

Q 2: Fact 3 = ____

Q 3: Fact 4 = ____

Q 4: Fact 5 = ____

Q 5: Fact 6 = ____

Q 6: Fact 7 = ____

- A.** Global warming is likely to increase.
- B.** The earth will find it difficult to cope with global warming.
- C.** This century has seen a rise in temperature.
- D.** Sea level rise has been predicted.
- E.** Global warming might bring unexpected benefits.
- F.** The greenhouse effect has been beneficial to the earth.

Q7. Considered as a whole, the text:

- A.** is optimistic that global warming can be dealt with.
- B.** rejects simple attempts to solve the problem.
- C.** explains how the problem can be solved.
- D.** explains the consequences of global warming.

Q8. Computer predictions of climate change have been

- A.** disputed by some scientists
- B.** modified over many years
- C.** proved reliable by trapped air in glaciers
- D.** based on recent climate changes

Q9. Societies have disappeared because of global warming.

- A.** TRUE
- B.** FALSE
- C.** NOT GIVEN

Q10. Which statement is closest in meaning to what the text says?

- A.** The greenhouse effect has increased by thirty times since the industrial revolution.
- B.** Atmospheric carbon dioxide is thirty times greater than before the industrial revolution.
- C.** There is no evidence of changes in carbon dioxide levels since the industrial revolution.
- D.** Carbon dioxide in the atmosphere has increased by almost one-third since the industrial revolution.

Q11. When greenhouse gases are reduced, the rise in sea levels will also be reduced.

- A.**TRUE
- B.**FALSE
- C.**NOT GIVEN

Q12. Damage from global warming is likely to be only temporary.

- A.**TRUE
- B.**FALSE
- C.**NOT GIVEN

Complete the summary of the first three paragraphs (Facts 1-3) by choosing a maximum of three words from the passage to fill in the spaces 13 to 18:

The IPCC **13.**_____ helped our understanding of global warming and affirmed that greenhouse gas **14.**_____ is a large contributor. Although a naturally occurring phenomenon, the greenhouse effect is being made worse **15.**_____, affecting both **16.**_____ and **17.**_____. The IPCC believe that other factors (for example, **18.**_____) are not responsible.

Sea-Level Rise in the Nile Delta ¹

According to the studies assessed by the *Intergovernmental Panel on Climate Change* (IPCC), it was realized that human activities have led to a rise in the average earth's temperature by 0.74 degrees C since the late **1800**'s. It is projected to increase by another 2.0 °C to 4 °C by the year 2100. This rapid and continuous rise in the earth's average temperature has been traced to the increase in greenhouse gases in the earth's atmosphere. This rapid increase of the mean average global temperatures has actually been well observed and is expected to continue for several decades with high levels of certainty. In addition, the increase of temperature is expected to lead to a melting of a large portion of the polar cap as well as a huge expansion of deep ocean water. A worldwide sea-level rise between 18 and 59 cm was projected by IPCC (2007) by the end of the present century. According to the synthesis report of the *Copenhagen Scientific Climate Conference* (2009:10), "new estimates suggest a sea level rise of around a metre or more by 2100."

The continuous increase of temperature is expected to lead to changes of precipitation levels, which will then lead to shortages of water availability, deterioration of agricultural productivity and loss of coastal sustainability. Global circulation models have been trying to predict expected climatic conditions with reasonable certainty to warrant decisions.

The potential impact of sea-level rise over low elevation deltaic and coastal areas is expected to be very serious and includes direct and indirect inundation of beaches as well as salt water intrusion which is expected to lead to long range damage to urban systems as well as changes of agricultural productivity and public health. It is also predicted that the increases of mean average temperatures will be associated with an increase of the intensity and frequency of extreme events such as dust storms, sand storms, heat waves and flash floods. The damage caused by the increase of intensities and frequencies of extreme events will also include agricultural productivity, maritime transport and damages to property and health.

¹ This is excerpted from "Mapping Areas Affected by Sea-Level Rise due to Climate Change in the Nile Delta Until 2100" by Mohamed El Raey as published by Springer in H. G. Brauch's *Coping with Global Environmental Change, Disasters and Security* (2011).

Egypt is characterized by an arid to semi-arid environment and low community resilience represented by limited water resources and technical capacity. The high population growth rate and the rapid spread of unplanned urbanization are main causes of concern due to the resultant increase in air and water pollution. The rise in temperature is expected to further exacerbate the dearth in water resources and lead to a rise in the severity of sand and dust storms. The increased usage of fertilizers and pesticides is also expected to increase the rates of water and food pollution.

The Nile delta region is fairly unique in the distribution of its population, topography, land-use, agricultural productivity and economic activities, which makes it extremely vulnerable to any potential impacts on its water resources and coastal zone. The River Nile supplies 95 per cent of the country's total water needs, including water intensive irrigated agricultural land along its banks and the delta. Major urban centres, commerce, and industrial activities are also confined to the narrow corridor along the Nile and the coast around its delta. The rest of the country (about 95 per cent) is desert and does not support much population or economic activity.

There are conflicting projections of the future availability of the water of the Nile as a result of climate change. The global sea-level rise combined with local land subsidence in many coastal areas, are expected to cause serious damage to many coastal ecosystems especially those of the low land deltaic coasts such as that of the Nile Delta in Egypt. In summary, the impact of SLR on the Nile Delta can be divided into direct impacts of inundation and salt water intrusion and indirect impacts of loss of productivity, excessive soil salinity, health impacts and socio-economic implications. Alexandria will be considered in more detail as an illustration of the SLR threat against the coastal line of the Nile Delta.

Alexandria city is located to the west of the Rosetta branch of the River Nile. It has a population of about four million and hosts the largest harbour in the country as well as roughly 40 per cent of the Egyptian industrial activities. In order to assess the impacts of sea-level rise on Alexandria, a *Geographic Information System* (GIS) was created. The GIS included land use layers as obtained from satellite images, a *digital elevation model* (DEM) and extrapolated data on population distribution. To assess the impacts from sea-level rise (SLR), a number of

scenarios were assumed over the century (0.25, 0.5, 1.0 m), taking land subsidence (2.0 mm/a) into consideration. Then, the percentage of the population and land use areas at risk for each scenario level were identified and quantified by the GIS analysis.

The outcomes for each SLR scenario in case of a 'business as usual' have been extrapolated to assess the potential loss of employment for each sector for the years 2010, 2025 and 2050, if no action is taken. Analyses of the results indicate that for a SLR of 0.5 m a sizable fraction of the low land inside the city will be inundated unless actions are taken for protection. It will lead to the loss of a number of touristic beaches and flooding of some agricultural and industrial areas. Also, over 1.5 million people will have to be relocated. Other expected losses include 195,000 jobs as well as land, properties and revenues in the range of US\$ 30 billion. The loss of the cultural heritage is not being accounted for. These results are based upon an extrapolation of current national statistics and are only intended as estimates of an order of magnitude. The results in table 45.2 indicate that the most severely affected employment sector will be industry, followed by tourism and agriculture. Fortunately, Alexandria Corniche was built for the purpose of better traffic flow which helped at the same time to protect a major part of the city from the potential impacts of SLR.

Questions for discussion:

1. How will climate change affect earth by the end of the century?
2. How would "climate change" affect the Alexandria by 2100?
3. What do you think Egyptians can do regarding this problem?
4. Define the following words:
 - a. Land subsidence
 - b. SLR
 - c. inundation
 - d. Vulnerable

Dolphins

Dolphins have been declared the world's second most intelligent creatures after humans, with scientists suggesting they are so bright that they should be treated as 'non-human persons'. Studies into dolphin behaviour have highlighted how similar their communications are to those of humans and that they are brighter than chimpanzees. These have been backed up by anatomical research showing that dolphin brains have many key features associated with high intelligence. The researchers argue that their work shows it is morally unacceptable to keep such intelligent animals in amusement parks or to kill them for food or by accident when fishing. Some 300,000 whales, dolphins and porpoises die in this way each year. 'Many dolphin brains are larger than our own and second in mass only to the human brain when corrected for body size,' said Lori Marino, a zoologist at Emory University in Atlanta, Georgia, who has used magnetic resonance imaging scans to map the brains of dolphin species and compare them with those of primates. 'The neuroanatomy suggests psychological continuity between humans and dolphins and has profound implications for the ethics of human-dolphin interactions,' she added. Dolphins have long been recognised as among the most intelligent of animals. Recently, a series of behavioural studies has suggested that dolphins, especially species such as the bottlenose, whose brains weigh about 5lb, could even be brighter than chimps, which some studies have found can reach the intelligence levels of three-year-old children. The studies show how dolphins have distinct personalities, a strong sense of self and can think about the future. It has also become clear that they are 'cultural' animals, meaning that new types of behaviour can quickly be picked up by one dolphin from another. In one study, Diana Reiss, professor of psychology at Hunter College, City University of New York, showed that bottlenose dolphins could recognise themselves in a mirror and use it to inspect various parts of their bodies, an ability that had been thought limited to humans and great apes. In another, she found that captive animals also had the ability to learn a rudimentary symbol-based language. Other research has shown dolphins can solve difficult problems, while those living in the wild co-operate in ways that imply complex social structures and a high level of emotional sophistication. In one recent case, a dolphin rescued from the wild was taught to tail-walk while recuperating for three weeks. In-a

