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قسم الاعلام و الاتصال



A Handout for Second Year Level's Students

مطبوعة موجهة لطلبة السنة الثانية

English for Specific Language

ESP

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General Introduction

English language is regarded as a way to gain new information in the contemporary modern life. According to the suggested canvas, the learners of the department of media and communication tend to learn English in order to enable them to mainly write their abstracts of master dissertation correctly. Also, this subject was included to assist them to communicate and write in a fluent language in case they want to build an international career. In this respect, learners are supposed to improve and develop their English four skills: Writing, reading, listening and speaking. For this purpose the current handout is an attempt to guide learners toward learning English in the most effective way. It tries to be summative regarding the allotted time. Based to the instructions provided in the canvas, second year learners should have between 14 or 16 courses per semester. This handout covers the total of 30 courses which will be equally divided into two semesters. The evaluation mode of this subject is a continuous one .i.e.: learners will be graded and assessed on the whole semester activities. In the light of what have been provided, the handout encompasses three main chapters named: Grammar in Use, Phonetics Aspects and General Practice.

The handout starts with the first chapter entitled: Grammar in Use. It targets the most significant issues and concepts in Grammar. Believing that exposing learners to this chapter's content will correct mistreated previous information and set a solid background that enable learners to enlarge their English language learning and enhance their four skills. This chapter not only provides rules about the English grammar but also it tries to attain certain educational objectives such as making learners familiar with English environment, enabling them to produce simple and correct sentences, analyzing their meanings and detecting the mistakes that may occur. This chapter consists of: 18 courses.

The second chapter: Phonetical Aspects is a three courses chapter that deals with the basic information of English phonetics. This chapter was included to improve learners' pronunciation and to assist them to understand English speakers' utterances. Also, this chapter demonstrates to learners how to pronounce the different consonants and vowels depending on an international Phonetics symbols. Learners will be able to read the dictionary's provided phonemic description of the words. This will highly assist learners to build a correct diction and improve the speaking as well as listening skills.

The third chapter includes 9 courses that are dedicated to practice what have been seen in the previous chapters' courses. The type of practice is varied to ensure learners' motivation and boost their participation and practice.

The courses' content is preceded by a brief introduction accompanied by the educational objectives set for each course. Each course begins by a particular teaching material: a text or example(s), followed by explanation and more illustrations. At the end of each course and to ensure learners' understanding, some course-related activities are assigned.

Chapter I: Grammar in Use

Course one

Parts of Speech (A)

Introduction

This Course is considered as a brief introduction to English general grammar. It sheds lights on the different parts of speech which are considered as fundamental elements to learn, know and identify how each word functions in English. This course is sub divided into five courses in which are dedicated to present the eight different parts of speech and then followed by one practice session .i.e.: sixth course. This course will take much more time comparing to the other courses viewing its paramount significance to establish a satisfying English educational background.

Objectives

- ❑ Introducing learners to parts of speech (Nouns).
- ❑ Enabling learners to analyze and understand words and their functions in sentences.
- ❑ Enabling learners to correct errors caused by misusing these parts of speech.
- ❑ Improving their writing, reading, listening and speaking skills.
- ❑ Practice to ensure learners' understanding.

The Course

- The material: Read the following text.

Every name is called a noun,
 As field and fountain, street and town.
 In place of noun the pronoun stands,
 As he and she can clap their hands.
 The adjective describes a thing,
 As magic wand or bridal ring.
 Most verbs mean action, something done,
 To read and write, to jump and run.
 How things are done the adverbs tell,
 As quickly, slowly, badly, well.
 The preposition shows relation,
 As in the street or at the station.
 Conjunctions join, in many ways,
 Sentences, words, or phrase and phrase.
 The interjection cries out, "Heed!
 An exclamation point must
 follow me!" (Seaton& Mew,2007,p,5)

In English language, 8 main parts of speech exist. They constitute different sentences and assist learners to analyze and understand the different created meanings. These elements are:

- | | | | |
|-----------------|-----------------|------------------|------------|
| 1. Nouns | 2. Verbs | 3. Adjectives | 4. Adverbs |
| 5. Conjunctions | 6. Interjection | 7. Prepositions. | 8. Pronoun |

In some resources, determiners are considered as an element of parts of speech.

1. Nouns: are words that are used to name persons, places, animals, events, things and ideas.

Examples: Alice, Batna, book, and freedom. Nouns are divided into: Proper vs common, abstract vs concrete, collective vs individual, countable vs non-countable nouns.

- Proper nouns: To Maurer (2000) a proper noun refers to particular and unique single person, thing, or place. Its initial is written in capital letters. Example: Everest, Algeria.
- Common nouns: Unlike the proper nouns, Common nouns are not capitalized unless they are at the beginning of sentences. Wren and Martin (1990) note that a common noun is “a name given in common to every person or thing of the same class or kind”.(p.5). To better understand the difference between proper and abstract nouns consider the following chart.

Table 1

Common Vs Proper Nouns

Common Nouns	Proper Nouns
Country	Russia
City	Constantine
Boy	Ali
University	Batna University
Continent	Africa

- Common nouns could be divided into three classes: abstract, individual and collective noun.

- Abstract nouns belong to the uncountable nouns. They refer to the words used to name a quality, action idea or an activity. Example: grammar, neighborhood, fairness, and peace.
- Individual Nouns: They belong to countable nouns. Individual nouns are all words that can be perceived by human senses such as judge, journalist, teacher and flower.
- Collective Nouns: Generally, collective nouns refer to single words that represent a group, number and collection of objects, things or persons. In this respect, Whren and Martin(2000) report that collective nouns are single nouns which are “taken together and spoken as if one whole”(p.5). Examples: police, crowd, family, and galaxy.

Another significant distinction that could be made in nouns is deciding whether the noun is countable or uncountable nouns. In the spectrum, Swan (1983) asserts that “ It is not always obvious whether a word is countable and uncountable; if you are not sure, check in the Oxford Advanced Learner’s Dictionary of Current English (nouns are marked C or U). Sometimes words can be uncountable with one meaning and countable with another, ...” (p.164).

- Countable nouns are made up from individual and collective nouns
- The uncountable nouns or also named non-count or mass noun, are nouns which name “things that cannot be counted in their normal sense because they exist in a ‘mass’ form” Maurer (2000,p.106).
- The uncountable nouns do not have the plural form.
- The uncountable nouns cannot be preceded by the indefinite article such as a or an and they take singular form in verbs.
- The uncountable nouns can be turned into countable ones by asserting phrases such as: a piece of, a cup of, a grain of, a game of, a flash of, a clap of, or two kilos of

- The uncountable nouns are mostly made up from abstract nouns.
- The countable nouns can be either singular or plural nouns.
- Countable nouns are preceded by the indefinite article a or an.
- Researchers such as Maurer (2000) and Murphy (1987) note that there are words which can be used in either a countable or uncountable sense or form. Compare the followings.

a) She read a paper. (a newspaper)

I asked the students to submit a paper on vocabulary related to their field of study.

I need a sheet of paper, please. (Material for writing on)

b) There is a hair on your desk. (one single hair)

Her hair is beautiful. (hair on the head)

Course Two

Parts of Speech (B)

Introduction

This Course is considered as a brief introduction to English general grammar. It sheds lights on the different parts of speech which are considered as fundamental elements to learn, know and identify how each word functions in English. This course is sub divided into five courses in which are dedicated to present the eight different parts of speech and then followed by one practice session .i.e.: sixth course. This course will take much more time comparing to the other courses viewing its paramount significance to establish a satisfying English educational background.

Objectives

- ❑ Introducing learners to parts of speech (Verbs and Adjectives).
- ❑ Enabling learners to analyze and understand words and their functions
- ❑ Enabling learners to correct errors caused by misusing these parts of speech.
- ❑ Improving their writing reading, writing, listening and speaking skills.
- ❑ Practice to ensure learners' understanding.

The Course

- The material:

Every name is called a noun,
As field and fountain, street and town.
In place of noun the pronoun stands,
As he and she can clap their hands.
The adjective describes a thing,
As magic wand or bridal ring.
Most verbs mean action, something done,
To read and write, to jump and run.
How things are done the adverbs tell,
As quickly, slowly, badly, well.
The preposition shows relation,
As in the street or at the station.
Conjunctions join, in many ways,
Sentences, words, or phrase and phrase.
The interjection cries out, "Heed!
An exclamation point must
follow me!" (Seaton& Mew,2007.p,5)

2. Verbs

A verb is word which describes either an action, condition or a state of being of individuals or things. Example: To read, to write, to be, and to like. Verbs can be classified into:

- Finite and infinite verbs
- Transitive and intransitive verbs

- Regular and irregular verbs
- Action verbs
- Linking verbs
- Helping Verbs

2. Transitive and Intransitive verbs: A verb can be described as transitive or intransitive based on whether it requires an object to express a complete thought or not. Transitive verbs require an object while intransitive does not. Some verbs may be used both ways.

Transitive verb: I caught a cold.

Intransitive Verb: She runs.

3. An action verb provides us with information about what action (a physical action) a subject is performing, has performed, or will perform.

I write an article. I am writing an article. I will write an article.

4. A linking verb, also named links, connects a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb to be (such as: is, are, was, were, been, being, am) and appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn.

My teacher is a journalist. (the verb to be “is” connected the subject with the predicate).

5. A helping verb assists the main verb in a sentence i.e.: composed tenses. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb. Examples: to be, to do, and to have.

The students are writing their assignments.

3. Adjectives

Adjectives are words that describe the qualities or states of being of nouns: large, tall, tiny and fast. They can also describe the quantity of nouns: many, few, millions, twelve.

Often, when adjectives are used together, you should separate them with a comma or conjunction (Coordinate adjectives).

e.g.: She is serious, calm, and hard-worker.

Degrees of comparison of Adjectives; Adjectives come in three forms: absolute, comparative, and superlative. Absolute adjectives describe something in its own right.

A messy desk

A messier desk

The messiest desk

A mischievous cat

A more mischievous cat

The most mischievous cat

Another definition can be attributed to adjectives. Adjectives are simply:

- All words that describe nouns and pronouns.
- Adjectives answer the questions: How much? How many? What kind? Which one?
- How much? More efforts.
- How many? Many types, one newspaper.
- What kind? White car, silver earrings.
- Which one? Second room.

There are five types of adjectives: common adjectives, proper adjectives, compound adjectives, articles, and indefinite adjectives (Rozakis,2005).

1. Common adjectives: Adjectives that describe nouns or pronouns. E. g.: Young boy, pretty girl, panoramic view.
2. Proper adjectives: Adjectives that are formed from proper nouns. e.g.: Algerian dates, Arabian abaya, Oriental movie.
3. Compound adjectives: Adjectives that are made up of more than one word. .e.g.: far-off country
4. Articles are a special type of adjective. There are three articles: a, an, the.
5. Indefinite adjectives: Adjectives that do not specify the specific amount of something. Eg.: all ,another, either, neither, several, other.

Course Four

Parts of Speech (D)

Introduction

This Course is considered as a brief introduction to English general grammar. It sheds lights on the different parts of speech which are considered as fundamental elements to learn, know and identify how each word functions in English. This course is sub divided into five courses in which are dedicated to present the eight different parts of speech and then followed by one practice session .i.e.: sixth course. This course will take much more time comparing to the other courses viewing its paramount significance to establish a satisfying English educational background.

Objectives

- ❑ Introducing learners to parts of speech(Adverb, conjunctions,
- ❑ Enabling learners to analyze and understand words and their functions
- ❑ Enabling learners to correct errors caused by misusing these parts of speech.
- ❑ Improving their writing reading, writing, listening and speaking skills.
- ❑ Practice to ensure learners' understanding.

The Course

- The material:

Every name is called a noun,
As field and fountain, street and town.
In place of noun the pronoun stands,
As he and she can clap their hands.
The adjective describes a thing,
As magic wand or bridal ring.
Most verbs mean action, something done,
To read and write, to jump and run.
How things are done the adverbs tell,
As quickly, slowly, badly, well.
The preposition shows relation,
As in the street or at the station.
Conjunctions join, in many ways,
Sentences, words, or phrase and phrase.
The interjection cries out, "Heed!
An exclamation point must
follow me!" (Seaton& Mew,2007.p,5)

4. Adverbs

Adverbs refer to the words which describe either: verbs, adjectives, or other adverbs.

Adverbs answer one of the following questions: When? Where? How? or To what extent?

e.g: When? I read it today

Where? He writes bellow the line.

How? He went happily to the house.

To what extent? I completely read this book.

How to form Adverbs?

Adverbs are formed by adding the suffix “ly” to adjectives. The table below illustrates better their formation.

Table 2

Adverbs formation

Adjectives	Adverbs
Happy	Happily
Final	Finally
Kind	kindly
Nice	Nicely

Also, there are some adverbs in English that are not formed by adding the aforementioned suffix.

Table 3

Irregular adverbs

Afterward	Almost	Even	Fast	Long
More	Low	Rather	Never	Yesterday
Next	When	Tomorrow	Near	Soon
How	Still	Then	Rather	Almost
Far	Late	Hard	Back	Also

5. Conjunctions

Conjunctions are words that connect words or groups of words. Also, conjunctions demonstrate how these connected words are related. There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions (Rozakis,2005).

