

CONTENT SYLLABUS

Module Title: Upper Intermediate English

Academic Year: 2020

Level: 5

Trade: All

I. Reading

1. Text comprehension

Comprehending a text involves the reading and a thorough understanding of it. It calls for reasoning and a thorough absorption of ideas. If there must be questions to be answered, the answerer must follow the following steps in order to handle them easily and properly:

- Do not rush to the text first, instead, read and re-read the questions until you feel like you can recall them from your mind while reading the text.
- Go to your text and read it. When reading it, you may encounter the sentence which can serve as the answer to a certain question, underline it and write the number of the question under the underlined sentence and keep reading forth.
- Do the same thing as you meet the sentence you suspect it may serve as the answer. Follow this step until you find answers to all questions.
- Go to your draft sheet and write down your supposed answers according to the numbers of the questions.
- Compare your answers to the questions and think deeply about their correlation.
- If any of the answer sounds awkward, cross it and return to your text to find the appropriate answer.
- Check the wording of your answers to sort out all possible spelling mistakes.
- Write your answers neatly on your answer sheet.

II. Writing (Composition)

1. Types of Composition

There are numerous types of compositions. However, students are examined to write only about two types:

- **Letter**
- **Opinion/arguments**

2. Parts of a Composition

- a. Opening/introduction
- b. Body/development/details
- c. Closing/conclusion

a. Opening (1 paragraph)

Presentation of the topic (a short definition which does not go beyond three lines). This is also called a **thesis statement**. Ideas you are going to deal with (main ideas). However, the length may vary according to the size of your composition.

b. Body (2-3 paragraphs)

- Organize your ideas logically.
- Divide your ideas into paragraphs.
- You can start with a generalization and then get into details....
- Illustrate your ideas by giving examples.

c. Closing (1 paragraph)

It can be, among others:

- a summing up,
- a personal opinion on the matter,
- food for thought, or
- a wish

A few points to keep in mind

- ✓ Use connectors to link your ideas logically and correctly. (see list below)
- ✓ Use the appropriate style. Avoid contractions (don't/isn't/ hasn't etc) in formal style.
- ✓ Use a varied vocabulary.
- ✓ Pay attention to the punctuation and to capital letters.

- ✓ Pay attention to the grammar.(For example, check the verbs, singular and plural, 3rd person singular -s, count and non-count nouns etc.)
- ✓ Don't forget to skip a line between the different paragraphs.
- ✓ While writing a draft, underline words or expressions you are not sure about.
- ✓ Count the words to see that you have not written less than you have to. Don't write more than you have to.
- ✓ Write legibly.
- ✓ **NEVER** hand-in work without re-reading it carefully **TWICE!!!** (if time allows)

MAIN CONNECTORS

Result – Summary

- | | |
|----------------|-----------------|
| – So, | – Consequently, |
| – Therefore, | – in this way, |
| – as a result, | – in short, |
| – thus, | – in brief. |

Concession

- | | |
|----------------|------------|
| – However | – yet |
| – Nevertheless | – although |
| – Despite | – though |
| – in spite of | – still |

Contrast

- | | |
|-----------------|---------------------|
| – Instead | – on the other hand |
| – in comparison | – by contrast |
| – but | – whereas |
| – on one hand | – otherwise |

Addition

- Also
- and
- Furthermore
- Moreover
- in addition (to)
- besides
- above all

Reason

- Because
- since
- as
- because of
- due to
- thanks to

Emphasis

- As a matter of fact
- in particular
- Of course
- In fact
- indeed
- in any event

Illustration

- For instance
- for example

Repetition

- Similarly
- likewise
- in the same way

Sequence

- First
- next
- then
- finally
- at last
- eventually
- in the end
- In conclusion,
- Firstly
- Secondly
- thirdly

Useful phrases for opinions

- Many people claim that...
- It is true that....
- This is not an exaggeration ... even though...
- I tend to dis/agree with ...
- In my view...
- As far as I'm concerned,
- In conclusion, – To conclude,

- I can understand..., However, ...
- As we have seen/will see, there are (at least) two sides to this issue.
- I am convinced that we can / deal with this situation /improve this situation / solve this problem...
- This is an issue that / can be solved / must be faced ...
- Another aspect of the issue is...
- In my opinion, the advantages of... far outweigh the disadvantages...
- We can argue that... but...
- Personally I am in favor of.....