dolphinarium in Australia. After she was released, scientists were astonished to see the trick spreading among wild dolphins who had learnt it from the former captive. There are many similar examples, such as the way dolphins living off Western Australia learnt to hold sponges over their snouts to protect themselves when searching for spiny fish on the ocean floor. Such observations, along with others showing, for example, how dolphins could co-operate with military precision to round up shoals of fish to eat, have prompted questions about the brain structures that must underlie them. Size is only one factor. Researchers have found that brain size varies hugely from around 70z for smaller cetacean species such as the Ganges River dolphin to more than 19Lb for sperm whales, whose brains are the Largest on the planet. Human brains, by contrast, range from 2Lb-4Lb, while a chimp's brain is about 120z. When it comes to intelligence, however, brain size is Less important than its size relative to the body. What Marino and her colleagues found was that the cerebral cortex and neocortex of bottlenose dolphins were so Large that 'the anatomical ratios that assess cognitive capacity place it second only to the human brain'. They also found that the brain cortex of dolphins such as the bottlenose had the same convoluted folds that are strongly linked with human intelligence. Such folds increase the volume of the cortex and the ability of brain cells to interconnect with each other. 'Despite evolving along a different neuroanatomical trajectory to humans, cetacean brains have several features that are correlated with complex intelligence,' Marino said. 'Marino and Reiss will present their findings at a conference in San Diego, California, next month, concluding that the new evidence about dolphin intelligence makes it morally repugnant to mistreat them. Thomas White, professor of ethics at Loyola Marymount University, Los Angeles, who has written a series of academic studies suggesting dolphins should have rights, will speak at the same conference. 'The scientific research ... suggests that that dolphins are "non-human persons" who qualify for moral standing as individuals,' he said.

Glossary:

oz: an ounce in weight (1oz = 28g)

lb: a pound in weight (1lb = 454g = 16oz)

Questions

1. Skim-read the passage and find the sections that refer to

a. Size, weight or other physical properties of the brain

b. Intelligence.

2. Match the sentences 1-5 with the words a-e.

1. There are reasons to believe that dolphins deserve to be regarded as	a. morally unacceptable
2. One of the consequences of this is that using them for entertainment, as we do now, would be.....	b. brain structures
3. In order to compare dolphin and human brains, scientists have used.....	c. non-human persons
4. The way dolphins can cooperate and their levels of problem solving have made scientists think again about dolphins'	d. brain cortex
5. Scientists have also observed that the intelligence of certain dolphins is suggested by the physical structure of their.....	e. imaging scans

3. Do you agree with the writer's opinion? Why?

4. Suggest a better title for this passage.

II. Grammar

Parts of Speech²

Adjectives

Adjectives are words that describe nouns and pronouns. Adjectives answer the questions:

What kind? How much? Which one? How many? For example:

What kind?	red nose	gold ring
How much?	more sugar	little effort
Which one?	second chance	those chocolates
How many?	several chances	six books

There are five kinds of adjectives: common adjectives, proper adjectives, compound adjectives, articles, and indefinite adjectives.

Follow these guidelines when you use adjectives:

1. Use an adjective to describe a noun or a pronoun.

Jesse was *unwilling* to leave *the circus*.

noun adj. adj. noun

2. Use vivid adjectives to make your writing more specific and descriptive.

Take a *larger slice* of the *lusciouscake*.

adj. noun adj. noun

² Extracted from Chapter 1 from Rozakis' *English Grammar for the Utterly Confused*.

3. Use an adjective after a linking verb. A linking verb connects a subject with a descriptive word. The most common linking verbs are be (is, am, are, was, were, and so on), seem, appear, look, feel, smell, sound, taste, become, grow, remain, stay, and turn.

Chicken made this way tastes more delicious (not deliciously).

Adverbs

Adverbs are words that describe verbs, adjectives, or other adverbs. Adverbs answer the questions: *When? Where? How? or to what extent?*

When?	left yesterday	begin now
Where?	fell below	move up
How?	happily sang	danced badly
To what extent?	partly finished	eat completely

Most adverbs are formed by adding -ly to an adjective. For example:

Adjective	Adverb
Quick	quickly
Careful	carefully
Accurate	accurately

Here are some of the most common non-ly adverbs:

Afterward, almost, already, also, back, even, far, fast, hard, here, how, late, long, low, more, near, never, next, now, often, quick, rather, slow, soon, still, then, today, tomorrow, too, when, where, yesterday.

Follow these guidelines when you use adverbs:

1. Use an adverb to describe a verb.

Experiments using dynamite must be *done carefully*.

verb adv.

2. Use an adverb to describe an adjective.

Sam had an *unbelievably huge* appetite for chips.

adv. adj.

3. Use an adverb to describe another adverb.

They sang so clearly.

adv. adv.

Exercise:

A) Complete the following exercise with the correct form of the words:

1. That pitbull looks (angry)
2. She spoke (quiet)
3. Erica listened to her mother..... (careful)
4. Mary makes mistakes. (careless)
5. Children grow (quick)
6. He is very today. (happy)
7. It's raining (heavy)
8. Morgan was hurt in a car accident. (serious)
9. His situation was very (serious)

1. The bus driver was injured. (**serious**)
2. Kevin is clever. (**extreme**)
3. This hamburger tastes (**awful**)
4. Be with this glass of milk. It's hot. (**careful**)
5. Robin looks What's the matter with him? (**sad**)
6. Jack is upset about losing his keys. (**terrible**)
7. This steak smells (**good**)
8. Our basketball team played last Friday. (**bad**)
9. Don't speak so I can't understand you. (**fast**)
10. Maria opened her present. (**slow**)
11. Tom is He works (slow)
12. Sue is a girl. She climbed up the ladder (careful).
13. The dog is It barks (angry)
14. He acted He's an actor. (excellent)
15. They learn English They think English is an language.
(easy)
16. Max is a singer. He sings (good)
17. It's cold today. The cold wind is (awful).
18. The little boy looked I went over to comfort him and he looked at
me (sad).
19. I tasted the soup(careful) but it tasted..... (wonderful).

Conjunctions

Conjunctions connect words or groups of words and show how the words are related. There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.

1. Coordinating conjunctions link similar words or word groups. There are seven coordinating conjunctions:

for and nor but or yet so

2. Correlative conjunctions also link similar words or word groups, but they are always used in pairs. Here are the correlative conjunctions:

both . . . and either . . . or

neither . . . nor not only . . . but also whether . . . or

3. Subordinating conjunctions link an independent clause (complete sentence) to a dependent clause (fragment). Here are the most often used subordinating conjunctions: after, as long as, as soon as, before, unless, if, though, even though, until, till, etc.

Interjections

Interjections show strong emotion. Since interjections are not linked grammatically to other words in the sentence, they are set off from the rest of the sentence with a comma or an exclamation mark. For example:

Oh! What a shock you gave me with that gorilla suit.

Wow! That's not a gorilla suit!

Nouns

A noun is a word that names a person, place, or thing. Nouns come in these varieties: common nouns, proper nouns, compound nouns, and collective nouns.

1. Common nouns name any one of a class of person, place, or thing. (girl , city, food)
2. Proper nouns name a specific person, place, or thing. Proper nouns are always capitalized.

Barbara New York City Rice-a-Roni

3. Compound nouns are two or more nouns that function as a single unit. A compound noun can be two individual words, words joined by a hyphen, or two words combined. Individual words: time capsule

Hyphenated words: great-uncle

Combined words: basketball

4. Collective nouns name groups of people or things. (audience, family, herd, crowd)

Possessive Nouns

In grammar, possession shows ownership. Follow these rules to create possessive nouns.

1. With singular nouns, add an apostrophe and an s.

dog dog's bone singer singer's voice

2. With plural nouns ending in s, add an apostrophe after the s.

dogs dogs' bones singers singers' voices

3. With plural nouns not ending in s, add an apostrophe and an s.

men men's books mice mice's tails

Plural Nouns

Here are the guidelines for creating plural nouns:

1. Add -s to form the plural of most nouns. cat cats computer computers

2. Add -es if the noun ends in s, sh, ch, or x.

wish wishes inch inches box boxes

3. If a noun ends in consonant -y, change the y to i and add es.

city cities lady ladies

4. If a noun ends in vowel -y, add s. Words ending in -quy don't follow this rule (as in soliloquies).

essay essays monkey monkeys

Correct the mistakes in the following sentences (Plural and singular):

1. My childs were playing in the street when they saw the accident.
2. Some people are afraid of mouses.
3. The mans have decided to go out for the night.
4. There are so many beautiful womans in the world.
5. People have two foots.