1. Coordinating conjunctions: Conjunctions that link similar words or word groups. There are seven coordinating conjunctions. The initials of these conjunctions are summarized in the word “FANBOYS” where :

- F stands for: For
- A stands for: And
- N stands for: Nor
- B stands for: But
- O stands for: Or
- Y stands for: Yet
- S stands for: So

2. Correlative conjunctions: Conjunctions that link similar words or word groups, but they are always used in pairs (Rozakis, 2005). Here are the correlative conjunctions :

- both . . .and
- either . . . or
- neither . . . nor
- not only . . . but
- whether . . . or

3. Subordinating conjunctions: Refers to conjunctions that link an independent clause (complete sentence) to a dependent clause (fragment) (Rozakis, 2005). The following subordinate conjunctions are the most often used:

✚ after

✚ although

✚ as

✚ as if

✚ as long as

✚ as soon as

✚ as though

✚ because

✚ before

✚ even

✚ though

✚ if

✚ in order that

✚ since

✚ so that

✚ though

✚ till

Course Five

Parts of Speech (E)

Introduction

This Course is considered as a brief introduction to English general grammar. It sheds lights on the different parts of speech which are considered as fundamental elements to learn, know and identify how each word functions in English. This course is sub divided into five courses in which are dedicated to present the eight different parts of speech and then followed by one practice session .i.e.: sixth course. This course will take much more time comparing to the other courses viewing its paramount significance to establish a satisfying English educational background.

Objectives

- ❑ Introducing learners to parts of speech(Interjections, preposition, and pronouns)
- ❑ Enabling learners to analyze and understand words and their functions
- ❑ Enabling learners to correct errors caused by misusing these parts of speech.
- ❑ Improving their writing reading, writing, listening and speaking skills.
- ❑ Practice to ensure learners' understanding.

The Course

- The material:

Every name is called a noun,
As field and fountain, street and town.
In place of noun the pronoun stands,
As he and she can clap their hands.
The adjective describes a thing,
As magic wand or bridal ring.
Most verbs mean action, something done,
To read and write, to jump and run.
How things are done the adverbs tell,
As quickly, slowly, badly, well.
The preposition shows relation,
As in the street or at the station.
Conjunctions join, in many ways,
Sentences, words, or phrase and phrase.
The interjection cries out, "Heed!
An exclamation point must
follow me!" (Seaton& Mew,2007.p,5)

6. Interjections

Interjections are words that denote strong emotions. Rozakis(2005) asserts that

“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!"

7. Prepositions

Prepositions are words that link a noun or a pronoun following it to another word in the sentence. The following chart will assist in the identification of the most common prepositions:

Table 4

The most common prepositions

about	Above	Across	After	Against	long
Amid	around	As	At	before	behind
below	beneath	Beside	between	beyond	but
by	despite	Down	during	except	for
from	in	Inside	into	Like	near
on	onto	Of	off	opposite	out
outside	over	Past	since	through	to
toward	under	underneath	until	Upon	with

Adapted From: Seaton and Mew,2007.

8. Pronouns:

- A pronoun is a word used to substitute a noun or another pronoun.
- Pronouns assist in the avoidance of the unnecessary repetition in your writing and speech.
- A pronoun gets its meaning from the antecedent.
- The majority of the pronouns have an antecedent.
- Few of them do not.

There are different types of pronouns.

- ☑ 1. Personal pronouns: Refer to a specific person, place, object, or thing.
- ☑ 2. Possessive pronouns: Pronouns that show ownership.
 - They are: mine, your, yours, his, hers, its, ours, their, theirs, whose.
- ☑ 3. Reflexive pronouns: Pronouns that add information to a sentence by pointing back to a noun or pronoun near to the start of the sentence.
 - Reflexive pronouns end: in -self or -selves..
- ☑ 4. Intensive pronouns: As in reflexive pronouns, Intensive pronouns also end: in -self or – selves.
 - The difference between them is that the latter add more emphasis to the noun or pronoun.
- ☑ 5. Demonstrative pronouns: Pronouns that direct attention to a specific person, place, or thing.
 - In English, there are only four demonstrative pronouns: this, that, these, those.
- ☑ 6. Relative pronouns: Pronouns that begin a subordinate clause.
 - There are five relative pronouns: that, which, who, whom, those.

Note: Do not confuse personal pronouns with contractions:

- ☑ Personal pronouns never have an apostrophe.
- ☑ Contractions always have an apostrophe.
- ❖ whose(Pronoun) Vs who's (who is) (Contraction)
- ❖ yours Vs you're (you are)
- ❖ its Vs it's (it is)
- ❖ their Vs they're (they are)

Course Six

Part of Speech (Practice)


Activity One:

 True-False Questions(Rozakis,2003):

1. A noun names a person, place, or thing
2. Common nouns name any one of a class of person, place, or thing.
3. Proper nouns name a specific person, place, or thing. Proper nouns are never capitalized..... ..
4. Plural nouns show ownership.
5. Verbs express action, condition, or state of being.
6. There are six basic types of verbs: action verbs, linking verbs, helping verbs, transitive verbs, intransitive verbs, and plural verbs.
7. Helping verbs are added to another verb to make the meaning clearer. Helping verbs include any form of to be.
8. Adjectives describe nouns and pronouns.
9. Never use an adjective after a linking verb.
10. Adverbs describe verbs, adjectives, or other adverbs.

11. All adverbs are formed by adding -ly to an adjective.
12. Prepositions link a verb to another word.
13. A pronoun gets its meaning from the noun it stands for. The noun is called the antecedent.....
14. Conjunctions connect words or groups of words.
15. Interjections express strong emotions and are usually set off with an exclamation mark (!).....(p,14)

Activity Two:

 Read the following and select the word that best completes each sentence(Rozakis,2003.p,14-15):

1. Proper adjectives are formed from (common nouns, proper nouns).
2. The three articles are a, an, and (the, then).
3. The is called the (indefinite article, definite article).
4. (Predicate adjectives, Proper adjectives), which describe the subject of the sentence, are adjectives separated from the noun or pronoun by a linking verb.
5. (Interjections, Conjunctive adverbs) are used to connect other words and to link ideas and paragraphs.
6. There are (three, seven) different coordinating conjunctions.

7. Correlative conjunctions also link similar words or word groups, but they are always used (in pairs, one at a time).
8. Collective nouns (name groups, show ownership).
9. (I, Which) is a personal pronoun.
10. (Yours, Herself) is a possessive pronoun.
11. Intensive pronouns, unlike reflexive pronouns, (begin a subordinate clause, add emphasis).
12. (Interrogative pronouns, Indefinite pronouns) ask a question. They are: what, which, who, whom, whose.
13. Every sentence must have a noun and a (preposition, verb).
14. Action verbs can be visible and (mental, linking).
15. In the sentence “Luis dropped his hat,” the verb dropped is (transitive, intransitive).
16. In the sentence “Nita awoke early,” the verb awoke is (transitive, intransitive).
17. To determine if a verb is transitive, ask yourself (“Who?”/“What?”, “How many?”) after the verb.
18. (Helping verbs, Linking verbs) join the subject and the predicate and do not show action.

19. Helping verbs, which are added to another verb to make the meaning clearer, can include any form of (to be, to see).

20. In the sentence “I traded my sandwich for three oatmeal cookies,” the word oatmeal is a/n (noun, adjective)

Activity Three (Noun):

- ▣ Decide which of the following nouns belong to proper nouns, and then decide also whether those which do not belong to this class are abstract, individual, or collective.

Jones, money, rocket, actress, King James I, hatred, mob, conscience, State University of Yogyakarta, herd, team, the Himalayas, patriotism, town, pencil.

- ▣ 2. Identify the proper nouns in the following list and write them with a capital letter on a separate sheet of paper.

william shakespeare	merdeka square	city traffic
secretary	april	snow
new south wales	thames	blue mountain
prisoner	saint valentine	apollo 11
romeo and Juliet	seaweed	jefferson high school

3. Form the abstract nouns from the followings.

Advise	Converse	Die	Laugh	Poor	short
Author	cruel	hate	live	Proud	succeed
Believe	deep	hero	long	pursue	think
Bitter	defend	king	obey	regent	true
Bond	depart	know	patriot	serve	wide

4. Supply the appropriate collective nouns for a number of the following noun

1. a _____ of bananas
2. a _____ of books
3. a _____ of brigands
4. a _____ of disorderly people
5. a _____ of elephants
6. a _____ of fish
7. a _____ of hounds
8. a _____ of lions
9. a _____ of people in church
10. a _____ of sailors on a ship
11. a _____ of ships
12. a _____ of stars
13. a _____ of trees
14. a _____

Activity Four (Verbs):

Underline the verb in each of the following sentences. Then on the line before each sentence, write the first letter of the verb found in that sentence. Finally, write the twenty consecutive letters on the lines below the last numbered item to identify the names of five boys.

1. Will he remember the name of the boys?
2. Yes, she understands your explanation.
3. Please shuffle the cards now.
4. Send the messenger to the principal's office.
5. Juan jokes around most of the time.
6. You omitted several names of tonight's program.
7. The scientists simulated the rocket's path.
8. Mrs. Simmons, our teacher, erased the board quickly.
9. The plant withered last week.
10. Coach Albers inspired us before the big football game last week.
11. The runner leaped with enthusiasm after her record-breaking performance.
12. They loved last night's dance recital.
13. The cyclists pedaled through the mountains during the grueling segment of the Tour de France.

14. He envies the other players.

15. I told you that earlier.

16. The artist etched the rough outline.

17. I forgot my jacket in the music room.

18. They easily recalled the unforgettable incident.

19. That game ended his hopes for a professional career.

20. Her parents decided that long ago.

The names of the five boys are: ,.....
....., and..... .

Course Seven

Positive, Comparative, and Superlative Degrees of Comparison

Introduction

This course tends to emphasis on the difference between the three degree of adjectives: Positive, Comparative, and Superlative. It assists learners to appropriately use these types according to the right purpose and it highlights how these adjectives are formed. Additionally, the course reminds learners about the adverbs formation and demonstrates how the comparative, and Superlative form of these adverbs are constructed.

Objectives

- ❑ Distinguishing Between the Positive, Comparative, and Superlative Degrees of Comparison(Adjectives and adverbs)
- ❑ Using them correctly.
- ❑ Avoiding errors with adjectives and adverbs.
- ❑ Exposing learners to some irregular adjectives and adverbs.
- ❑ Practice to ensure learners' understanding.

The course

Consider the following examples:

- | |
|---|
| <ul style="list-style-type: none">❖ Tall, taller than, the tallest.❖ Big, bigger than, the biggest.❖ Expensive, more expensive then, the most expensive.❖ Intelligent, more intelligent, the most intelligent. |
|---|

The above examples are illustrations of what is known as positive, comparative and superlative adjectives' degree of comparison.

A. Adjectives

- First, some objectives are not used to compare. In this respect, this type of adjectives are said to be positive.

Example: This car is nice.

She is a respectful lady.

- Second, in some occasions, adjectives used to compare two things, or situations. Adjectives in this case are named the comparative adjectives.

Example: This car is nicer than the other one.

She is more respectful than the other lady.

- Third, adjectives are used to compare two or more things and show a degree of superiority. In this case, the adjectives are called superlative adjectives.

Example: This car is the nicest car I have ever seen.

This lady is the most respectful person I met.

How to Form Positive, Comparative and Superlative Adjectives:

1. For the positive adjective, it is sufficient to put the adjective just as it is. E.g.: The old man, the happy face, the knowledgeable man.
2. To form comparative adjective, two ways exist according to the number of syllable that the adjective encompasses:

- ❖ The two syllable adjectives also called the short adjectives, the comparative is forms by adding the suffix “ er”.
- ❖ Three or more syllables adjectives also called the long adjectives; we add “more” before the adjective.
- ❖ For both cases, the adjective is followed by “than”

The cold tea, the cold coffee. \longrightarrow The tea is colder than the coffee.

The dangerous lion, the dangerous dog . \longrightarrow The lion is more dangerous than the dog.

3. To form the superlative form of adjectives we follow the upcoming:

- ❖ The two syllable adjectives also called short adjectives, the superlative is forms by adding the suffix “ est”.
- ❖ Three or more syllables adjectives also called the long adjectives, we add “most” before the adjective.
- ❖ For both cases, the adjective is preceded by “the”

The cold tea. \longrightarrow The coldest tea.

The dangerous lion. \longrightarrow The most dangerous lion.

Note:

- Never use both “er” and “more” in case of comparative adjectives, or “est” and “most” in case of superlative adjectives, with the same modifier.
- Never use double comparisons. For example, never say “the most funniest.” Instead, say “funniest.” Never say the “least richest.” Instead, say “least rich.”
- If the adjective ends in consonant, vowel, consonant, you should double the last consonant: Big= bigger, biggest.

- if the adjective ends with *-y*, change the *-y* into *-i* and then add *er*, or *est*.

B. Adverbs.

As mentioned in the previous course, to form adverbs we add *-ly* to the adjective.

Example: bad= badly, dangerous= dangerously.

- ❖ Adverbs also can be used to form comparative and superlative forms.
- ❖ To form the comparative form we add “more”
- ❖ To form the superlative form we add “most”

Table 5

Positive, comparative and superlative adverbs

Adverb	Comparative	Superlative
Calm	More calmly	Most calmly
Angrily	More angrily	Most angrily
Movingly	More movingly	Most movingly

Note:

- Some adjectives and adverbs have irregular forms.
- A few adjectives and adverbs do not adhere to the above mentioned rules when forming the comparative and superlative degrees.
- Consider the following chart that tries to summarize the common cases in English:

Table 6

Irregular comparative and superlative adverbs

Positive	Comparative	Superlative
Bad	Worse	Worst
Badly	Worst	Worst
Far	Further	Further
far (distance)	Farther	Farthest
Good	Better	Best
Ill	Worse	Worst
Little	Less	Least
Little	Less	Least
Many	More	Most
Some	More	Most
Well	Better	Best

Activity One:

 True-False Questions(Rozakis,2003.p,56-57):

1. Many adjectives are formed by adding -ly to an adverb.
2. Some words can be either adjectives or adverbs, depending on how they are used in a sentence.
3. The only reliable way to tell the difference between an adjective and an adverb is to memorize a list of words.....

4. Adjectives and adverbs not only describe things, they also compare them.
5. The base form of the adjective or adverb not being used in a comparison is called the “positive degree.”.....
6. The form of an adjective or adverb being used to compare two things is the “superlative degree.”
7. The form of the adjective or adverb being used to compare three or more things is the “comparative degree.”.....
8. To show comparison in most cases, use -er/-est with one- and two-syllable adjectives or adverbs.
9. When an adjective or adverb has three or more syllables, use more and most or less and least to form the comparative and superlative degrees.
10. Under certain conditions, you can use both -er and more or -est and most with the same modifier.
11. All adverbs that end in -ly form their comparative and superlative degrees with more and most.
12. The phrase “most smoothly” is in the superlative degree.
13. All adjectives and adverbs have irregular forms.
14. The superlative form of bad is baddest.....
15. The superlative form of far is furthest.
16. Good is always an adjective.
17. Well is an adverb used to describe good health.
18. Well is an adjective used to describe anything but health.....
19. Use the comparative degree (-er or more) to compare two things.

20. Use the superlative form (-est or most) to compare three or more things.
21. Fewer refers to items that can't be counted.
22. Less refers to amounts that can be counted.
23. When you compare one item in a group with the rest of the group, be sure to include the word other or else.
24. A predicate adjective is an adjective that follows a linking verb and describes the subject of a sentence.
25. Use an adverb rather than an adjective after a linking verb.
26. Using two negative words in the same clause (group of words) creates a double negative, which should be avoided.
27. Hardly is not a negative word.
28. To create overstatement, you can use a word with a negative prefix and another negative word.

Activity Two:

Multiple-Choice Questions Choose the best answer to each question (Rozakis,2003,p,58-59):.

1. Adjectives are modifiers that describe
- a (a) Noun or verb
 - (b) Pronoun or adverb
 - (c) Noun or pronoun
 - (d) Verb or preposition
2. Adverbs are modifiers that describe all the following words except
- (a) Verbs
 - (b) Pronouns

(c) Adjectives

(d) Adverbs

3. Which is the best revision of the following sentence? Nick's feet are bigger than Charles'.

(a) Nick's feet are bigger than Charles' feet.

(b) Nick's feet are more bigger than Charles' feet.

(c) Nick's feet are biggest than Charles' feet.

(d) Nick's feet are big than Charles'.

4. Each of the following is a degree of comparison except

(a) Positive

(b) Comparative

(c) Superlative

(d) Negative

5. What is the comparative form of popular?

(a) Popularest

(b) Popular

(c) Most popular

(d) More popular

6. The comparative and superlatives forms of ill are

(a) Worse, most worse

(b) Worster, worstest

(c) worse, worst

(d) More ill, most ill

7. The comparative and superlatives forms of many and much are

(a) Double comparisons

(b) Many, more

(c) Regular

(d) Identical

8. Which is the best revision of the following sentence? My brother's CD collection is larger than my son's.

(a) My brother's CD collection is larger than my son's CD collection.

(b) My brother's CD collection is large than my son's CD.

(c) My brother's CD collection is largest than my son's CD.

(d) My brother's CD collection is more larger than my son's CD collection.

9. Which is the best revision of the following sentence? In my opinion, collard greens is most delicious than broccoli.

(a) In my opinion, collard greens is delicious than broccoli.

(b) In my opinion, collard greens is deliciouser than broccoli.

(c) In my opinion, collard greens is more delicious than broccoli.

(d) In my opinion, collard greens is deliciously than broccoli.

10. All the following are negative words except

(a) Scarcely

(b) Hardly

(c) Did

(d) n't

11. Which is the best revision of the following sentence? Which of the twins writes gooder?

(a) Which of the twins writes best?

(b) Which of the twins writes better?

(c) Which of the twins writes good?

(d) Which of the twins writes more better?

12. Which of the following words best completes the sentence? Mr. Big is willing to cooperate than his attitude suggests.

(a) Less

(b) Least

(c) Leastest

(d) Lesser

13. Which is the best revision of the following sentence? Two can live most cheaply than one.

(a) Two can live cheaply than one.

(b) Two can live moster cheaply than one.

(c) Two can live more cheaply than one.

(d) Two can live mostest cheaply than one.

14. When you are comparing a member of a group with the rest of the group, make sure that your sentence contains the words

(a) Than or if

(b) Good or worse

(c) More or better

(d) Other or else

15. Which of the following sentences is not correct?

(a) Nico could not see in the gloomy night.

(b) Nico could not hardly see in the gloomy night.

(c) Nico could barely see in the gloomy night.

(d) Nico had difficult seeing clearly in the gloomy night.

Course Eight

Mechanics of Writing (A)

Introduction

This course tends to offer a brief review of punctuation and capitalization. This course is included as some learners show little knowledge of how to use them appropriately. Importantly, this course is added viewing the paramount importance of mechanics in providing a correct and accurate meaning when writing. Mechanics in English refers to: punctuation, capitalization and sometimes to spelling. The emphasis in this course is put on the two first elements while the third element is treated during the whole academic year. This course is divided into two courses.

The Objectives

- Providing learners with basic and essential rules of mechanism (Capitalization and punctuation).
- Enabling learners to identify the different associated meanings that occur when using/ misusing the appropriate mechanism rules.
- Enabling learners to write correct and short sentences.
- Practice to boost learners understanding of different rules of mechanism.

The Course

- The material:
 - Read the following text and pay attention to the capital letters as well as the punctuation used.

Capitalization and punctuation are the mechanics of writing. They are not simply rules that we must memorize and follow; they are specific signals to the reader. These mechanics are used to determine the meaning and to clarify intent. It is possible to change the connotation of a sentence by altering punctuation and/or capitalization.

(Lindner,2005.p,75)

Mechanics refers to the different rules and restrictions of particular written language. Generally, it consists of capitalization, and punctuation rules.

A. Capitalization

Simply, capitalization is the use of capital letter when it is necessary. The following are the possible cases to use capital letter:

- Use a capital letter for the first letter of the first word in a sentence:

What is your name? Bring that newspaper.

- The pronoun I is always capitalized.

I am the student. Do not ask me who I am!

- Use a capital letter for Proper nouns: the names of people, planets, countries, or cities.

Sarah, Hakim, Jupiter, Batna.

- Use a capital letter for the names of places:

National Park, Algiers, London, Sacramento 4.

- Use a capital letter for festivals, holidays, days of the week, months of the year:
New Year's Day, Labor Day, Mother's Day, Sunday, Friday, May, July, September.
- Historical events: World War I, the Renaissance, the Crusades.
- Races, nationalities, languages: Swedes, Swedish, African American, Jewish, French,
- Native American. (Most writers do not capitalize whites, blacks.)
- Names of religions and religious terms: God, Allah, Christians, Judaism, Jews, Islam, Muslims.
- Names of courses: Economics, Biology 101.
- Brand names: Tide, Renault.
- Capitalize people's titles and the names of political entities.

B. Punctuation

The use of punctuation refers to the appropriate application of certain special symbols. The aim of punctuation is to separate phrases and sentences to ensure the clarity and readability of the written pieces.

There are 14 punctuation marks that are commonly used in English grammar. They are the period(.), question mark(?), exclamation point(!), comma(,), semicolon(;), colon(:), dash(-), hyphen(_), parentheses([]), brackets({}), braces(()), apostrophe('), quotation marks(“ ”), and ellipsis(...). Following their correct usage will make your writing easier to read and more appealing.

1. Period (Full stop):

- You use a period at the end of a sentence. I go to the university.
- After an abbreviation: Dr. Jones, Mrs Alia.

2. Question Mark:

- Use a question mark\ point (?) to indicate a direct question wh

en dash and em dash.

- placed at the end of a sentence.

How is the weather in London?

3. The exclamation mark\ point (!)

- It is used when a person wants to express a sudden outcry, add emphasis or strong feeling.

What a beautiful surprise!

4. Comma: It is used:

- Between nouns and noun phrases in a list. He prefers to read, eat, and play tennis.
- Between adjectives when you use several of them to describe something.

The man is smart, brave and ambitious.

- After yes and no, and before please in sentences. You also use a comma before or after the name of the person you are speaking to.

Good evening, sir!

No, it can be possible.

5. The semicolon (;)

- Used to connect independent clauses. It shows a closer relationship between the clauses than a period would show.

They ordered coffee; but they like juice.

6. A colon (:) It has three main uses.

- After a word introducing a quotation, an explanation, an example, or a series.
- Between independent clauses when the second explains the first, similar to a semicolon.
- for emphasis: There was one boy: James.
- A colon also has non-grammatical uses in time, ratio, business correspondence and references.

Course Nine

Mechanics of Writing (B)

Introduction

This course tends to offer a brief review of punctuation and capitalization. This course is included as some learners show little knowledge of how to use them appropriately. Importantly, this course is added viewing the paramount importance of mechanics in providing a correct and accurate meaning when writing. Mechanics in English refers to: punctuation, capitalization and sometimes to spelling. The emphasis in this course is put on the two first elements while the third element is treated during the whole academic year.

The Objectives

- Providing learners with basic and essential rules of mechanism (Capitalization and punctuation).
- Enabling learners to identify the different associated meanings that occur when using/ misusing the appropriate mechanism rules.
- Enabling learners to write correct and short sentences.
- Practice to boost learners understanding of different rules of mechanism.

The Course

- The material:
 - Read the following text and pay attention to the capital letters as well as the punctuation used.

Capitalization and punctuation are the mechanics of writing. They are not simply rules that we must memorize and follow; they are specific signals to the reader. These mechanics are used to determine the meaning and to clarify intent. It is possible to change the connotation of a sentence by altering punctuation and/or capitalization.

7. The dash

- Used to separate words into statements. There are two common types of dashes: en dash and em dash.

8. A hyphen

- Used to join two or more words together into a compound term and is not separated by spaces. For example, part-time, well-known.

8. Brackets ([])

- Brackets are the squared off notations used for technical explanations or to clarify meaning.

9. Braces ({})

- Used to contain two or more lines of text or listed items to show that they are considered as a unit. They can be seen in computer and in mathematical expressions.

10. Parentheses ()

- Used to contain further thoughts or qualifying remarks.

11. An apostrophe (')

- Used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters.

12. Quotations marks (" ")

- Used primarily to mark the beginning and end of a passage attributed to another and repeated word for word.
- To indicate meanings and to indicate the unusual or dubious status of a word.

"Don't go outside," she said.

13. Single quotation marks ('')

Used most frequently for quotes within quotes.

14. The ellipsis (. . .) although it is occasionally

- Used in writing or printing to indicate an omission, especially of letters or words.
- Ellipses are frequently used within quotations

Activity One:

 Circle the letters that should be CAPITALS. Then write the correct letter in the space above them. (Seaton and Mew,2007.p,8)

1 peter and i are good friends.

2 we are going to chicago during our summer vacation.

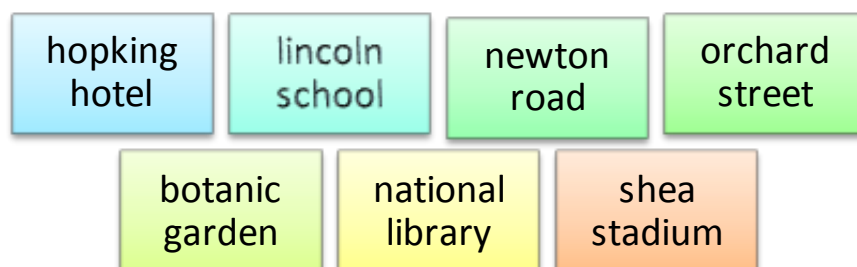
3 there is an interesting football game on sunday.

4 jason lives on thomson avenue.

5. january is the first month of the year.

Activity Two:

Look at the signs on the left. Can you find the mistakes? Write the names correctly. (Seaton and Mew, 2007, p.8)



.....

.....


Activity Three:

Write the punctuation marks from the box to complete the following sentences: (Seaton and Mew, 2007, p.8)

, ? .