6. Oxes are very strong animals.
7. I don't like persons who are cruel to animals.
8. Adults have 32 teeth.
9. There are 25 sheep.
10. Have you seen all the deers?
11. I want to buy 10 new fishes for my aquarium.
12. Mooses are common in North America.
13. There are plenty of aircrafts at the airport although most of them are airplanes.
14. You should watch at least 5 great TV serieses in your life.
15. I don't have any sisters-in-laws.
16. Mona has to set several alarms clocks to wake up in the morning.

Pronouns

A pronoun is a word used in place of a noun or another pronoun. Pronouns help you avoid unnecessary repetition in your writing and speech. A pronoun gets its meaning from the noun it stands for. The noun is called the antecedent.

Although Seattle is damp, it is my favorite city. antecedent pronoun

There are different kinds of pronouns. Most of them have antecedents, but a few do not.

1. Personal pronouns refer to a specific person, place, object, or thing.

	Singular	Plural
First person	I, me, mine, my	we, us, our, ours
Second person	you, your, yours	you, your, yours
Third person	he, him, his, she, her, hers, it	they, them, their, theirs, its

2. Possessive pronouns show ownership. The possessive pronouns are: your, yours, his, hers, its, ours, their, theirs, whose.

Is this beautiful plant yours?

Yes, it's ours.

3. Reflexive pronouns add information to a sentence by pointing back to a noun or pronoun near the beginning of the sentence. Reflexive pronouns end in -self or -selves.

Tricia bought herself a new car.

All her friends enjoyed themselves riding in the beautiful car.

4. Intensive pronouns also end in -self or -selves but just add emphasis to the noun or pronoun.

Tricia herself picked out the car.

5. Demonstrative pronouns direct attention to a specific person, place, or thing. There are only four demonstrative pronouns: this, that, these, those.

This is my favorite movie.

That was a fierce rainstorm.

6. Relative pronouns begin a subordinate clause. There are five relative pronouns: that, which, who, whom, those.

Jasper claimed that he could run the washing machine.

Louise was the repair person who fixed the machine after Ali washed his sneakers.

7. Interrogative pronouns ask a question. They are: what, which, who, whom, whose.

Who would like to cook dinner?

Which side does the fork go on?

8. Indefinite pronouns refer to people, places, objects, or things without pointing to a specific one. (For example: someone, somebody, anybody, another, each, all, some, none, etc.)

Verbs

Verbs name an action or describe a state of being. Every sentence must have a verb. There are three basic types of verbs: action verbs, linking verbs, and helping verbs.

Action Verbs

Action verbs tell what the subject does. The action can be visible (jump, kiss, laugh) or mental (think, learn, study).

The cat broke Louise's china.

Louise considered buying a new china cabinet.

An action verb can be transitive or intransitive. Transitive verbs need a direct object. The boss dropped the ball.

The workers picked it up.

Intransitive verbs do not need a direct object. Who called?

Quick Tip

To determine if a verb is transitive, ask yourself “Who?” or “What?” after the verb. If you can find an answer in the sentence, the verb is transitive.

Linking Verbs

Linking verbs join the subject and the predicate. They do not show action. Instead, they help the words at the end of the sentence name or describe the subject. As you read earlier in this chapter, the most common linking verbs include: be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste, turn, become. Look for forms of to be, such as am, are, is, was, were, am being, can be, have been, and so on.

The manager was happy about the job change. He is a good worker.

Many linking verbs can also be used as action verbs.

Linking: The kids looked sad.

Action: I looked for the dog in the pouring rain.

Quick Tip

To determine whether a verb is being used as a linking verb or an action verb, substitute am, are, or is for the verb. If it makes sense, the original verb is a linking verb.

Helping Verbs

Helping verbs are added to another verb to make the meaning clearer. Helping verbs include any form of to be, do, does, did, have, has, had, shall, should, will, would, can, could, may, might, must. Verb phrases are made up of one main verb and one or more helping verbs.

They will run before dawn.

They still have not yet found a smooth track.

Decide whether the verbs in bold are linking, helping or action verbs:

1. The burglar **disappeared** with the cash.
2. The director **told** the actors, “Do your best, and we’ll be a hit.”
3. He **would** tell me if he thought we were in danger.
4. His ability to concentrate **is** legendary.
5. The campers **hid** inside the cabin when they saw the bear.
6. Alexis **is** swimming in the state championship next week.
7. Frustrated with the official’s call, Ethan **kicked** the bench.
8. The student **procrastinated** too long and failed to finish the project.
9. The vegetarian burger **tasted** like salted cardboard.
10. Ellen **nodded** to the audience and sang her song.
11. Her brother **likes** bananas, but she likes peaches.
12. Adjunct faculty **are teaching** in several of the lower division courses.
13. The director told the actors, “**Do** your best, and we’ll be a hit.”
14. Regis Philbin, the host of “Who Wants to be a Millionaire,” **smiled** at her answer.
15. When the contestant **completed** the first test, she received another clue.
16. Dennis **became** impatient when Thomas took so long choosing a movie.
17. President Clinton **pushed** into the crowd and shook her hand.
18. The hiker **turned** quickly toward the noise behind him.
19. Our teacher **gave** each of us another chance to take the exam.
20. After the chef **completed** the demonstration, she left the students to clean the kitchen.

What's the difference?

Understanding the difference between active and passive voice allows you to control your writing style. Both styles have their appropriate uses. Consider the active sentence, “I love you”, versus the passive “You are loved by me”. Which is stronger? Which one would you rather hear? Some students think that using the passive voice makes them sound more academic, but (as in the above example) when it is misused, it just sounds wordy. On the other hand, sometimes the passive voice is more appropriate. Imagine that you are writing an article about cotton. Is it better to write “People have used cotton for thousands of years” or “Cotton has been used for thousands of years”? In this situation, the passive construction is better because the writer’s topic remains in the foreground of the sentence and the subject (people) is implied, so it doesn’t need to be included in the sentence. Generally, the active voice conveys meaning more clearly, concisely, and interestingly, and a writer, when faced with the choice, should favor the active voice over the passive voice. However, there are four writing situations in which the passive voice is more appropriate:

1) When the subject is unimportant.

In scientific papers, for example, a writer might use passive voice to highlight the results of the study or experiment rather than him/herself.

e.g. The blood sample was tested for infectious diseases and labeled accordingly;

(However, scientific writing guides increasingly recommend the use of active voice, even if it necessitates the use of first person pronouns. Check with your instructor).

In a more general context, as a stylistic choice, the passive voice may be appropriate. For example, in an article about Barak Obama you would structure sentences to keep him in the foreground, requiring (perhaps) the occasional use of the passive voice:

e.g. Barak Obama was elected by the American people in November, 2008.

However, if your paper was not about Obama but about, say, the voting patterns of Americans, you would keep the sentence in the active voice:

e.g. The American people elected Barak Obama in November, 2008.

2) When the subject is unknown.

e.g. A Halifax woman was murdered late last night. Police say there are no suspects.

3) **When you want to downplay the importance of the subject.** (This strategy is much loved by politicians because it allows them to admit mistakes without naming those responsible).

e.g. Inaccurate information about the presence of Weapons of Mass Destruction was relayed.

Or

The plaintiff was shot in the face while hunting (not Dick Cheney shot the plaintiff in the face while hunting!)

4) **When there are two verbs with the same subject, make the second verb passive.**

e.g. Dick Cheney shot someone in the face, and was awarded a slap on the wrist.

Although the active voice is usually better, the passive voice has its place too. After you have written your rough draft, and after you have revised the content of your work, you should assess your use of active or passive voice as a part of the proofreading process. If you find you are overusing the passive voice, it is very easy to change. First, figure out who or what is the subject, and then let the subject perform the verb.

Exercises

Change the sentences below to active or passive voice, whichever is most appropriate.

- 1) About one hundred students are helped by the Writing Centre each semester.
- 2) My grandmother got dementia, and took to a Nursing Home.
- 3) The poll workers miscounted the votes.
- 4) The new library is going to be designed by the architectural firm, Fowler, Bauld, and Mitchell.
- 5) Someone broke into the Quinpool Road Superstore last night.
- 6) The food for the physics conference will be prepared by Aramark.