- 1 He hates cheese
- 2 Who is your teacher
- 3 Stop that man
- 4 Keep quiet
- 5 Good morning madam
- 6 George are you okay
- 7 Peter David and Susan are playing hide and seek
- 8 Mom bought meat fish and vegetables at the supermarket
- 9 What is the time now
- 10 Anne is a pretty girl

Activity Four:

 Complete the following sentences by writing the apostrophe(‘) in the correct place
(Seaton and Mew,2007.p,8)

- 1 This is Peters bike.
- 2 Paul cant find his shoes.
- 3 Miss Lee is marking the pupils papers.
- 4 They are all on the childrens playground.
- 5 Dont make so much noise!
- 6 Doctors take care of peoples health.
- 7 Theyre having a game of tennis.
- 8 Jack doesnt look well.

Course Ten

Verb Tenses in English (A)

Introduction

This course tends to introduce the common tenses that exist in the English language. Furthermore, it provides learners with the restrictions that should be respected when selecting one particular tense. This course is divided into four parts.

Objectives

- ▣ How do we make the tense?(The Structure)
- ▣ When and why do we use the tense?(The Use)

The course:

➤ The material

- The sun rises in the east.
- I go to the doctor next week.
- The boy played football.
- The dean spoke about that issue.
- The kids drank all the juice.
- She cut the papers.
- We have been in Spain.
- She has forgotten her homework.
- I have worked in that company since I knew her.
- When I finished the revision, I took a quick shower.
- When I read the newspaper, I was totally upset.

1. The present tense:

- The most basic used tense in English.
- The only change from the base is the addition of -s for third person singular.
- It is used to express a general truth or a customary action.
- Used to talk about things that are planned for the future.
- Used with state verbs.
- Used when action follows another.
- ☑ Its formation: I, you, we and they + Stem.

She , he and it + stem+ s

Note: The following table illustrates examples of state verbs.

Table 7

State verbs examples

State Verbs	
1. Verbs of thinking and opinion	To prefer, to forget, to imagine, to think, to agree, to disagree, to believe, to mean.
2. verbs of senses	To look, to see, to smell, to taste, to hear,
3. Verbs of having and being	To have, to possess, to contain, to need, to belong.
4. Verbs of emotion and feeling	To like, to hate, to love, to adore, to hope, to wish, to want.

Tip:

Use the present tense with these signal words: Sometimes, always, often, never, seldom, every day, first ...then.....

2. The Simple Past

- This tense is particularly used to talk about actions that happened in the past mostly connected with an expression of time.
- The simple past tense is used in stories.
- It is used to report a past habit.

Past tense formation: Regular Verbs= Stem + ed. e.g.: To arrive= Arrived.

Irregular verbs= Take different forms.eg: To go= went.

Tip:

Signal words indicate the use of simple past tense: Last..., In 2020, yesterday,ago, past.....

Note

The table 8 serves as brief explanation of how to form past tense

Table 8

Past tense formation

Past Tense Formation	
1. The simple past tense is usually formed by adding –ed- to the stem.	To live= lived To watch= watched
2. If the verb ends with -e, just add -d.	To die= died To share= shared
3. The last letter is doubled in some verbs then the –ed- is added. Generally, these verbs are short verbs (One syllable) that end with: b, d, m, n, p, t.	To commit= committed To nod= nodded
4. Verbs that end in –y-, change the y to i before adding –ed-.	To curry= curried To marry= married

3. Present Perfect Tense:

- Used to express an action happened in the past and it is finished but its effects still felt i.e. present result.
- Used to express action that began in the past and still continuous, i.e. Unfinished past.
- Used to express actions occurring in an incomplete period.
- ☑ Present perfect tense formation= Have(I, you, they, we)/ has(she, he, it)+ Past participle of verbs.
- ☑ The past participles of verbs differ:
 1. regular verbs= stem +ed.
 2. Irregular verbs= changes according to a distinctive list.

Tip:

The present Perfect Tense is used when you find these signal words: Before, yet ,never, already, this morning, since, two days, up to now, for.

4. Past Perfect Tense:

- This tense is used to express that an action happened before another action both in past.
- Tense Formation: To have in past + Past participle of the verb.
 Past perfect tense = had+ PP.
- The past participles of verbs differ:
 - regular verbs= stem +ed.
 - Irregular verbs= changes according to a distinctive list.

Course Elven

Verb Tenses in English (B)

Introduction

This course is an extension to the previous one: Tenses in English (A). It aims at covering the rest of tenses.

Objectives

- How do we make the tense?(The Structure)
- When and why do we use the tense?(The Use)

The course:

➤ The material

- Do not talk now; I am listening to the news.
- I am writing a good article with Sarah.
- Do not suggest that to her now, she is busy.
- They are praying now.
- You are not revising well.
- The learners were passing their exam when the bell rang.
- The girls' eyes were shining.
- The doctor was waiting at the room when Ella came.
- His friends were applauding until he smiled.
- I will be teaching next week too.
- Robert will have reached New York city by now.
- Your sisters and brother will help in the cleaning.
- I will meet her tomorrow.

- Our school team will be competing against yours.
- I will be preparing dinner for my kids.
- We are late; the course will already have ended by the time we arrive to the university.
- She will have read the book before her family comeback.
- John said that she had been absent all the week.
- The program that was determined had been operating since 2020.

5. The Present Continuous Tense:

- Used to express a planned future arrangement.
- Used to express an activity which is happening now in the same time of speaking .i.e.: simultaneously.
- Used to express an activity which is not happening now in the same time of speaking .i.e.: simultaneously.
- To express a situation that is true now but it is not necessary happening in the same time of speaking.
 - ☑ Present Continuous Tense Formation = be in present (am, is, are)+ Gerund.
 - ☑ Gerund= Stem+ ing. Eg.: Playing, reading, writing.

Tip

Use present continuous tense with the following signal words: Look!, Listen!, now, at the moment.

Course Twelve

Verb Tenses in English (C)

Introduction

This course is an extension to the previous one: Tenses in English (A). It aims at covering the rest of tenses.

Objectives

- How do we make the tense?(The Structure)
- When and why do we use the tense?(The Use)

The course:

➤ The material

- Do not talk now; I am listening to the news.
- I am writing a good article with Sarah.
- Do not suggest that to her now, she is busy.
- They are praying now.
- You are not revising well.
- The learners were passing their exam when the bell rang.
- The girls' eyes were shining.
- The doctor was waiting at the room when Ella came.
- His friends were applauding until he smiled.
- I will be teaching next week too.
- Robert will have reached New York city by now.
- Your sisters and brother will help in the cleaning.
- I will meet her tomorrow.

- Our school team will be competing against yours.
- I will be preparing dinner for my kids.
- We are late; the course will already have ended by the time we arrive to the university.
- She will have read the book before her family comeback.
- John said that she had been absent all the week.
- The program that was determined had been operating since 2020.

6. Past Continuous Tense:

- Known also as past progressive tense.
- Used to express action in progress before a particular time in the past.
- Used for description.
- To express an interrupted past activity.
 - Past Continuous Formation= be in past (was, were)+ gerund

Tip

Use past continuous tense with the following signal words: when, while.

7. Simple Future Tense:

- Used to express future fact of prediction.
- To express a decision, intention, thought or an offer made at the moment of speaking.
 - Future Tense Formation= will, shall+ stem.

Tip

Use past continuous tense with the following signal words: Next, Tomorrow, the upcoming, the next, the following.

8. Future Continuous Tense:

- It is used to express an action in progress at a certain time in the future.
- Used to express a promised action or thought that will happen in a specific time/ context in the future.

Future Continuous Tense Formation= will/ shall+ be+ gerund.

9. Future Perfect Tense:

- Used to demonstrate an action that already has happened before a specific time in the future.

Future Continuous Tense Formation= will/ shall+ have+ past participle.

10. Present Perfect Continuous Tense:

- Used to express an activity that has recently stopped or just stopped.
- To demonstrate how long action has been occurring .i.e.: the emphasis is on action's length of time.

Present Perfect Continuous Formation= has (she, he ,it)/ have (you, they, we)+been+ gerund.

11. Past Perfect Continuous Tense:

- It is used to demonstrate how long something or action had been happening before another action happen.

Past Perfect Continuous Tense Formation= Had+ been+ gerund.

Course Thirteen

Tenses in English (Practice)

Introduction

This course tends to practice what have been introducing in terms of common tenses that exist in the English language.

Objectives

- ▣ Practice of how do we make the tense?(The Structure)
- ▣ Practicing when and why do we use the tense?(The Use)

Activity one:

▣ Tell the police what you saw. Put in the simple part forms of the verbs on the right (Adapted from: Eastwood, 1894.P, 51).

- | | |
|---|--------------------|
| 1. A car outside the shop, and two menout. | Stop Get |
| 2. Theymasks on. | Have |
| 3. one of thema brick in his hand | Throw |
| 4. Hethe brick at the window andit. | Smash |
| 5. One manthe coasts from the window, and the otherthem in the back of the car. | Take Put |
| 6. It all.....very quickly. People justand..... | Happen Stand Watch |
| 7. The meninto the car andaway. | Jump Drive |
| 8. I..... to a phone box andthe police. | Run Call |

Activity Two:

When Miss May walked into the class what were the children doing? Fill in the blanks with the correct past progressive tense of the verbs in brackets. (Adopted from: Seaton & Mew.2007. p, 107)


- 1 James _____ to Peter. (talk)
- 2 Sue _____ a storybook. (read)
- 3 Rudy _____ the chalkboard. (erase)
- 4 David _____ his math exercise. (do)
- 5 Peter _____ Joe his new watch. (show)
- 6 Jane _____ a horse in her notebook. (draw)
- 7 Ahmad _____ for his pencil. (look)
- 8 Some children _____ a lot of noise. (make)

Activity Three:

Fill in the blanks with the present perfect tense of the verbs in parentheses. (Adopted from: Seaton & Mew.2007. p, 98).


- 1 Dad _____ his car key. (lose)
- 2 All the guests _____. (arrive)
- 3 Tony _____ a goal. (score)
- 4 Peter _____ in the tent several times. (sleep)
- 5 It _____ not _____ for two months. (rain)
- 6 Some prisoners _____ from the prison. (escape)
- 7 The plane _____ at the airport. (land)
- 8 John _____ a puppet. (make)
- 9 Dad and I _____ a big fish. (catch)
- 10 I _____ this movie twice. (see)

Activity Three:

 Fill in the blanks with the correct future tense of the verbs in brackets, using shall or will. (Adopted from: Seaton & Mew.2007. p, 111).

- 1 You _____ fat if you eat too many desserts. (grow)
- 2 The new school building _____ ready soon. (be)
- 3 We _____ to the zoo after breakfast. (go)
- 4 I _____ my bath before dinner. (take)
- 5 Peter _____ lots to do on his grandmother's farm. (find)
- 6 If we ask her, she _____ us how to play chess. (teach)
- 7 If he works hard, he _____ his exams. (pass)
- 8 _____ we _____ home now? (go)

Activity Four:

 Complete these sentences by changing shall or will to the appropriate form of the verb be + going to (i.e., am, is, or are + going to). (Adopted from: Seaton & Mew.2007. p, 98).

- 1 .They will be busy tomorrow. They _____ be busy tomorrow.
2. I hope I will be ready on time. I hope I _____ be ready on time.
3. We shall visit James this evening. We _____ visit James this evening.
4. It will rain soon. It _____ rain soon.
5. Dad will take us to the movies tomorrow. Dad _____ take us to the movies tomorrow.

Course Fourteen

Plural Noun Formation

Introduction

This course tends to introduce to learners the concept of pluralization. It introduces the fundamental rules to form the plural of nouns. This course is included viewing the paramount importance of plural and singular form in subject-verb agreement.

Objectives

- Demonstrating how do we make the plural form of nouns?(The Structure)
- Avoiding possible spelling mistakes through displaying rules and exception.
- Practicing to ensure students' understanding.

The Course:

➤ The material

- This is your bag. These are your bags.
- Open your eye. Open your eyes.
- You must fix the roof. You must fix the roofs.
- Would you please buy for me some potatoes and tomatoes?
- Look over there! There is a beautiful butterfly. Butterflies are synonyms to joy for me.
- Pompeii was destroyed by a volcano. Volcanoes are disastrous.
- Sarah's thesis was built on one hypothesis while Ahmed's thesis depended on two hypotheses.
- The selection was based on different criteria. Each criterion was detailed in the pamphlet.

- Boys always love new cars but Sami, my boy, loves his old car.
- We have seen geese in the two previous zoos. In this zoo, no single goose exists!

The Plural

In English, when we aim to refer to two or more entities we use the plural form. There are many rules which assist in the plural formation.

Plural Formation Rules

- ☑ 1. Adding –s-: Most nouns are made plural by adding -s at the end. e.g.: cat= cats, house= houses, finger= fingers, planet=planets.
- ☑ 2. Adding –es- : For words that ends in the singular form with: -s,-ss,-sh,-ch,-x, or –z, add –es to the end of the singular word form to obtain the plural form. e.g.: Glass= glasses, tax=taxes, lunch=lunches, dish=dishes, sandwich=sandwiches, blitz=blitzes.
- ☑ 3. Doubling the final letter + -ed: Occasionally, to form the plural form of some singular nouns that end with –s or –z you have to double the –s or –z before adding the –es. e.g.: Fez=fezzes, gas=gasses,
- ☑ 4. Adding –ies (words ending with-y): In words that the singular form ends with –y consonant but this- y is preceded by a consonant, the plural will be obtained through changing –y into –ies. e.g.: Butterfly= butterflies, canary= canaries, cherry= cherries, story= stories, family=families.
- ☑ 5. Adding –s(words ending with-y): In words that the singular form ends with –y consonant but this- y is preceded by a vowel, the plural will be obtained through adding –s to the end of the singular word form..e.g.: Boy=boys, ray= rays, day =days, kidney= kidneys, toy= toys, key= keys.

- ☑ 6. Adding –es (Words ending with-o): To form the plural of these words, it is sufficient to add –es to the end of the singular form word. e.g.: Potato= potatoes, hero= heroes.
- Note: Some exceptions are made here in which the plural formation is formed by adding –s to the words that ends with –o. Check table 9.

Table 9

Plural formation with words ending with -os

Singular	Plural
Photo	Photos
Zoo	Zoos
Piano	Pianos
Rhino	Rhinos
Video	Videos
Kangaroo	Kangaroos
Hippo	Hippos

- There are some plural words that can be formed by adding-s or –es to the end the singular form of the words. Consider the following.

Table 10

Plural formation with words ending with –os,-oes

Singular	Plural
Volcano	Volcanos\ volcanoes
Mango	Mangoes\ mangos
Mosquito	Mosquitoes\mosquitos
Zero	Zeroes\ zeros
Buffalo	Buffaloes\ buffalos

- ☑ 7. In words that end with- us, the plural formation of these words is formed by replacing –us by –i. e.g.: Focus= foci, stimulus= stimuli.
 - ☑ 8. In words that end with –on in the singular form their plural is formed by replacing –on by -a. e.g.: Criterion= criteria, phenomenon= phenomena, bacterium= bacteria.
 - ☑ 9. Words that end with –is, their plural form is formed by replacing the- is by –es. e.g.: Hypothesis= hypothesis, analysis= analyses, ellipsis= ellipses.
 - ☑ 10 In nouns ending with –f, you often change f to v, and add -es. e.g.: shelf=shelves, wolf=wolves, half =halves, thief =thieves.
- Some exceptions are noted in table 11

Table 11

Examples of plural formation with-fs

Singular	Plural
Chef	chefs
Chief	chiefs
Handkerchief	handkerchiefs
Roof	roofs
Cliff	cliffs
Sheriff	sheriffs

- ☑ 11. With some words that end in -fe, you change f to v, and add –s: wife= wives, knife= knives, life= lives, wife =wives. Except for giraffe, add -s to giraffe to form the plural.
- Some words bear both possibilities: dwarf =dwarfs or dwarves, hoof= hoofs or hooves scarf = scarfs or scarves.

12. Some words change their spelling when forming their plural or keep the same spelling. Consider the following chart.

Table 12

Examples of plural formation with-ves

Singular	Plural
Child	Children
Woman	Women
Man	Men
Tooth	Teeth
Sheep	Sheep
Bison	Bison
Deer	Deer
Fish	Fish\ fishes
Ox	Oxen
Goose	Geese
Mouse	Mice

13. To form the plural of compound words, add –s to the main word plural. e.g.:
- Father-in-law =fathers-in-law, passerby =passersby.
- To form the plural of compound nouns and there is no noun in the compound word, add an - s to the end of the word. e.g.: take off= takeoffs.
- If the compound word ends in -ful, add an s to the end of the word. e.g.: cupful= Cupfuls.

Remarks

- ✚ Some nouns have only plural form such as: jeans, pliers, glasses, ants, scissors, pajamas, sneakers, shorts, trousers, sandals.
- ✚ To make the plural of such nouns use -a pair of-. e.g. : a pair of pants, a pair of, a pair of pliers.

Activity one:

- 📖 Look at the words below. Do you know which ones are singular and which are plural? Put a checkmark (✓) in the correct box. (Adopted from: Seaton & Mew.2007. p, 32).

Noun	Singular	Plural
Pencil		
Books		
Fan b		
Children		
Kites		
People		
Crab		
Foxes		

Activity Two:

- 📖 Do you add -s or -es to these singular nouns to make them plural? Write your answers on the lines.(Adopted from: Seaton & Mew.2007. p, 32).

1 desk

2 Class.....

3. Comb.....

7 peach

4. Mug.....

8 belt

5. bus.....

9 taxi

6 basket

10 box

Activity Three:

▣ Do you change -y to -ies , or just add -s to make these singular nouns plural? Write your answers. (Adopted from: Seaton & Mew.2007. p, 33).

1 key

6 toy

2 city

7 baby

3 butterfly

8 party

4 monkey

9 chimney

5 fly

10 lady

Activity Four

▣ All these singular nouns end with -o . Add either -s or -es as you write the plurals on the line. (Adopted from: Seaton & Mew.2007. p, 33).

1 video

6 radio.....

2 piano.....

7 hippo

3 mango.....

8 zoo

4 kangaroo

9 zero

5 rhino.....

10 photo.....

Course Fifteen

Subject-Verb Agreement

Introduction

The current course addresses the subject- verb agreement. Subject-Verb agreement is a significant part of the academic writing as it unifies a sentence and facilitates the understanding for the readers/learners. Learners tend to misuse the appropriate verb with the subject particularly in cases of multiple subjects or verbs.

Objectives

- Demonstrating how do subjects and verbs agree with each other.
- Listing the rules that govern this agreement.
- Practicing to ensure students' understanding.

The Course:

➤ The material

- The man covers the car. The men cover the cars.
- The student revises their courses. The students revise their courses.
- The journalist reports the accident. The journalists report the accident.
- Ali and Ahmed play that football.
- Alice plays and sings in her room.
- Rima and her daughter cook and clean the house today.

Note:

- The subject is the person, animal, or thing that did the action.
- Verb is the action in a sentence.

Rules of Subject-Verb Agreement

In a sentence you must make sure that the subject and the verb agree.

1. If the subject is a simple subject i.e.: singular noun, or the pronoun: he, she, it, a singular verb is used.

✚ She sings the song. She is singing the song. She has sung the song.

✚ The cat ate the fish. The cat is eating the fish. The cat has eaten the fish.

2. If the subject is a singular complete subject use the singular form of verbs. Complete subject= a simple subject+ word(s) that modify it.

✚ The annual review is distributed.

3. If the subject is compound use a plural form of the verb. Compound subject= two or more subjects, usually these subjects are joined by a conjunction.

✚ The teachers and students are ready for the online teaching/learning.

✚ The men, women and children are against this situation.

4. If the subject is a plural noun, or the pronoun: we, you or they, a plural verb is used.

✚ We bought the newspapers. We are buying the newspapers. We have bought the newspapers.

✚ The journalists participate in that conference. The journalists are participating in that conference. The journalists have participated in that conference.

5. Collective nouns: In case of collective nouns, the verb takes a singular form if the members of the collective noun are acting in group e.g.: My family is preparing for my graduation.

6. Collective Nouns: The verb takes a plural form if the members of the collective noun are acting individually and separately i.e.: The team were giving their opinions.

7. Compound verbs take either the plural form or the singular form depending on their only subject.

✚ He writes, eats, and answers the phone calls.

✚ They write, eat and answer the phone calls.

Remarks:

- Words that come between the subject and verb do not affect agreement.

The necklace, which is on the desk, is very precious memory

- .Prepositional phrases between the subject and verb usually do not affect agreement.

The colors of the rainbow are vivid.

- Sentences that start with “there” or “here,” the subject in such cases is always placed after the verb. Make sure to decide the appropriate agreement.

Here are the books you requested.

Activity One:

Fill in the blanks with verbs that match the subjects. Use the correct form of the simple present tense of the verbs in parentheses. (Adopted from: Seaton & Mew.2007. p, 126)

- 1 I always _____ to school with my brother. (go)
- 2 Mark always _____ to school with his brother. (go)
- 3 You _____ the answer. (know)
- 4 Luis _____ the answer, too. (know)
- 5 This book _____ very few drawings. (have)
- 6 These books _____ lots of beautiful drawings. (have)
- 7 Anne _____ my sister. (be)
- 8 Pat and Alice _____ good at English. (be)

Activity Two:

Fill in the blanks with verbs that match the subjects. Use the correct form of the simple present tense of the verbs in parentheses. (Adopted from: Seaton & Mew.2007. p, 126)

- 1 A tiger _____. (roar)
- 2 All birds _____ eggs. (lay)
- 3 Dad _____ listening to music. (like)
- 4 Uncle Bob _____ his car every day. (wash)
- 5 She _____ all the answers. (know)
- 6 There _____ twelve months in a year. (be)
- 7 The twins often _____. (fight)
- 8 Our parents _____ us. (love)

Course Sixteen

Sentence Types, Clause, and Phrases

Introduction

The course tries to summarize the main types of sentence according to their purpose and function. Also, this course will shed light on clauses and phrases as learners tend to misuse them as interchangeable terms.

Objectives

- Introducing types of sentences according to their purpose of use.
- Introducing types of sentences according to their function and structure.
- Avoiding possible misuse of both clauses and phrases.
- Practicing to ensure students' understanding.

The Course:

➤ The material

- The man fixed the roof.
- The children played until the sun set.
- The man refused the deal because he was so smart.
- Is there any problem?
- What a beautiful day!

Defining a Sentence

A sentence is a group/set of words that expresses a complete thought or idea. A sentence must have a subject and a verb, but it may or may not have an object. e.g.: The magazine is published. The company printed the magazine.

Sentence Characteristics

- Involves one complete idea.
- Starts with a capital letter
- Ends with a full stop or one of the equivalent marks (! or ?)

Structure of the sentence

The sentence= Subject+ verb+ object. She goes to the doctor. They bought a house.

The sentence= subject + verb. She draws. She is painting.

Defining a clause

In grammar, a clause is a combination of words within a sentence that is comprised of a subject and a predicate. A complete sentence must contain at least one independent clause.

Two types of clauses exist:

1. **An independent Clause:** Also, called the main clause is formed with: : Subject+ verb+ Complement and it is considered a grammatically complete sentence. e.g.: The moon is apparent this night.

2. **A Dependent Clause:** Also, known as the subordinate clause. A dependent clause cannot stand alone because it does not have all the information necessary to make it a complete sentence i.e. the meaning of this sentence is incomplete. In this respect, an independent clause needs to be connected to it. A dependent clause uses words called subordinators like “because,” “before,” “after,” “since,” “although,” “though,” and “in order to.

e.g.: She cried all the night because she heard that her best friend passed away.

Defining a phrase: It is a group of words that does not include a subject and verb and it functions as a meaningful part or unit within a clause or sentence. e.g.: In the kitchen, you will find my meal. Today is a cool, wet day.

Classification of Sentence According to their Purpose

Sentences are classified according to the purpose behind their use in texts. In this regard, four types exist:

1. **Declarative Sentence:** A sentence that provides information or marks a statement .e.g. She is a journalist.
2. **Imperative Sentence:** A sentence which expresses an order, request, or command. Also, it can give instructions, or direction. e.g.: Open the book on page 45.
3. **Interrogative Sentence:** A sentence which asks a question .e.g. Who did this?
4. **Exclamatory Sentences:** A sentence which expresses surprise, astonishment and extreme emotion .e.g. How did you do this!

Classification of Sentence According to their Structure

There are four types of sentences according to their function:

1. **Simple Sentence (one independent clause):** It consists of one complete statement (a single independent clause or main clause). He got the approval.
2. **Compound Sentence (more than one independent clause):** It consists of two or more independent clauses which may be connected by a comma and a coordinating conjunction (for, and, nor, but, or, yet, so), a semicolon, or a conjunctive adverb or a colon.
e.g: He needs to go to the office; he is too tired to drive.
He needs to go to the office, but he is too tired to drive.
He needs to go to the office; but he is too tired to drive.
He needs to go to the office: he is too tired to drive.
3. **Complex Sentence (one independent clause and at least one dependent clause):** It consists of one independent clause (main clause) and one or more dependent clauses (subordinate clause).

e.g.: We waited in the house until the dinner was set.

4. Compound-complex (more than one independent clause and at least one dependent clause):

e.g.: After it was all over, my sister claimed she knew we were planning something, but we think she was really surprised.

Remarque:

✚ Fragment: Refer to a group of words that do not express a complete thought or idea.

Generally, fragment misses a subject, verb, or both.

✚ However, a fragment may contain both subject and verb but still not express a complete meaning.

✚ Fragments can be phrases or clauses.

Activity One:

📖 Look at the groups of words below. Do you know which sentences are and which are not?

Put a checkmark in the space next to sentences, and an X next to other word groups. (Adopted from: Seaton & Mew.2007. p, 142).

1 Mrs. Chen is a good teacher.

9 toys in the box

2 not well today

10 more than one

3 Do the work yourself.

11 What is the time now?

4 How are you?

12 Sit down!

5 basic rules of grammar

13 Please come here.

6 bread and butter

14 Mark is sleeping.

7 Welcome to the National Zoo.

15 Open the door.

8 brush his teeth

Activity Two:

Using your own words, write sentences from each category we mentioned in the course.