Tenses

Present simple

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

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

Facts or Generalizations

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

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

Present continuous tense

- Use the Present Continuous to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Examples:

- You **are learning** English now.
- You **are not swimming** now.
- **Are you sleeping?**
- I **am sitting**.
- I **am not standing**.
- **Is he sitting or standing?**
- They **are reading** their books.
- They **are not watching** television.
- What **are you doing?**
- Why **aren't you doing** your homework?
- Action that is happening temporarily (for a specific period of time)
 - I am working for Vodafone Company these days. (*These days only*)
 - I am staying in Alexandria this month (*This month only*)
 - I **work** for the sun newspaper, but this year I **am working** for the times this year.
- Sometimes, speakers use the Present Continuous to indicate **a fixed future arrangement**.
 - I **am meeting** some friends after work.
 - I **am not going** to the party tonight.
 - **Is he visiting** his parents next weekend?
 - **Isn't he coming** with us tonight?

The Past Simple

- **Action that happened once in the past:**
 - I **met** my first love in 1983.
 - I **got** my PHD in 1990.

- **Habits in the past.**
 - When I was a child, I went to school by bus.
We always enjoyed walking on Thursday.
 - I always helped my mother in the kitchen, when I was 20 years old.
- **Action that happened and finished in the past and does not have an effect in the present.**
 - I lost my pen (I have it now)
 - I lived in America for 20 years (I don't live in America now).

Present perfect tense

- **When there is a connection between the past and the present.**
 - Belal Fadl has written many books (*He may write more books because he is alive*)
 - Naguib Mahfouz wrote many books (*He will not write more because he died*)
- **Action that started in the past and is still ongoing in the present.**
 - I've lived in America for sixteen years (and I still live in America)
 - I lived in America for sixteen years (and I am not in America now)
- **Something that happened in the past and has effect in the present.**
 - I've lost my phone (I'm without a phone now)
 - I've broken my leg (It is broken now)
 - You've painted my chair (the chair is wet now)

Key words of present perfect

already, ever, just, never, not yet, so far, till now, up to now

How to Write Correct Sentences without Mistakes³

What is a Sentence?

Sentence: Halt! Sentence: You halt!

Sentence: Please halt right now, before you go any further.

Each of these three-word groups is a sentence because they each meet the three requirements for a sentence. To be a sentence, a group of words must

Have a subject (noun or pronoun)

Have a predicate (verb or verb phrase)

Express a complete thought

A sentence has two parts: a subject and a predicate. The subject includes the noun or pronoun that tells what the subject is about. The predicate includes the verb that describes what the subject is doing.

Subject	Predicate
(You is understood but unstated)	Halt!
Age crocodile	is the outrageous price paid for maturity. A cannot stick its tongue out.
Several tourists	are lost in the winding roads of Corfu.
Some toothpastes	contain antifreeze.

Therefore, a sentence is a group of words with two main parts: a subject area and a predicate area. Together, the subject and predicate express a complete thought.

³ Completely based on Rozakis' *English Grammar for the Utterly Confused* published in 2003.

Being able to recognize the subject and the verb in a sentence will help you make sure that your own sentences are complete and clear. To check that you have included the subject and verb in your sentences, follow these steps:

To find the subject, ask yourself, “What word is the sentence describing?”

To find an action verb, ask yourself, “What did the subject do?”

If you can't find an action verb, look for a linking verb.

The Four Different Sentence Types

1. Simple sentences

A simple sentence has one independent clause. That means it has one subject and one verb—although either or both can be compound. In addition, a simple sentence can have adjectives and adverbs. What a simple sentence can't have is another independent clause or any subordinate clauses.

The snow melted quickly in the bright sunshine. subject verb

Oprah Winfrey and Conan O'Brien host talk shows. subject subject verb

The flower bent in the wind but did not break.

subject verb verb

Both the students and the teachers cheered and clapped for the winning team. subject subject
verb verb

Remark: Just because a simple sentence seems “simple” doesn’t mean that it isn’t powerful. It is.

2. Compound sentences

A compound sentence has two or more independent clauses. The independent clauses can be joined in one of two ways:

With a coordinating conjunction: for, and, nor, but, or, yet, so

With a semicolon (;)

As with a simple sentence, a compound sentence can't have any subordinate clauses.

Grasshoppers are the most commonly consumed insect, indep. Clause	Yet conj.	wasps have the highest protein of all edible insects. indep. Clause
The car is unreliable indep.Clause	; semicolon	it never starts in the rain. indep. clause

You may also add a conjunctive adverb to this construction. The following words are conjunctive adverbs:

Accordingly	afterall	Again	Also
Besides	consequently	Finally	For example
For instance	furthermore	However	Indeed
Moreover	nevertheless	Nonetheless	notwithstanding
On the other hand	Otherwise	Regardless	Still
Then	Therefore	Though	Thus

The sentence construction looks like this: independent clause; conjunctive adverb, independent clause

Grasshoppers eat clean plants; indep.Clause	however, conj.adv.	lobsters eat foul materials. indep.clause
Hasna worked hard; indep.Clause	therefore conj.adv.	she got a merit raise. indep.clause

3. Complex sentences

A *complex sentence* contains one independent clause and at least one dependent clause. The independent clause is called the *main clause*. These sentences use *subordinating conjunctions* to link ideas. The subordinating conjunctions include such words as: *because, as, as if, unless, provided that, if, even if*.

Since insects don't have much muscle, dep.clause	their texture is similar to that of a clam. indep. clause
No one answered indep. clause	when he called the house. dep.clause
It was no secret indep. clause	that he was very lazy. dep.Clause

4. Compound-complex sentences

A compound-*complex sentence* has at least two independent clauses and at least one dependent clause. The dependent clause can be part of the independent clause.

When the drought comes,	The reservoirs dry up,	and residents know that water restrictions will be in effect.
dep.Clause	indep. clause	indep. clause
Chris wanted to drive to work,	but she couldn't	until her car was repaired.
indep. Clause	indep. clause	dep.clause

Identify these sentences by choosing (a) Simple, (b) Compound or (c) Complex

1

The training rooms of these college athletes smell of grease and gasoline.

- A) simple
- B) compound
- C) complex

2

Their practice field is a stretch of asphalt, and their heroes make a living driving cars.

- A) simple
- B) compound
- C) complex

3

Their tools are screwdrivers and spanners rather than basketballs and footballs.

- A) simple
- B) compound
- C) complex

4

This new brand of college athlete is involved in the sport of auto racing.

- A) simple
- B) compound
- C) complex

5

Most of the students are engineering majors, and they devote every minute of their spare time to their sport.

- A) simple
- B) compound
- C) complex

6

Although the sport is new, it has already attracted six collegiate teams in the Southeast.

- A) simple
- B) compound
- C) complex

7

The students work on special cars designed for their sport.

- A) simple
- B) compound
- C) complex

8

The cars are called Legends cars, models of Fords and Chevys from 1932 to 1934, and they are refitted by the students with 1200 cc motorcycle engines.

- A) simple
- B) compound
- C) complex

9

Although their usual speed ranges from 50 to 90 miles an hour, Legends cars can move up to 100 miles an hour on a straightaway.

- A) simple
- B) compound
- C) complex

10

The Saturday morning races of the competing teams have attracted as many as 3,500 fans, but the students concede they are no threat to the nation's fastest growing sport of stock car racing.

- A) simple
- B) compound
- C) complex

Punctuation Marks⁴

Punctuation rules are important. They have been devised to eliminate ambiguities in language. Few things undercut the authority of a piece of writing more than a simple mistake in punctuation.

The Period. The period is the most powerful piece of punctuation at your disposal. In many scientific documents, periods are not used often enough. Too many sentences go on and on, taxing the reader's concentration:

For temperatures above 1100K, the four fuels examined had about the same ignition delay when the ignition delay was defined as the time to recover the pressure loss from fuel evaporation, in spite of the large variations in ignition delay among the four fuels at lower temperatures.

There are too many ideas packed into one sentence. Clarity demands more than one sentence.

Ignition delay is the time required to recover the pressure loss from fuel evaporation. Despite the large variations in ignition delay at lower temperatures, the four fuels had about the same ignition delay for temperatures above 1100K.

Although you should generously use periods to apportion your ideas into separate sentences, you should avoid using periods to abbreviate. When used in abbreviations, periods often trip readers; readers think they've come to the end of the sentence:

Fig. 1.1 shows a gamma-ray line, i.e., radiation at a single gamma-ray energy level, that theorists had predicted would result from N. Cygni.

This sentence is choppy. By varying punctuation and cutting needless abbreviation, you can make a much smoother sentence.

Figure 1-1 shows a gamma-ray line (radiation at a single gamma-ray energy level) that theorists had predicted would result from Nova Cygni.

The Comma. Commas cause headaches for many scientists and engineers. Some scientists and engineers paint their sentences with commas. These scientists and engineers use

⁴ From Michael Alley's *The Craft of Scientific Writing*. "Appendix A". Pages: 261-266.

commas anywhere there's the slightest suggestion of a pause. The result is that readers must wade through each sentence.

Although many warnings, from governments, have been issued about acquired immunodeficiency syndrome, also known as AIDS, we think that, for, at least, the next decade, its incidence will continue to increase.