.....

.....

.....

.....

Activity Three:

■ True-False Questions (Adapted from: Rozakis, 300.p,124-125).

1. A sentence has two parts: a subject and a predicate.
2. The predicate includes the noun or pronoun that tells what the subject is about. The subject includes the verb that describes what the subject is doing.
3. Together, the subject and predicate express a complete thought.
4. In a question, the verb often comes after the subject.
5. Declarative sentences state an idea. They end with a period.
6. The following is a declarative sentence: Antonia ('Tonie') Nathan, the 1972 vice-presidential candidate of the Libertarian party, was the first woman in American history to receive an electoral vote.
7. Exclamatory sentences ask a question. They end with a question mark.
8. The following is an exclamatory sentence: What career did Ronald Reagan have before he became president?
9. Interrogative sentences give orders or directions, and so end with a period or an exclamation mark.
10. The following is an interrogative sentence: Where did you put my mink coat?

11. Imperative sentences give orders or directions, and so end with a period or an exclamation mark.
12. The following is an imperative sentence: Extinguish all smoking material while the sign is lit.
13. A simple sentence has two or more independent clauses.
14. The following is a simple sentence: When the Hoovers did not want to be overheard by White House guests, they spoke to each other in Chinese.
15. A compound sentence has two or more independent clauses.
16. The following is a compound sentence: Andrew Johnson, the seventeenth president, was the only self-educated tailor ever to serve as president.
17. Don't join the two parts of a compound sentence with a comma because you will end up with a type of run-on sentence called a "comma splice."
18. The following is a run-on sentence: Julie Nixon, daughter of Richard Nixon, married David Eisenhower, son of Dwight D. Eisenhower.

Course Seventeen

How to Ask Question in English

Introduction

The current course tries to mention the possible ways to ask questions in English. This course is important as learners are supposed to be future journalists that definitely need to ask question to interview person, and write some reports relying on witness' testimonies, if ever they need to use English in particular situation

Objectives

- Introducing how to ask question.
- Avoiding future mistakes of using appropriate tenses when asking the questions.
- Practicing to ensure students' understanding.

The Course:

➤ The material

- Is he the famous journalist?
- Do you mean what you said?
- What time is now?
- Who assisted them in that crime?
- How did these newspapers become your favorite?
- When does the meeting

1. Inversions, Yes/No Questions:

- ☑ To form a question the subject and the verb are inverted.

She can write well. Can she write well?

They are revising now. Are they revising now?

If your sentence do not contain an auxiliary verb use:

- Do (I, you, they, and we) if the verb of the sentence is in present tense.

You read the book. Do you read the book?

- Does (she, he, it) if the verb of the sentence is in present tense.

She read the book. Does she read the book?

- Did (with all pronouns) If the verb of the sentence is in the past tense

They read the book. Did they read the book?

Do, does, or did+ the subject+ the infinite of the verb + the rest of the sentence+?

2. Wh / How Questions:

Sometimes you need to ask questions about particular information. For this purpose, wh/how words are used.

Who (Persons/ Subject): who did the work? She does it.

Whom (Person/ Object): Whom is she going to invite to her graduation ceremony?

Where (place): Where have you seen the accident? I have seen it in front of the university.

When (time): At what time you will be present? I will be present at 9 o'clock.

Whose (Possession) Whose bag is this? It is mine.

Which (Objects): Which car do you have? I have a blue car.

How (manner) did you feel that day? I felt terrible.

➤ The questions in such cases are formed as it follow:

Question words +the helping verbs+ subject+ infinitive of the verb+ the rest of the sentence.

Remarque:

1. Sometime question words are combined with other words:

- ✚ How far (Distance): How far you can run?
- ✚ How long (Length of time): How long has he practice this sport?
- ✚ How often (Frequency): How often do you mix this composition?
- ✚ How much (Quantity/uncountable): How much do you need?
- ✚ How many (Numbers): How many cases are there?
- ✚ How old (Age): How old is she?
- ✚ What sort(Specifying): What sort of germs is this?

2. If the wh- question word is the subject of the question, it comes before the verb. e.g.:

Who gave you this? What makes you change your position?

Activity One:

📄 Write short answers to the following questions. Example: Is he tall? Yes, he is. (Adopted from: Seaton & Mew.2007. p, 149)

- 1 Do you know the answer? Yes, _____.
- 2 Is Sara at home? No, _____.
- 3 Do they know any grammar? Yes, _____.
- 4 Are all of you coming to my house this evening? Yes, _____.
- 5 Is Mrs. Chen your English teacher? No, _____.
- 6 Can you dance? No, _____.

Activity Two:

- 📖 Fill in the blanks with the correct question words from the box. (Adopted from: Seaton & Mew.2007. p, 149)

where . when . why . how . whose . what . who . which

- 1 _____ is your house?
- 2 _____ wallet is this?
- 3 _____ are you always late?
- 4 _____ wrote this book?
- 5 _____ of the two boys is smarter?
- 6 _____ size do you wear?
- 7 _____ old is he?
- 8 _____ is Jeff going to get a haircut?

Course Eighteen

Active and Passive Forms

Introduction

The course attempts to highlight the active and passive forms. Learners need to know the basic rules of how to adopt one of these forms and the purpose behind their utilization. This course is significant to learners of journalism as expressing the exact and accurate meaning. It is a part of their Works' ethics.

Objectives

- ▣ Defining Active and passive forms.
- ▣ Exposing the basic rules of each form.
- ▣ Practicing to ensure students' understanding.

The Course:

- The material

	<ul style="list-style-type: none"> • The mother prepared the cake. The cake is prepared by the mother. • The journalist writes the report. The report is written by the journalist. 	
--	---	--

Definitions

The Active Voice:

- In the active voice form, the sentence has a subject that acts upon its verb and the receiver of the action i.e.: object.
- The form of the active voice is: Subject+ verb+ object.

- The active voice is used to put a particular emphasis on the doer of the action (the subject).

The Passive Voice :

- In the passive voice form, the subject is a recipient of a verb's action.
- The passive voice is used to put the emphasis on the situation of the sentence as whole and on the object of the action rather than the subject.
- The form of the passive voice is: object+ to be (in the appropriate tense)+ verb+ ed+ by+ subject.

To shift from the active voice to the passive one there are steps to follow:

1. Inverse the subject and the object placement in the sentence.
2. Change the verb to the appropriate tense. The tense of the verb in the active voice will be the same tense used with the verb to be in the passive voice. The verb of the passive voice is composed of the verb to be in a particular tense + the past participle of the verb.
3. Add "by" before the subject (doer of the action).

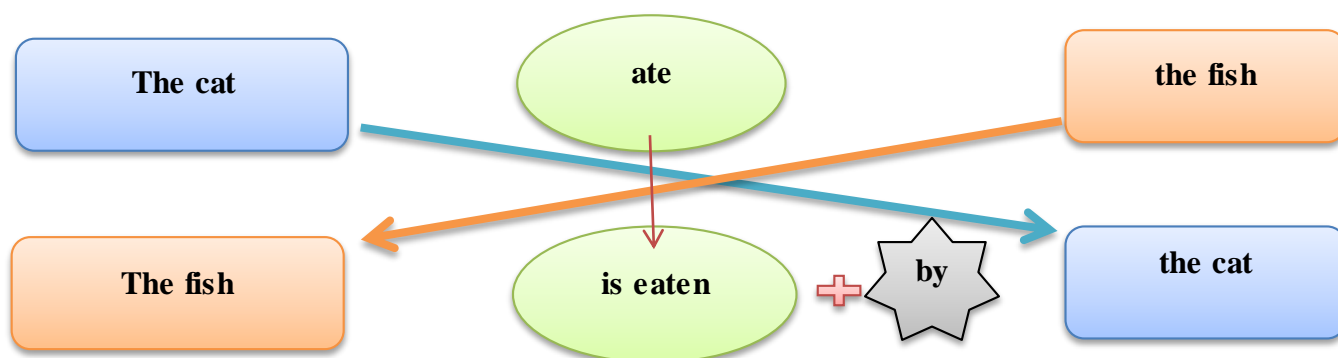



Table 13

Tenses changes from active to passive voice

Tense	Active Voice	Passive Voice
Simple Present	Eat	Is eaten
Simple Past	Ate	Is eaten
Present Continuous	Is eating	Is being eaten
Past Continuous	Was eating	Was being eaten
Present Perfect	Have eaten	Have been eaten
Past Perfect	Had eaten	Had been eaten
Simple Future	Will eat	Will be eaten
Conditional Present	Would eat	Would be eaten
Conditional Past	Would have eaten	Would have been eaten
Resent Infinitive	To eat	To be eaten
Perfect Infinitive	To have eaten	To have been eaten
Present Participle and gerund	Eating	Being eaten
Perfect Participle	Having eaten	Having been eaten

Activity One:

 In each of these sentences underline who or what is doing the action (the agent). ► The traffic was all heading out of town. (Adapted from: Eastwood, 1999, p. 140)

1 The photo was taken by my brother.

2 The water was pouring out of the hole.

3 A policeman has been murdered by terrorists.

4 We were woken by the alarm.

5 The guide led a group of tourists around the castle.

6 The dog has bitten several people.

Activity Two:

Change the following active sentences into their corresponding passive sentences. Adapted from: Krohn, 1971, p.206-207).

1. Someone explains the lesson every day.
2. Someone closes the window every day.
3. We need action now.
4. The government spends billions of dollars every year.
5. People lose many things every day.
6. They completed the building before I left.
7. The teachers explained that lesson yesterday.
8. They finished the building recently.
9. We must stop inflation.
10. We should build more houses next year.
11. They will write letters tomorrow.
12. The doctor is going to perform the operation.
13. They are going to bring the book tomorrow.
14. They are writing the letters.
15. They have written letters.
16. They have done the homework.

Chapter Two

Phonetical

Aspects

Course One

Pronunciation of Final –S: Plural Nouns and Verbs in Third Person

Introduction

In English, the final –s in both plural nouns and verbs in third person is differently pronounced. The correct pronunciation is governed by some rules and restrictions that will be displayed in this course.

Objectives

- ❑ Exposing the rules that determine the correct pronunciation of final –s.
- ❑ Preventing learners from possible pronunciation's mistakes.
- ❑ Improving learners' pronunciation (Speaking Skills).
- ❑ Improving their listening skills.
- ❑ Practicing to ensure students' understanding.

The Course:

➤ The material

- The cats play on the roofs.
- The trees are next the cars.
- The hypotheses have been rejected.
- The houses have been demolished.
- No more drops please! Use the glasses.
- The girls will organize new parties next month.
- The students, teachers, and administrators are all concerned with the new restrictions.
- It is raining cats and dogs.

IMPORTANT: Whenever // are used, this means that we are referring to a sound not letters.

Rule 1:

The final –s is pronounced as \iz\ when the word ends s with one of the following letters: c, s, x, z, ss, ch, sh, ge.

Examples:

- C: races (sounds like "race-iz")
- S: pauses, rises
- X: fixes, boxes, foxes.
- Z: gazes, prizes, quizzes
- SS: noises, misses, passes, bosses
- CH: churches, reaches, teaches
- SH: dishes, wishes, crashes.
- GE: garages, changes, ages, judges

Rule 2:

The final –s is pronounced as \S\ when the word ends with one of the following letters: P, T, K, F, TH sounds.

Examples:

- P: cups stops, sleeps
- T: hearts, students, writes
- K: looks, books, drinks.
- F: cliffs, beliefs, laughs, graphs (the -gh and -ph here are pronounced like a /F/)
- TH: myths, months (voiceless \th)

Rule 3:

For the rest of words, the final –s is pronounced as a /z/.

Examples: crabs, rugs, bags, cures, kings, pens, dreams, falls, wives, boys.

Activity one:

▣ Classify the following according to their final -s pronunciation:

Classes, roofs, thieves, churches, bosses, leaves, hills, giraffes, newspapers, drops, buses,
stopped, knocks, travels, fishes, shoes, lives, charts, thesis, helps.

Course Two

Pronunciation of Final –ed

Introduction

The final –ed when forming the past tense of verbs is pronounced in three distinctive ways. Students mispronounce this final – ed and believe that only one pronunciation is possible. The present course is included to clarify any possible ambiguities concerning the pronunciation of this final –ed.

Objectives

- Exposing the rules that determine the correct pronunciation of final –ed
- Preventing learners from possible pronunciation's mistakes.
- Improving learners' pronunciation (Speaking Skills).
- Improving their listening skills.
- Practicing to ensure students' understanding.

The Course:

➤ The material

- The man witnessed the crime.
- The woman cleaned her desk.
- The students added this activity.
- The lawyer defended his client.
- The journalist ended the interview.
- The policeman saved the old lady.
- The university opened its doors.

Rule 1:

The final –ed is pronounced \ id \ if the infinitive of the verb ends with: T or D letters.

Examples:

- Drop= dropped.
- Need= needed.
- Wait= waited.
- Faint= fainted.
- Assist= assisted

Rule 2:

The final –ed is pronounced \ t \ if the infinitive of the verb ends with: p,k, f, gh, sh, ch,ss, c,x letters(voiceless).

Examples:

- looked
- laughed
- fixed
- danced
- smashed

Rule 3:

The final –ed is pronounced \ d \ if the infinitive of the verb ends with: l, n, r, g, v, s, z, b, m letters (voiceless).

Examples:

- robbed
- loved

- claimed
- Offered
- called

Activity One:

Fill in the table below with verbs in the simple past tense according to the pronunciation of the final -ed.

/ id/	/ t /	/ d /

Course Three

General Introduction to Phonetics' Symbols

Introduction

This course is a brief and general introduction to the English phonetics symbols. For a better understanding, some symbols are translated into Arabic. This course is included to enable learners to pronounce words according to their phonetical description provided in dictionaries.

Objectives

- Introducing the English phonetics' symbols.
- Enabling learners to use dictionaries to Improve their pronunciation
- Improving learners' pronunciation (Speaking Skills).
- Improving their listening skills.
- Practicing to ensure students' understanding.

The Course:

➤ The material

- | | |
|------------------------------------|--------------------------------|
| • Journalism /'dʒɜ:nəlɪzəm/ | • Reporting /rɪ'pɔ:tɪŋ/ |
| • Journalist /'dʒɜ:nəlɪst/ | • Article /'ɑ:tɪk(ə)l/ |
| • Newspaper /'nu:z,peɪpə/ | • Deadline /'dedlaɪn/ |
| • Magazine /mægə'zɪn/ | • Ethics /'eθɪks/ |
| • Social Media /'səʊʃ(ə)l 'mi:diə/ | • Broadcasting /'brɔ:dkɑ:stɪŋ/ |
| • Mass Media /'mas 'mi:diə/ | • Advertising /'advətlaɪzɪŋ/ |
| • Headline /'hedlaɪn/ | • Byline /'baɪlaɪn/ |
| • Coverage /'kʌv(ə)rɪdʒ/ | • Feature /'fi:tʃə/ |
| • Scoop /sku:p/ | • Defamation /,defə'meɪʃ(ə)n/ |
| • The Press /ðə 'pres/ | |

What is included between / / is called phonemic transcription. It represents how the word should be pronounced. The phonemic transcription consists of a set of phonemes: consonants and vowels. To read those transcriptions, consider the following.

Consonants:

- | | | |
|----------------------|-----------------------|-----------------------|
| • <u>p</u> ray [p] | • <u>r</u> ing [ŋ] | • Jacques [ʒ] ج |
| • <u>b</u> oy [b] | • <u>f</u> ree [f] | • church [tʃ] تش |
| • <u>m</u> other [m] | • <u>v</u> ow [v] | • judge [dʒ] دج |
| • <u>t</u> ie [t] | • <u>s</u> o [s] | • <u>l</u> ie [l] |
| • <u>d</u> id [d] | • <u>z</u> oo [z] | • <u>r</u> ye [r] ر |
| • <u>n</u> ame [n] | • <u>th</u> igh [θ] ث | • <u>y</u> es [j] ي |
| • <u>c</u> ake [k] | • <u>th</u> ey [ð] د | • <u>w</u> eigh [w] و |
| • <u>g</u> o [g] | • <u>sh</u> ow [ʃ] ش | • <u>h</u> ay [h] ه |

Vowels:

- | | | |
|--------------------------------|---------------------|---------------------|
| • <u>i</u> t [i] | • <u>o</u> e [o] | • <u>a</u> head [ə] |
| • <u>ea</u> t [i:] | • <u>wh</u> o [u] | • /ɑ/ hard |
| • <u>ea</u> d, <u>be</u> t [ɛ] | • <u>oo</u> k [ʊ] | • /e/ lake |
| • <u>h</u> ad [æ] | • <u>bu</u> t [ʌ] | |
| • <u>ou</u> ght [ɑ] | • <u>bi</u> te [aɪ] | |

Diphthongs:

- | | |
|--------------------------------|-----------------------------|
| • [ʊə] — as in poor /pʊə/ | • [eɪ] — as in jail /dʒeɪl/ |
| • [oʊ] — as in boast /boʊst/ | • [ɔɪ] — as in soil /soɪl/ |
| • [aʊ] — as in arouse /ə'raʊz/ | • [ɪə] — as in mere /mɪə/ |
| • [aɪ] — as in sprite /sprɪt/ | • [eə] — as in spare /speə/ |

Triptongs:

- | | |
|----------------------|----------|
| • /aʊ/ + /ə/ = [aʊə] | hour |
| • /aɪ/ + /ə/ = [aɪə] | fire |
| • /eɪ/ + /ə/ = [eɪə] | player |
| • /əʊ/ + /ə/ = [əʊə] | mower |
| • /ɔɪ/ + /ə/ = [ɔɪə] | employer |

Activity One:

 Transcribe the following words using your dictionaries.

- Editor /...../
- Publisher /...../
- Freelancer /...../
- Transcript/...../
- Blogging /...../
- Journo /...../

Chapter Three ESP

Course One

Journalism related terms

Introduction

This course tends to expose learners to the main terms that they need in their field of the study. In this course, learners will be exposed to some words, their synonyms, definitions and translation into Arabic language to make a link to what they have been studying in the Official language .i.e.: Arabic. Also, learners will be asked to practice through repeating these terms.

Objectives

- ❑ Exposing learners to journalism vocabulary
- ❑ Preventing learners misunderstand some specific terms.
- ❑ Improving learners' pronunciation (Speaking Skills).
- ❑ Improving their listening skills.

The Course:

➤ **Journalism:** (noun) the work of collecting and writing news stories for newspapers, magazines, radio, television or online news sites; the news stories that are written(Oxford Dictionary)

➤ **A Journalist:** a person who works in the domain of journalism.

➤ **Newspapers:** الجريدة

➤ **Magazine:** المجلة

➤ **Newsroom:** غرفة الأخبار

➤ **to publish or spread:** نشر

➤ **hypothetical** افتراضي

➤ **Fourth State:** السلطة الرابعة

➤ **Censorious:** الرقابة

➤ **Photojournalism:**

➤ **speech** خطاب (ج) خطابات

- **guest** ضيف (ج) ضيوف
- **to consult with:** شاور - يشاور (مشاورة) مع
- **summit:** قمة (ج) قمات
- **Meeting:** اجتماع , لقاء (ج) لقاءات (ج) اجتماعات
- **Conference** مؤتمر (ج) مؤتمرات
- **Symposium** ندوة (ج) ندوات
- **Session or round** دورة (ج) دورات
- **Session** جلسة (ج) جلسات
- **Statement** , تصريح (ج) تصريحات بيان (ج) بيانات
- **To announce, declare** – أعلن (يعلمن) (اعلان)
- **Announcement, declaration; advertisement** (ج) اعلان اعلانات
- **Topic, subject** (ج) موضوع مواضيع
- **Phenomenon** ظاهرة (ج) ظواهر
- **It is expected that** , من المتوقع أن من المنتظر أن
- **It is decided that** من المقرر أن
- **The lead:** ملخص موجز للنقطة الرئيسية للقصة
- **Inverted Pyramid:** الهرم المقلوب : It refers to the model used to describe how a news story is structured and constructed. According to this pyramid, the news are classified from the heaviest or most important news (the top of the story), and the lightest, or least important, goes at the bottom.
- **Byline:** (الذي يكتب قصة اخبارية) : المراسل The byline is the name of the reporter who writes a news story. Generally, the name of the byline is placed at the beginning of an article.
- **Dateline:** خط التاريخ Denotes the city from which a news story originates. It is usually placed at the start of the article, right after the byline.
- **Source:** مصدر
- **Anonymous source:** مصدر مجهول

- **Balance:** المساواة في التوزيع
- **Interview:** مقابلة
- **broadcast:** البث
- **Chroma Key :** مفتاح كروما
- **Column:** عمود
- **Headline:** العنوان الرئيسي. راسية مقال
- **Copyrights:** حقوق النشر
- **Social media:** وسائل التواصل الاجتماعي
- **Editorial:** مقال افتتاحي
- **The press:** الصحافة
- **Free press:** الصحافة الحرة
- **Article:** مقال

Activity One:

From the vocabulary related to Journalism, select five terms, and translate them into Arabic.

- 1.
- 2.
- 3.
- 4.
- 5.

Course Two

Adjectives for Describing Newspapers

Introduction

This course tends to explore some adjectives that are used to describe newspapers. The course will enlarge learner's vocabulary and it will stimulate their pronunciation as they will be asked to pronounce the provided adjectives.

This course will promote some strategies of both collective learning and flipped classroom.

Objectives

-
- Exposing to learners new adjectives that can be used in their field of study.
 - Enrich their English vocabulary.
 - Improving learners' pronunciation (Speaking Skills).
 - Improving their listening skills.
 - Improving learners' collective learning skills.
 - Raising learners' Critical thinking.
 - Practice to ensure learners' understanding.

The Course:

Newspapers differ in terms of the subject that they treat, the period of publication and the mean of appearance.

Instructions

-
- Form groups of four or five learners.
 - Pronounce the provided adjectives in the list below correctly using your dictionaries.
 - Define them using your dictionaries.
 - Classify them to different categories and justify your answer (The categorization's type).

The list:

- Bi-Monthly
- Trimestrial
- Semestrial
- Bi-weekly
- Liberal
- powerful
- Propaganda
- School
- Fashion
- Glossy
- Travel
- Regional
- National
- Mainstream
- Corporate
- Liberal
- Print
- Lifestyle
- E-Newspaper
- Monthly
- Popular
- Conservative
- Cultural
- Tabloid
- Political
- Digital
- Business
- Daily
- Online
- Party
- Influential
- Art
- Financial
- Conservative
- Party
- Technology
- Sports
- Environmental
- Regional
- Print
- Prominent

Course Three

Adjectives for Describing News

Introduction

This course tends to explore some adjectives that are used to describe news. The course will enlarge learner's vocabulary and it will stimulate their pronunciation as they will be asked to pronounce the provided adjectives.

This course will promote some strategies of both collective learning and flipped classroom.

Objectives

- Exposing to learners new adjectives that can be used in their field of study.
- Enrich their English vocabulary.
- Improving learners' pronunciation (Speaking Skills).
- Improving their listening skills.
- Improving learners' collective learning skills.
- Raising learners' Critical thinking.
- Practice to ensure learners' understanding.

The Course:

News differs in terms of the subject that they treat, and the quality.

Instructions

- Form groups of four or five learners.
- Pronounce the provided adjectives in the list below correctly using your dictionaries.
- Define them using your dictionaries.
- Classify them to different categories and justify your answer (The categorization's type).

The list:

- Impartial
- Damaging
- Horrifying
- Scandalous
- Vital
- Good
- Depressing
- Bad
- Unbiased
- Unethical
- Reliable
- Epoch-Making
- Incredible
- Serious
- Exciting
- Great
- Important
- Enlightening
- Factual
- Eye-Opening
- Momentous
- Informative
- Partial
- Ground-Breaking
- Shocking
- Misleading
- Historic
- Surprising
- Unbelievable
- Objective
- Subjective
- Ethical
- Defamatory
- Fear Mongering
- Ridiculous
- Slanderous

Course four

General Practice 1

Introduction

This course tends to explore some new terms that are related to journalism. The course will enlarge learner's vocabulary and it will stimulate their pronunciation as they will be asked to read the text. Also, this course will serve as a revision of the courses that have been covered previously in the first three chapters.

This course will promote some strategies of both collective learning and flipped classroom.

Objectives

- ❑ Exposing to learners new terms that can be used in their field of study.
- ❑ Enrich their English vocabulary.
- ❑ Improving learners' pronunciation (Speaking Skills).
- ❑ Improving their listening skills.
- ❑ Improving learners' collective learning skills.
- ❑ Raising learners' Critical thinking.
- ❑ Practice to ensure learners' understanding of the previous courses.

The Course:

- The Material.

Read the following text and then answer the questions:

Objective newspaper articles are often informative, factual, serious, unbiased and often reliable. The general public is drawn to such content because it is rarely partial, misleading or at worst slanderous. People do not want to read scandalous pieces of writing that can be extremely damaging for the concerned parties. In any case, writing such material is ridiculous and unethical. In , journalists are encouraged to be as impartial and descriptive as they can when they cover a subject to avoid being overtly biased.

Adapted from: <https://learnenglishwithafrica.com>

1. Suggest an appropriate title to the text:

.....

2. What do objective newspapers article mean?

.....

3. Why people prefer to read this type of Newspapers?

.....

4. According to the text, what are the characteristics of journalists who write in this type of newspapers?

II. Grammar In use and Phonetics:

1. How many sentences are there in the text?

2. Find from the text:

Synonyms of: Objective =....., individuals =....., Cover =.....

3. Provide the Antonym of: Ridiculous :..... , slanderous:.....

4. Extract from the text:

An Adjective:.....

A Collective noun:.....

A Verb in Present tense:.....

A Declarative sentence:

.....
.....

5. Write the passive voice of the following sentence:

“People do not want to read scandalous pieces of writing that can be extremely damaging for the concerned parties.”

.....
.....