This sentence reads too slowly. You must cut the commas after "warnings," "governments," and "that." You could also cut the commas surrounding "at least" and following "decade."

Other scientists and engineers scorn commas. These scientists and engineers will use commas only in the extreme cases, and sometimes not even then. The result is that readers trip over ambiguities.

After cooling the exhaust gases continue to expand until the density which was high in the beginning reaches that of freestream.

This sentence needs a comma after "cooling" and a set of commas around the clause "which was high in the beginning."

There are many rules for commas. Some rules are straightforward. For instance, you should use commas to set off contrasted elements (these expressions often begin with "but" or "not").

The shark repellent with 20% copper acetate and 80% nigrosenedye was quite effective against Atlantic sharks, but ineffective against Pacific sharks.

Many injuries result from shark bumps, not shark bites.

Also, in a series of three or more items you should use commas to separate each item. Therefore, write

... neopentane, perdeuteroneopentane, or neooctane .

... sales, production, and research and development.

Many writers in journalism and literature drop the last comma in a series, as long as no ambiguity results. Because of the complexity of items in scientific lists, though, there often are ambiguities. For that reason, I recommend leaving in the final comma. What about lists in which there wouldn't be ambiguities? I still recommend leaving in the comma for consistency's sake. In a document, a writer establishes certain punctuation patterns that after a few pages the readers come to expect. Leaving in the comma reinforces one of those patterns.

Although the rules for commas in a series and commas setting off contrasting elements are straightforward, many comma rules are hazy. For example, using a comma after an introductory phrase depends on the situation:

In nine cases the people were infected by a rare strain of the virus that did not cause AIDS.

Placing a comma after "cases" is optional. Few readers would notice whether you did or didn't. So me introductory phrases, however, require a comma.

When feeding a shark often mistakes undesirable food items for something it really desires.

You need a comma after "feeding."

When the comma rules are hazy, how do you decide whether to use commas? First, you should realize that the purpose of commas is to eliminate ambiguities. Comma rules aren't arbitrary. They have a specific purpose: to prevent readers from tripping over Language. Therefore, when unsure about a comma, think about whether your readers would trip if the comma weren't there. Be consistent, though, in your use of commas. If you punctuate a sentence structure one way in the beginning of a paper, then try to punctuate that structure the same way throughout.

The Colon. Colons introduce lists:

We studied five types of Marsupialia: opossums, bandicoots, koalas, wombats, and kangaroos.

Colons should not, though, break continuing statements.

The five types of Marsupialia studied were: opossums, bandicoots, koalas, wombats, and kangaroos. (*incorrect*)

The five types of Marsupialia studied were opossums, bandicoots, koalas, wombats, and kangaroos. (*correct*)

Besides introducing lists, colons are also used for definitions:

The laboratory growth of this germanium crystal made possible a new astronomical tool: a gamma-ray detector with high-energy resolution.

The Semicolon. The semicolon is often misused in scientific writing. Some scientists toss semicolons into sentences whenever they're unsure what punctuation to use. The semicolon is an optional piece of punctuation—you don't have to use it. In fact, many good writers don't. The semicolon has two specific purposes, though. First, it connects two sentences closely linked in thought:

There is no cure for Alzheimer's disease; it brings dementia and slow death to thousands of Americans every year.

Second, semicolons separate complex items in a list:

Four sites were considered for the research facility: Livermore, California; Albuquerque, New Mexico; Los Alamos, New Mexico; and Amarillo, Texas.

Note that commas could not effectively separate these items, because each item contains a comma.

Quotation Marks. In the United States, end quotation marks go outside of periods and commas. This rule confuses many scientists and engineers because in Great Britain, quotation marks often appear inside of periods and commas.

U.S. Mistake: According to Pauling, "Science is the search for truth".

U.S. Correction: According to Pauling, "Science is the search for truth."

III. Writing

Paragraph Structure

Make sure your paragraph has 3 different parts.

1. Topic sentence:

- This sentence is the first sentence of a paragraph and summarizes the main idea of the paragraph.

All of the following sentences will add information that expands upon or supports the idea stated here.

2. Supporting sentences:

- The second sentence identifies the first major supporting detail.
- The third sentence brings up a second supporting detail.
- Similarly, the fourth sentence mentions a third supporting detail.
- Additional sentences can be added here for additional supporting details or to divide one lengthy supporting detail into separate, easier-to-read sentences.

3. Conclusion:

- The last sentence of your paragraph is your concluding sentence, which quickly ties your supporting thoughts together.
- It also might restate your first topic sentence using different terms.

Topic Sentence

What is the topic sentence?

The topic sentence is the first sentence in a paragraph.

What does it do?

It introduces the main idea of the paragraph.

How do I write one?

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

Example:

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

Supporting Details**What are supporting sentences?**

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

What do they do?

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

How do I write them?

You should give supporting facts, details, and examples.

Example:

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

Closing Sentence**What is the closing sentence?**

The closing sentence is the last sentence in a paragraph.

What does it do?

It restates the main idea of your paragraph.

How do I write one?

Restate the main idea of the paragraph using different words.

Example:

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

- 1) **Identify the topic sentence, supporting sentences, and concluding sentence in the following sentences.**
- 2) **Then rewrite the following sentences in the form of a paragraph according to the sequential order of the topic sentence, supporting sentences, and concluding sentences:**
 - 1) For example, trains roar through deserts, jungles and mountains while aeroplanes fly across thousands of kilometers in a matter of hours.
 - 2) Science has advantages and disadvantages.
 - 3) Therefore, the work of months and years can now be completed in hours.
 - 4) For example, weapons of mass destruction and nuclear weapons have endangered our lives and threaten to destroy the world.
 - 5) As a result, it is up to us whether we will destroy our world or make it more beautiful and comfortable with the help of science.
 - 6) Regarding the advantages, it has reduced distance and made travelling a pleasure.
 - 7) However, science has done a great harm to mankind in the field of armaments.

Paragraph Writing

There are two structures to learn in English that are important in writing: the sentence and the paragraph. Paragraphs can be described as a collection of sentences. These sentences combine to express a specific idea, main point, topic and so on. A number of paragraphs are then combined to write a report, an essay, or even a book. This guide to writing paragraphs describe the basic structure of each paragraph you will write.

In general, the purpose of a paragraph is to express one main point, idea or opinion. Of course, writers may provide multiple examples to support their point. However, any supporting details should support the main idea of a paragraph.

This main idea is expressed through three sections of a paragraph:

1. Beginning - Introduce your idea with a topic sentence
2. Middle - Explain your idea through supporting sentences
3. End - Make your point again with a concluding sentence, and, if necessary transition to the next paragraph.

Example Paragraph

Here is a paragraph taken from an essay on various strategies required for an overall improvement of student performance. The components of this paragraph are analyzed below:

Have you ever wondered why some students can't seem to concentrate in class? Students require more recreational time in order to better focus on lessons in class. In fact, studies have shown that students who enjoy a recess of more than 45 minutes consistently score better on tests immediately following the recess period. Clinical analysis further suggests that physical exercise greatly improves the ability to focus on academic materials. Longer periods of recess are clearly required to allow students the best possible chances of success in their studies. Clearly, physical exercise is just one of the necessary ingredients for improving student scores on standardized tests.

There are four sentence types used to construct a paragraph:

Hook and Topic sentence

A paragraph begins with an optional hook and a topic sentence. The hook is used to draw readers into the paragraph. A hook might be an interesting fact or statistic, or a question to get the reader thinking. While not absolutely necessary, a hook can help your readers begin thinking about your main idea.

The topic sentence which states your idea, point, or opinion. This sentence should use a strong verb and make a bold statement.

(hook) Have you ever wondered why some students can't seem to concentrate in class? (topic sentence) Students require more recreational time in order to better focus on lessons in class.

Notice the strong verb 'require' which is a call to action. A weaker form of this sentence might be: *I think students probably need more recreational time ...* This weaker form is inappropriate for a topic sentence.

Supporting sentences

Supporting sentences (notice the plural) provide explanations and support for the topic sentence (main idea) of your paragraph.

In fact, studies have shown that students who enjoy a recess of more than 45 minutes consistently score better on tests immediately following the recess period. Clinical analysis further suggests that physical exercise greatly improves the ability to focus on academic materials.

Supporting sentences provide the evidence for your topic sentence. Supporting sentences that include facts, statistics and logical reasoning are much more convincing than simple statements of opinion.

Concluding sentence

The concluding sentence restates the main idea (found in your topic sentence) and reinforces the point or opinion.

Longer periods of recess are clearly required to allow students the best possible chances of success in their studies.

Concluding sentences repeat the main idea of your paragraph in different words.

Optional Transitional sentence for Essays and Longer Writing

The transitional sentence prepares the reader for the following paragraph.

Clearly, physical exercise is just one of the necessary ingredients for improving student scores on standardized tests.