6. Transcribe the following using the dictionary.

Impartial\.....\

Ridiculous \.....\

7. Translate the text into Arabic.

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

Course Five

General Practice

Introduction

This course tends to explore some new terms that are related to journalism. The course will enlarge learner's vocabulary and it will stimulate their pronunciation as they will be asked to read the text. Also, this course will serve as a revision of the courses that have been covered previously in the first three chapters.

This course will promote some strategies of both collective learning and flipped classroom.

Objectives

- ❑ Exposing to learners new terms that can be used in their field of study.
- ❑ Enrich their English vocabulary.
- ❑ Improving learners' pronunciation (Speaking Skills).
- ❑ Improving their listening skills.
- ❑ Improving learners' collective learning skills.
- ❑ Raising learners' Critical thinking.
- ❑ Practice to ensure learners' understanding of the previous courses.

The Course:

- The Material.

The test below is an extract from an article published in THE Guardian.

Arrest of photographer at Kent protest raises press freedom fears

Andy Aitchison tells Guardian of concerns after being held in custody for seven hours



YOne of the pictures taken by Andy Aitchison at the protest outside Napier Barracks in Folkestone. Photograph: Andrew Aitchison/In Pictures/Getty Image

Concern is growing over press freedom following the arrest of a photographer after he took and shared photos of a protest at a former military barracks controversially housing asylum seekers. Andy Aitchison, 46, documented a demonstration outside Napier barracks in Folkestone, Kent, on Thursday morning as protesters threw buckets of fake blood at the doors of the site amid allegations of overcrowding, poor hygiene, significant risks posed by Covid-19, and limited access to healthcare and legal advice.

Five police officers arrived at Aitchison's nearby home six hours later and arrested him on suspicion of criminal damage, in front of his children.

In an interview with the Guardian, he said: "I really feel like they're trying to clamp down on the freedom of the press. The government is cracking down on people who are saying things they don't want them to say, and that's not right."

Aitchison's photos were used in a number of press reports, as well as the Guardian's photographs of the day. The freelancer who shoots for Getty and regularly has his pictures published by national media, was taken to a police station and remained in a cell for almost seven hours after having his fingerprints and DNA taken.

Officers gave him a detective thriller as well as golf, fishing and motorbike magazines to keep him occupied.

He said he had told the police in his interview: "I'm a photographer. This is what I do for work.

These pictures have already been published and I will be paid for them."

Answer the following:

1. Why are concerns about press freedom continuously growing?

.....

2. Who is arrested? Why?

.....

.....

3. From which place he was arrested?

.....

.....

II. Grammar + Phonetics:

1. Turn the sentence below into plural form and make the necessary changes:

He said he had told the police in his interview: ‘I’m a photographer. This is what I do for work. These pictures have already been published and I will be paid for them.’

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

2. According to its structure, what is the type of the following sentence:

2.a. The government is cracking down on people who are saying things they don’t want them to say, and that’s not right.”

.....

2.b. Ask questions about the underlined words.

.....
.....

3. Transcribe the following: photographer/...../
Freelancer/...../

4. Classify the following words according to the pronunciation of their final-s:

Reports, photographs, magazines, footprints, offers, pictures, shoots.

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

5. When arresting the journalist, the police asked him a couple of question. Imagine that you are a detective; write an interview in which you will ask the journalist three questions and provide possible answers.

A:

B:

A:

B:

A:

B:

A:

B:

A:

B:

Course Six

General Practice 3

Introduction

This course tends to explore some new terms that are related to journalism. The course will enlarge learner's vocabulary and it will stimulate their pronunciation as they will be asked to read the text. Also, this course will serve as a revision of the courses that have been covered previously in the first three chapters.

This course will promote some strategies of both collective learning and flipped classroom.

Objectives

- ❑ Exposing to learners new terms that can be used in their field of study.
- ❑ Enrich their English vocabulary.
- ❑ Improving learners' pronunciation (Speaking Skills).
- ❑ Improving their listening skills.
- ❑ Improving learners' collective learning skills.
- ❑ Raising learners' Critical thinking.
- ❑ Practice to ensure learners' understanding of the previous courses.

The Course:

- The Material.


Read the following text.

History of Journalism

Journalism is traced back to ancient time (Richard & Ibbotson 2003). It is highly linked to the ancient Greek Philosopher Thucydides who was born around 400 bc in Athens. Similar to Plato, and Aristotle, Thucydides is regarded as early Athenian democracy criticizers. This philosopher was known as a truth seeker who writes balanced and accurate pieces or reports. Richard and Ibbotson (2003) assert that Thucydides was both journalist and historian as these two domains intersect. De Burgh notes that “It is oft en said that journalism is the first rough draft of history ...’ (de Burgh 2000, p. 3). Richards supports de Burgh (2000) believes and holds that the changes which occurred namely in the democratic system assisted in the establishment of journalism with its basic and simple form. At that time, the same researcher asserts, that hand written forms of the council’s decisions were read on public to inform people and involve them in the political life. This was considered as the beginning of the journalism. Also, this highlight the connection between history end journalism. In this spectrum, Windschuttle (1999) holds the following:

The origins of journalism lie in exactly the same place as the origins of history. The first true historian is widely acknowledged as Thucydides, the Athenian who wrote The History of the Peloponnesian War some time between 424 and 400 bc ... This is all first-hand observation and, to my mind, there is no doubt it is journalism. In short, as well as the first historian, Thucydides should be recognised as the first journalist...

(Windschuttle 1999, p. 52-54).

 Read the text and answer the following:

I. Reading Comprehension:

➤ 1 When did journalism start?

.....

➤ 2. Who is Thucydides?

.....

➤ 3. Is there any relation between history and journalism? how?

.....

➤ 4. What is the main idea developed in the text?

.....

➤ Find in the text the synonyms of :

Old=....., Occurred=....., the start=.....,
 helped=....., regarded=....., seeker=.....

Find in the text the antonyms to:

➤ Alie=....., complex=.....,

die=.....,

private= ,advanced=....., end=.....

II. Grammar and Phonetics:

1. Indicate the grammatical category of each element in the following sentence:

...a truth seeker who writes balanced and accurate pieces or reports.

2. Form the adverbs of the following:

High=....., Simple=....., basic=.....

3. Fill in the table below with words that fit each column from the text (at least two words in each one)

/ d /	/ t /	/ id/

4. Transcribe the following:

Ancient/...../ Greek/...../ Philosopher/...../

Course Seven

General Practice 4

Introduction

This course tends to explore some new terms that are related to journalism. The course will enlarge learner's vocabulary and it will stimulate their pronunciation as they will be asked to read the text. Also, this course will serve as a revision of the courses that have been covered previously in the first three chapters.

This course will promote some strategies of both collective learning and flipped classroom.

Objectives

-
- ▣ Exposing to learners new terms that can be used in their field of study.
 - ▣ Enrich their English vocabulary.
 - ▣ Improving learners' pronunciation (Speaking Skills).
 - ▣ Improving their listening skills.
 - ▣ Improving learners' collective learning skills.
 - ▣ Raising learners' Critical thinking.
 - ▣ Practice to ensure learners' understanding of the previous courses.

The Course:

➤ The Material.

The world changes since 600 ad as Chinese people introduced printing which is considered as a substantial element in the production of written besides ink and paper by that time. For the first time in the human history, one page paper was printed in the era of Tang dynasty who ruled from 618 to 907 ad. The printing at that time was

fulfilled through letters carved into wooden blocks and then were replaced with ceramics blocks. The Worcester Society of Antiquity (1908) acknowledges the importance of this invention and notes that:

The Chinese, who were the earliest printers, issued the first newspaper printed. It was in the form of an Official Gazette, giving the political news, government changes, series of events and items of general public interest, and was continued for centuries (Worcester Society of Antiquity 1908).

The third important shift in the history of journalism is marked by the German invention of the printing press. In 1456, Johann Gutenberg introduced to the world the printing machine which was used primarily to print the Bible. This invention paved the way to Europe to be pioneer in the production of the printed press.

In this regard, The Worcester Society of Antiquity (1908) report that:

The Germans are said to have been the first in Europe to issue a news-sheet, in the year 1563; their first issue in numbered sheets appeared in 1612. The first French paper was published in 1632. The first regularly published English newspaper appeared in London issued by Nathaniel Butter in 1622, a small weekly quarto of eighteen pages. It was called Certain News of the Present Week.

I. Reading Comprehension:

- 1. What was the Chinese invention that assisted journalism to spread?

.....
.....

➤ 2. Through what the printing at that time was fulfilled?

.....
.....

➤ 3, What is the third important shift in the history of journalism?

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

➤ 4. What is the main idea developed in the text?

.....
.....

➤ Find in the text the synonyms of :

Essential=....., Component =.....,

Period=....., significance =.....,

in this respect =....., essentially=.....

Find in the text the antonyms to:

➤ Last =....., the latest =....., big=.....,

unpublished =

II. Grammar and Phonetics:

1.How many sentences are there in the third paragraph?

.....

2. From the text, extract:

a. Two sentences in passive voice:

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

b. A sentence in the Active voice:

.....
.....

Course Eight

General Practice 5

Introduction

This course tries to let learners practice what they have been though in groups.

Objectives

- Exposing to learners new terms that can be used in their field of study.
- Enrich their English vocabulary.
- Improving learners' pronunciation (Speaking Skills).
- Improving their listening skills.
- Raising learners' Critical thinking.
- Practice to ensure learners' understanding of the previous courses.

The Course:

➤ The Material.

Journalism is a polymorphous term. Zelizer (2004) notes that its definition is affected by the agenda of those who attempt to define it. The same researcher asserts that journalism can be considered “as professionalism, as an institution, as a text, as people, and as a set of practices” (Zelizer,2004, p. 3). On the other hand, Schudson (2003) believes that “journalism is the business or practice of producing and disseminating information about contemporary affairs of general public interest and importance.” (p. 11). Moreover, McNair (1998) maintains that journalism is simply “an account of the existing real world as appropriated by the journalist and processed in accordance with the particular requirements of the journalistic medium through which it will be disseminated to some section of the public” (p. 9). All in all, the

journalism refers to the activity of gathering, creating, producing and presenting different types of information and news. This process is related to some identifiable characteristics and practices such as truth, objectivity, and loyalty to the citizen.

Instruction

- Form group of five students.
- Read the provided text.
- Create a text study's questions in which you will cover the following:
 - ✚ (Reading / comprehension section): Question that target the general understanding of the text
 - ✚ Synonyms and antonyms
 - ✚ (Grammar and Phonetics) questions that cover at least two courses of grammar.
 - ✚ Questions that cover phonetics courses.

Course Nine

General Practice 6

Introduction

This course is considered as the last course of this handout. It tries to demonstrate learners that that have an acceptable level in English and that the constant and the permanent revision will boost their linguistic level.

Objectives

-
- ▣ Exposing to learners new terms that can be used in their field of study.
 - ▣ Enrich their English vocabulary.
 - ▣ Improving learners' pronunciation (Speaking Skills).
 - ▣ Improving their listening skills.
 - ▣ Raising learners' Critical thinking.
 - ▣ Practice to ensure learners' understanding of the previous courses.

The Course:

➤ The Material.

➤ **A. Academic knowledge**

Journalists should be conversant about two distinctive types of knowledge which are: the academic and the professional ones. Before developing any specific journalist' skills, individual should possess certain degree of the academic knowledge. Hence, the academic knowledge broadly refers to the sum of knowledge offered by courses that students take to obtain a university degree. These courses are derived from and include more social sciences courses' content. In this context, Woods and Barrow (1988) claim that:

. . . it is insufficient that he should possess a mere know-how or knack. He must also have some body of knowledge and some kind of conceptual scheme to raise this above the level of a collection of disjointed facts . . . (p.14)

In this vein, journalists should acquaint for, learn, and distinguish between several simple and complex concepts that are very significant in their future field work. This knowledge will assist journalists in building a brilliant and promising career. The designed courses should highlight concepts in sociology and particularly the sociology of media to enable future journalist to understand their role in the society.

Besides sociology, political subject courses' should be integrated in the curriculum as they provide learners with key concepts and theories. For instance, existed political policies, opinion formation, and general regulations are good examples of how political courses are effective in building an elementary knowledge of journalists as they will be able to distinguish any changes, deviations and encourage possible improvement when writing in the future.

The aforementioned subjects in addition to other subject such as: philosophy, and cultural studies will assist journalist not only to enrich and establish a non-limit set of concepts but also to be able to understand how and why individual act and react. In other words, it will empower the human awareness and establish it as an integral part of the journalist' spirit. In this regard, Woods and Barrow, (1988) assert:

We expect a literary education to expand their range of human awareness and sympathy; to enlarge their imagination beyond the limits of their own class and country; to show them that our problems and obsessions are part

of a larger pattern of human experience, and assume a new meaning within the lower pattern. (p. 36).

The academic knowledge is not sufficient as it should be accompanied by development of the professional knowledge.

b. Professional knowledge

Concisely, Professional knowledge is the practical side, the assimilation, the assessment of information and the comparison between what was taught and the real life context. In this phase, future journalists with the assistance of their teachers will be able to draw connections between the theory and the real world's events. Discussions where the teacher is the moderator will enable learners to acquire this type of knowledge, boost their sense of critical thinking and enlarge their scope

Activity:

 Read carefully the text, select one element and translate it into Arabic.

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