Transitional sentences should help readers logically understand the connection between your current main idea, point or opinion and the main idea of your next paragraph. In this instance, the

phrase 'just one of the necessary ingredients ...' prepares the reader for the next paragraph which will discuss another necessary ingredient for success.

Identify each sentence according to the role it plays in a paragraph.

Is it a hook, topic sentence, supporting sentence, or concluding sentence?

1. To sum up, educators must try to ensure that students practice writing rather than just taking multiple choice tests.
2. However, due to the pressures of large classrooms, many teachers try to cut corners by giving multiple choice quizzes.
3. Nowadays, teachers realize that students need to actively practice their writing skills though review of basic concepts is also required.
4. Have you ever done well on a multiple-choice quiz, only to realize that you don't really understand the topic?
5. Real learning requires practice not just style exercises that focus on checking their understanding.

IV. Previous Exams

Faculty of Science

Total Marks: 80

Final Exam (January 2018)

I. Reading

(20 marks)

Read the following passage then answer the following questions:

Weather is made up of several different components. In order to understand weather, you must understand air temperature, clouds, wind, and precipitation (rain and snow). Weather is never exactly the same everywhere. It is always changing, and depending on what climate you live in, weather can change drastically from mile to mile.

In America we use the Fahrenheit scale to measure air temperature. When the temperature rises on the Fahrenheit scale, it shows us that the temperature is hotter. When the temperature goes down, it means that it is getting cooler.

Low-pressure systems are **associated** with clouds and precipitation, while high-pressure systems are normally associated with dry weather and mostly clear skies. Clouds are made up of millions of tiny ice crystals. Clouds high up in the sky are very cold, and look very fluffy. Lower clouds in warmer air look sharper. From clouds, we get rain and snow. Humidity is the measure of water vapor in the air. On a beautiful day, there is low humidity. On a cloudy day there is high humidity. On a rainy day there is 100% humidity.

1. In America, what scale do we use to measure air temperature? (Choose/ 2 marks)

- a. Fahrenheit b. Celsius c. Watts d. liters

2. How is the passage organized? (Choose/ 3 marks)

- a. There are descriptions how each weather component works, then the author introduces all of the weather components
- b. Some of the weather components are first listed and then only a few of these components are explained
- c. All the weather components are listed and then shown how each one works all at the same time
- d. Only the weather and how it impacts the land is described

3. On a very cloudy day, humidity would probably reach around (*Choose/ 2 marks*)
 a. 20% b. 30% c. 10% d. 80%
4. The word *associated* in the third paragraph of the passage means (*Choose/ 2 marks*)
 a. linked with b. free from c. broken with d. unlinked
5. What is the main idea of the passage? (*Answer in a full sentence/ 3 marks*)
6. If there was a high pressure system in your area and a lot of clouds were blown in from a different direction, how would the pressure system in your area change? (*Answer in a full sentence/ 3 marks*)
7. Humidity is the measure of water vapor in the air,on a rainy day there is 100% humidity. (*Choose/ 2 marks*)
 a. for b. so c. yet d. but
8. Provide a title for this passage. (*3 marks*)

II. Vocabulary

26 marks

A) Fill in the gaps using the following words while using each only ONCE: (12 marks)

[deteriorate– salinity –dearth- arid- resilient- exacerbate—productivity— pesticides- agricultural-resilient- urbanization]

1. Soilvaried sharply in the zone, showing an obvious trend of alkalization.
2. Despite a cancer diagnosis, Mary would remainand fight until the very end.
3. Managers tried to understand why companywent down, especially since sales were up.
4. If you do not take your medicine, you condition will....., and you will feel worse.
5. Researchers are working to breed seeds that can flourish inconditions without a great water supply.
6. My headache started towhen my daughter played her loud music.

7. Once covered with forests,of the area occurred through the building of factories and housing.
8. Angered by theof attention being given to her daughter at school, the mother began to teach her child at home.

B) Fill in the gaps using the following words while using each only ONCE: (14 marks)

[hypothesis- essential - findings -astrobiology— salinity- Hydrology - circumstantial- Geoscience- fossils- Paleontology]

1. Air and water arefor human life.
2.is the science dealing with the water of the earth, its distribution on the surface and underground, and the cycle involving evaporation, precipitation, flow to the seas, etc.
3.is the branch of biology that investigates the existence of living organisms on planets.
4. To confirm hison why the dolphin wasn't eating, the marine biologists did several tests over a week's time.
5.is a huge branch of science, mainly including geology, and geochemistry, that deals with the earth.
6. Scientists comparefrom different time periods to investigate how life on Earth has changed over time.
7. Recent research on deaf children has produced some interestingabout their speech.

III. Grammar and Structure

24 marks

A) Choose the most suitable answer from between the brackets: (15 marks)

1. The sentence “*Lake Nasser and Egypt are under threat by sedimentation and serious sand encroachment from the western and eastern deserts*” is a (simple— compound— complex— complex-compound) sentence.

2. Have you asked *yourselves* why you are here? *Yourselves* in this sentence is a/an (reflexive- intensive- personal- interrogative) pronoun.
3. The challenges and opportunities in the water conservation sector in Egypt *are* big in both magnitude and direction. “*Are*” in this sentence is a/an (linking verb—action verb—helping verb).
4. In 1960, the Government of Egypt *took* the decision of building Aswan High Dam. “*Took* ” in this sentence is a/an (linking verb—action verb—helping verb).
5. Some animals protect *themselves* through camouflage. *Themselves* in this sentence is a/an (reflexive- intensive- personal- interrogative) pronoun.
6. This is George, *whom* you met at our house last year. ‘*Whom*’ in this sentence is a/ an (relative pronoun-demonstrative- interrogative- possessive) pronoun.
7. The sentence “*Wind power is the most important factor in sand dune mobility because of the non-cohesiveness of the sand*” is a (simple— compound— complex— complex-compound) sentence.
8. These are the types of *people* you'll meet once you arrive in *New York*. “*New York*” is a (collective- proper- common- compound) noun.
9. The sweet strawberries tasted *so* good we had to have more. “*So*” is a/an (adjective—adverb—noun—conjunction).
10. We worked *hard* all week. “*Hard*” is a/an (adjective—adverb—noun—conjunction).

B) Correct the mistake in the Following sentences. Each sentence has one mistake only: (9 marks)

1. I am often playing tennis on Saturdays.
2. After stealing Tim's car the thief lost his way and ended up the chief constable's garage
3. He behaves in a delicately manner.
4. Peter is asking a lot of questions every day.
5. Tom works at the moment. Can I take a message?
6. Paul's neighbours were terrible; so his brother's friends went round to have a wor

IV. Writing**10 marks**

- 3) Identify the topic sentence, supporting sentences, and concluding sentence in the following sentences. (3 marks)**
- 4) Then rewrite the following sentences in the form of a paragraph according to the sequential order of the topic sentence, supporting sentences, and concluding sentences: (7 marks)**
- 8) For example, trains roar through deserts, jungles and mountains while aeroplanes fly across thousands of kilometers in a matter of hours.
- 9) Science has advantages and disadvantages.
- 10) Therefore, the work of months and years can now be completed in hours.
- 11) For example, weapons of mass destruction and nuclear weapons have endangered our lives and threaten to destroy the world.
- 12) As a result, it is up to us whether we will destroy our world or make it more beautiful and comfortable with the help of science.
- 13) Regarding the advantages, it has reduced distance and made travelling a pleasure.
- 14) However, science has done a great harm to mankind in the field of armaments.

Good luck!

Faculty of Science

Total Marks: 80

Final Exam (June 2017)

V. Reading

(20 marks)

Read the following passage then answer the following questions:

Miles of Ice Collapsing into the Sea⁵

The acceleration is making some scientists fear that Antarctica's ice sheet may have entered the early stages of an unstoppable disintegration.

A rapid disintegration of Antarctica might, in the worst case, cause the sea to rise so fast that tens of millions of coastal refugees would have to flee inland, potentially straining societies to the breaking point. Climate scientists used to regard that scenario as fit only for **Hollywood disaster scripts**. But these days, they cannot rule it out with any great confidence.

Recent computer forecasts suggest that if greenhouse gas emissions continue at a high level, parts of Antarctica could break up rapidly, causing the ocean to rise six feet or more by the end of this century. That is double the maximum increase that an international climate panel projected only four years ago.

Remote as Antarctica may seem, every person in the world who gets into a car, eats a steak or boards an airplane is contributing to the emissions that put the frozen continent at risk. If those emissions continue unchecked and the world is allowed to heat up enough, scientists have no doubt that large parts of Antarctica will melt into the sea.

By Justin Gillis, NYT Reporter

1. What does "disintegration" mean in line 2? **(Choose/ 1.5 mark)**
 a. merging into large parts b. breaking into small pieces c. becoming worse
2. Antarctica is a/an (island—continent—ice sheet). **(Choose/ 1.5 mark)**
3. What would be the effects of the disintegration of Antarctica?

(Answer in a full sentence/ 3 marks)

4. Find words in the passage that could be replaced with these: **(Select a synonym for each of the following words from above/ 4 marks)**
 a. run away b. faraway c. estimated b. fast
5. Explain what is meant by "Hollywood disaster scripts" in line 6. **(Use full sentences in your answer/ 3 marks)**
6. Clarify in your own words the central idea of this passage. **(Use full sentences in your answer/ 3 marks)**

⁵ Excerpted from a New York Times article carrying the same name as published on May 18th 2017.

7. In the light of the entire passage, what does climate scientists do? (**Use full sentences in your answer/ 2 marks**)
8. As mentioned in the fourth paragraph, how are all humans responsible for the fate of Antarctica. (**Use full sentences in your answer/ 3 marks**)

VI. Vocabulary

26 marks

A) Fill in the gaps using the following words while using each only ONCE: (12 marks)

[deteriorate– salinity – estimates – arid- projected – rapidly – precipitation—productivity—pesticides- agricultural- resilient]

9. The population of the U.S is to rise to 300 million over the next few years.
10. A/An growing population has put a great strain on the country's resources.
11. There is a water shortage in this part of the state this summer due to our unusually lowthis year.
12. Plant growth and agricultural react sharply to a combination of temperature and wetness.
13. The agricultural use ofhas become a leading source of water pollution in our country.
14. My country has changed from a largely rural, economy to a mainly industrial economy over the last hundred years or so.
15. The community was highly spirited and.....despite a hurricane disaster.
16. It was hard for me to watch my mother's healthwhen the cancer cells invaded her body.

B) Fill in the gaps using the following words while using each only ONCE: (14 marks)

[hypothesis- greenhouse - evidence- findings- inundation – salinity- briny- tsunamis- impact- asteroid- circumstantial]

8. The authors of the study hope their researchwill help prevent others from dying of the disease.
9. You need to develop a clear and specific before you begin the experimental stage of your project.
10. The rapid change in climate caused by thegases does not give living things enough time to adapt.
11. The police freed a suspected murderer because they didn't have strongto charge him.
12. Ais a great wave, or series of waves that extends from the surface water to the sea floor.
13. Thewas caused by an eruption of the sea, and many incidents related to the flood.
14. The seawater flowing backward can result in seriousof soil.

VII. Grammar and Structure

24 marks

A) Choose the most suitable answer from between the brackets: (15 marks)

11. “*Geologists of the far future will note in the fossil records the extinctions of wild animals and the abundance of domesticates*” is a (simple— compound— complex— complex-compound) sentence.
12. We have invented computers to extend our brains and a **new** ecosystem of networks with which to communicate. **New** is a/an (adjective—adverb—noun—conjunction).
13. Our teacher **gave** each of us another chance to take the exam. **Gave** is a/an (linking verb—action verb—helping verb).
14. The men **have** decided to go out for the night. **Have** is a/an (linking verb—action verb—helping verb).
15. **Neither** Italy **nor** France got to the quarter finals last year. **Neither---nor** is a (correlative- subordinating- coordinating) conjunction.
16. The girls gave **themselves** enough time to finish the project. **Themselves** in this sentence is a/an (reflexive- intensive- personal- interrogative) pronoun.

17. The actress *herself* wrote the script. *Herself* in this sentence is a/an (reflexive- intensive- personal- interrogative) pronoun.
18. Unfortunately, I (lost- have lost- has lost- had lost) my keys – I have to call my neighbor to let me in.
19. He *grew* tired of running. *Grew* is a/an (linking verb—action verb—helping verb).
20. I am certain I have measured the room *exactly*. *Exactly* is a/an (adjective—adverb—noun—conjunction).

B) Correct the mistake in the Following sentences. Each sentence has one mistake only: (9 marks)

1. Did you ever visited Canada?
2. What did you did last night?
3. Some people are afraid of mouses.
4. We rarely go out for dinner, but this week we go out on Thursday.
5. She seems unhappily today.
6. She always enjoyed: sweets, chocolate, marshmallows and toffee apples.

VIII. Writing

10 marks

A) Choose Five of the following and put them in five separate sentences of your own to show their meaning:

1. Briny 2. Urbanization 3. Exacerbate 4. Dearth 5. Circumstantial
6. confounding 7. Sustainability 8. Frigid 9. Decimation 10. Habitat

Good luck!

Final Exam (May 2016)**Total marks: 80****I. Reading****20 marks**

Read the following passage then answer the following multiple-choices questions:

In a study published in the journal *Environmental Research Letters*, climate scientists warn that longer, hotter, more regular heat waves could have a damaging effect on life expectancy and crop production in Africa. Examining temperature data from 1979 to 2015, the researchers caution that heat waves classified as unusual today could become a normal occurrence within 20 years. This scenario could be triggered by an increase in average global temperature of 2 degrees.

Running climate models through to 2075, the scientists found that so-called unusual heat waves could occur as frequently as four times per year towards the end of the century. In other words, one dangerously **hot spell** for every season of the year.

"We need to put considerable effort into climate change adaptation to reduce the risk of extreme events such as heat waves, which are likely to occur much more frequently in the future," said Jana Sillmann of the Center for International Climate and Environmental Research (CICERO), one of the institutions taking part in the study.

"The severity of the impact on human mortality and crop production depends on the vulnerability of the communities affected and the environmental systems," added Sillmann. "For example, the heat wave in Finland during 1972--which we have studied previously--was comparable to the period of hot weather occurring in Central Europe during 2003. However, the latter event was responsible for more deaths than the Finnish heat wave."

1. Which word in the passage means "event"? (2.5 marks)
 - a. Occurrence b. Season c. Consequences d. Unusual
2. What does the word in bold "**hot spell**" mean? (2.5 marks)
 - a. Temperature b. Summer c. Heat wave d. Climate change

3. To understand the extent of heat waves, scientists ran climate models until... (2 marks)
 - a. 2015 b. 1972 c. 2003 d. 2075
4. Where was the heat wave which caused the most deaths? (3 marks)
 - a. Africa b. Finland c. Central Europe d. None caused deaths
5. Which of the following statements is false, according to the passage? (3 marks)
 - a. Finland is very vulnerable to heat waves.
 - b. In Africa, heat waves can happen any time.
 - c. Worse heat waves are coming to Africa in the future.
 - d. Central Europe saw a heat wave in 2003.
6. What does the pronoun in bold “**We**” refer to? (3 marks)
7. Put a suitable title to the passage. (4 marks)

II. Vocabulary

24 marks

A. Fill in the gaps using the following words while using each word only ONCE:

first of its ilk— collapse— strong— vulnerable— impact— result— findings — doubt— out of
whack—resolution— briny— salt— habitat— thinned— depletion

1. NASA Scientists discovered hydrated salts on Mars. These.....compounds confirm the existence of water on there.
2. Our.....may apply to other planets in the solar system. The results and conclusion of our research agree with many other researchers’ conducted in relation to other planets.
3. The spacecraft has crashed in the ocean. Rescue teams are now searching for any survivors in the site of..... .
4. The images provide.....evidence of the scientists’ claim. We are now 100% sure of that.
5. Scientists discovered few year ago that Mars’ atmosphere hasover time. In other words, a substantial amount of the planet’s original atmosphere had escaped into space.⁶

⁶ <http://www.redorbit.com/news/space/1112818005/>

6. The variety of life is under the threat of humans' aggressive activities in the forests and protected areas of the tropics.⁷ Without action, biodiversity.....would be spreading, which may affect life as we know it on earth.
7. Climate change is throwing Nature..... . Species and ecosystems are getting out of order.

B. Match words from column (A) with their definitions in column (B). 6 marks

Column (A)

Column (B)

- | | |
|--------------------|--|
| 1. astrobiologists | a. scientists who use the principles of economy to study the supply and demand in the agricultural sector. |
| 2. agro-economists | b. scientists who study the fossils of ancient life forms. |
| 3. paleontologists | c. scientists who study extraterrestrial objects and phenomena ⁸ |
| | d. scientists who study and search for life beyond earth. |

III. Grammar and structure

26 marks

A. Change each of the following into a *complete sentence*. 14 marks

1. There are only one captain in the ship.
2. A number of researchers are refusing to participate in this conference.
3. How many meat do we have in the fridge?
4. Although I met her once.
5. I like this course, it is really interesting.
6. Because she submitted her term paper.
7. I will see Aya last summer.

B. Choose the most suitable answer from between the brackets: 12 marks

⁷ <http://www.nwf.org/Wildlife/Wildlife-Conservation/Biodiversity.aspx>

⁸ From <http://www.britannica.com/science>

1. That was a difficult question so I answered it **last**. “Last” is a/an (adjective—adverb—noun—conjunction).
2. “Who left the door open?” is a (simple— compound— complex— complex-compound).
3. Surviving this hot weather is very **exhausting**. “Exhausting” is a/an (adjective—adverb—verb—interjection).
4. Did (travel—you traveled—you travel—you) to Morocco last spring?
5. “Shall we go for a swim before we leave our beautiful island?” is a (simple— compound— complex— complex-compound).
6. Zaynab made me worried about our parents by her sad looks; moreover, she did not say anything until now. This sentence is a (simple— compound— complex— complex-compound).

IV. **Writing**

10 marks

Write at least **5 lines** on **ONLY** one of the following topics. Pay attention to grammar, punctuation marks, vocabulary and the development of your writing.

1. The importance of scientific knowledge in our lives
2. The extinction of dinosaurs

Good luck!

Faculty of Science

Name:

Duration: **45 minutes**

General English Mid-term Exam (2017/2018)

First Term (November 2017)

Total marks: 20

I. Reading

6 marks

Read the following passage then **choose** the most suitable answers for the following questions:

The challenges and opportunities in the water conservation sector in Egypt are big in both magnitude and direction. In 1960, the Government of Egypt took the decision of building Aswan High Dam (AHD) in order to trigger national development, maximize water saving, and protect the country from the flood hazard which Egypt had encountered many times in the past and caused thousands of fatalities and enormous economic loss. The AHD, which was inaugurated in 1970, is about 7 km distance upstream of the Old Aswan Dam. The dam formed a 450 km long reservoir, which extends southward 150 km beyond the Egyptian–Sudanese boundary about to the second cataract. The 300 km section in Egypt is known as Lake Nasser, and that part in the Sudan is called Lake Nubia.

Lake Nasser and Egypt are under threat by sedimentation and serious sand encroachment from the western and eastern deserts. Wind power is the most important factor in sand dune mobility because of the non-cohesiveness of the sand. Other factors that influence the mobility and stability of sand dunes are related to human activity such as the destruction of vegetation by grazing, trampling, and wood gathering.

(By Mohamed Abdul-Meguidin "Ecosystem and Biodiversity in the Nile Basin", *The Handbook of Environmental Chemistry*, 2016, Springer)

A. AHD is..... (Complete/ 1 mark)

B. What is the difference between Lake Nasser and Lake Nubia? (Answer in one sentence/1.5 mark)

.....

C. **Choose** the meaning of "**encroachment**" as used in the second paragraph: **(1.5 mark)**

- | | |
|--------------------------------|-----------------|
| 1. entrenching | 2. overstepping |
| 3. advancing beyond its limits | 4. Navigating |

D. The author of this passage is **(Complete/ 0.5 mark)**

E. Sand is threatening Lake Nasser as it is moved by wind and

(Complete/ 1.5 mark)

II. Vocabulary

7 marks

A. Fill in the gaps using the following words while using each word only ONCE:

Avian--- fossils—lineages— species- herbivore— resolution- ammonites - decimate
– carnivore- shields

1. As a/an....., the giraffe has teeth that are broad and capable of chewing tough plants.
2. In most cases, a/anhas sharp teeth which are used for biting into raw meat.
3. Millions of years ago, in the oceans, plesiosaurs, ichthyosaurs and were abundant.
4. Though the did not make everyone happy, it did effectively end the argument.
5. Many people think of eagles and pigeons when they think of the family, but strange birds like penguins and puffins are members as well.
6. The ozone layer the earth from the sun's ultraviolet rays.
7. It is likely that the hurricane willthe small beach town.

III. Grammar and Structure

Choose the most suitable answer from between the brackets: 7 marks

1. "Imagine yourself having to leave the place you call home because it has flooded" is a (simple— compound— **complex**) sentence.
2. *Several major belts of wind blow around the earth; they distribute cool air, heat, and moisture to different parts of the world* is a (simple— **compound**— complex) sentence.

3. Since the ocean is so **“effective”** at absorbing heat, the first few meters of the ocean’s surface hold as much heat as the earth’s entire atmosphere. **“Effective”** is a/an (adjective—adverb—noun—conjunction).
4. The earth’s weather patterns are **closely** linked to water, as they are determined by the **complex** patterns of changes and movement of water in the atmosphere. **“Closely”** is a/an (adjective—adverb—noun—conjunction), whereas **“complex”** is a/an (adjective—adverb—noun—conjunction).
5. An individual blood cell (takes- taking- are taking- is taking) about 60 seconds to make a complete circuit of the body.
6. The scientists around the world (still study - are still studying- still studying- still studies) the effect that ocean currents have on the earth’s climate.
7. The increased temperatures **“have”** caused many of the ice caps in the North and South Poles to melt. **“Have”** is a/an (linking- action- helping) verb. **“Melt”** is a/an (linking- action- helping) verb.

Good luck!

Name:

Duration: **45 minutes**

General English Midterm Exam

Total marks: 20

III. Reading

6 marks

*Read the following passage then **choose** the most suitable answers for the following questions:*

When we eat, our cells break down sugars, while their excess electrons flow through a series of chemical reactions until they're passed onto oxygen. This process generates the energy molecule ATP, vital to nearly all living things. "Life's very clever," Kenneth Nealson from the University of Southern California says. "It figures out how to suck electrons out of everything we eat and keep them under control."

Not too surprisingly then, there are bacteria out there that eat and excrete electrons -- and as it turns out, they're everywhere.

Years ago, researchers discovered two types of electric bacteria, Geobacter and Shewanella, which use energy in its *naked*, purest form: electrons harvested from the surface of rocks and minerals. Now, scientists show that many more electric bacteria can be fished out of rocks and marine mud by baiting them with a bit of electrical juice, New Scientist reports.

In unpublished work, the *USC scientists* have identified up to eight different kinds of bacteria that consume electricity, and they're all very different from each other.

A handful of other researchers are also working on electric bacteria. Daniel Bond's team from the University of Minnesota in St. Paul is growing bacteria that harvest electrons from iron electrodes. Lars Peter Nielsen and his colleagues at Aarhus University in Denmark have found that tens of thousands of electric bacteria can join together to form "daisy chains" that carry electrons over several centimeters (huge distances for a bacterium).

(By Janet Fang in www.iflscience.com)

1. "Life's clever" is said by (Daniel Bond—Lars Peter Nielsen—Kenneth Nealson—Janet Fang).

(Choose/ 1 mark)

2. As used in the third paragraph, “naked” means (without adequate clothes—without any false appearance—outspoken—direct). **(Choose/ 1.5 mark)**

3. The central topic of this passage is (sugar-eating bacteria—electricity-sucking bacteria—electrons—daisy chains bacteria). **(Choose/ 1.5 mark)**

4. Who are the “USC scientists” as mentioned in the fourth paragraph? **(Answer in one complete sentence/ 1 mark)**

5. Put a title to the passage. **(Write a title/ 1 mark)**

IV. Vocabulary

7 marks

B. Fill in the gaps using the following words while using each word only ONCE:

Impact- extinction- survive - asteroid- Fossils- evolution—lineages—herbivores—
carnivores—evolution—debris

1. Some scientists believe that a hugefrom space hit the Earth.
2. Thefrom the asteroid could have killed the dinosaurs.
3. Summers became too hot for the dinosaurs to
4.are the remains or traces of ancient life that are usually buried in rocks.
5. Scientists will definitely figure out the cause of dinosaur at some point.
6. Unlike, which are plant eaters and have teeth designed for chewing vegetation,have teeth that are designed for ripping meat from their prey.
7. Workmen were clearing the roads of thefrom shattered building.

IV. Grammar and Structure

7 marks

A) *Choose the most suitable answer from between the brackets:* 6 marks

1. “The high population growth rate and the rapid spread of unplanned urbanization are the main causes of water pollution” is a (compound—simple—complex—complex-compound) sentence.
2. “Roses could never survive at the South Pole, because the climate is too cold” is a (compound—simple—complex—complex-compound) sentence.
3. Dinosaurs ruled the Earth until an unknown **catastrophic** event made them extinct. “Catastrophic” is a/an (adjective—adverb—verb—noun).
4. The cheetah ran **incredibly** quickly. “Incredibly” is a/an (adjective—adverb—verb—noun).
5. Scientists (believe- believes- are believing- is believing) that enough scientific evidence is present to prove that dinosaurs are the ancestors of birds.
6. Many evolutionists claim that some dinosaurs evolved into birds, and thus they are not extinct but (are flying -fly- flies- flying) around us today.

B) *Select the Correctly Punctuated Sentence:*

1 mark

- a. My sister suffers from pneumonia; it is lung inflammation caused by bacteria or viral infection.
- b. My sister suffers from pneumonia: is lung inflammation caused by bacteria or viral infection.
- c. My sister suffers from pneumonia, it is lung inflammation caused by bacteria or viral infection.
- d. My sister suffers from pneumonia. it is lung inflammation caused by bacteria or viral infection.

Good luck!