3. Formal letter

The greeting

- Dear Sir/Madam
- Mr. X
- Ms. X

The opening paragraph

Make a clear statement of your reason for writing.

For example:

- In reply to your advertisement / your letter...
- I would like to / apply for the job of / apply for admission to / complain about / know more about...

The body and closing paragraph

See the advice above.

In the closing paragraph you can write, among others:

I look forward to:

- hearing from you
- meeting you
- receiving a prompt reply

Closing phrases

- Yours sincerely

- Yours faithfully
- Sincerely
- Sincerely yours
- Faithfully yours

Layout of a formal letter

<Your address>
16 Rose Street
Talpiot
Jerusalem 78902
Israel
<Date>
May, 18 2007
< Address of the person you are writing to>
Camp Director
International Youth Camp
P.O.B. 1134
Springhill
Maine
U.S.A.
<Greeting>
Dear Sir/Madam,
<Opening paragraph>
I have seen your advertisement for the position of camp cook in the J. Post and I would like to apply for this job for the camp starting August 2 nd 2007.
<Body >
I believe I have the experience you require since I have been cooking food in large quantities for the last six months. ...

In addition to my experience as a chef, I enjoy being with and entertaining young children. I'd be happy to contribute to the camp experience with my guitar playing. ...
<Closing Paragraph>
I would be glad to come for an interview at any time that is convenient for you. ...
<Closing Phrase>
Yours sincerely,
<name and signature>
Shahar Levy

USEFUL SENTENCES

Letter of application

- In reply to your advertisement (in / (day) 's paper)
- I would like to apply for the post (job) of... which was advertised in..... on...
- I wish to apply for admission to...
- Please / As requested / find enclosed letters of reference from...
- I am ... years old
- My qualifications are as follows: (list of your qualifications)
- In ... I graduated from... I majored in
- I would be glad to come for an interview at any time that is convenient for you.

Letter of inquiry

- I/ am interested /wish / to learn more about...
- I would be most grateful if you could supply us with the following information.
- I would like to get a description of..
- Do you supply...?
- Does it include (dinner / equipment / activities..) ?
- What is the price of ... per / day / week.. ?
- I would appreciate if you could....
- Would you kindly...

Letter of complaint

- I wish to draw your attention to...
- I would suggest that...
- I suggest that immediate steps be taken to ...
- I wish to complain about...
- I look forward to a prompt reply and hope that you will take into consideration...
- I am really dissatisfied with...
- Never have I been so insulted... (inversion)

III. Grammar

1. Conjunctions

A conjunction is a word that joins two elements of a sentence, two ideas and so.

a. Coordinating conjunctions

These are words which join two elements of equal grammatical rank and syntactic importance in a sentence. They can join two verbs, two nouns, two adjectives, two phrases, or two independent clauses. These are seven known English conjunctions: For, and, nor, but, or, yet and so.

Examples in sentences:

- I have to find a job, **FOR** I am unemployed.
- Please calm down, let's wait **AND** see.
- Neither my parents, **NOR** my friends supported me.
- I have got a home, **BUT** I haven't got a car.
- He says good words, **YET** you don't trust him.
- Does Clark have any brothers, **OR** sisters?
- My son is very smart, **SO** everybody likes him.

NOTE that you can use other conjunctions instead of the above. Look at the list of the substitutes for the above coordinating conjunctions or just their meaning:

- FOR=Because,

- AND=In addition to,
- NOR= And not,
- BUT=However,
- OR=Either,
- YET=But,
- SO= Therefore.

EXERCISES:

NAME: _____

DATE: _____

GRAMMAR QUIZ

COORDINATING CONJUNCTIONS

- Complete the sentences below with one of the following: for, and, nor, but, or, yet, so.

1. We can go out for dinner now ... later.
a) or
b) yet
c) but
2. John can't speak Japanese, ... he can speak Spanish.
a) so
b) nor
c) but
3. I was late, ... I decided to take a taxi to work.
a) for
b) yet
c) so
4. My classmate didn't study for the test, ... she still passed.
a) yet
b) nor
c) or
5. In the end, the company didn't make money ... did it lose money.
a) for
b) nor
c) so
6. My pet cat is cold and hungry ... it didn't come back home last night.
a) for
b) or
c) nor
7. Seoul is a large city, ... it is located in Asia.
a) but
b) and
c) so
8. The universe is a big place, ... there may be intelligent life out there.
a) or
b) for
c) so
9. I have some free time ... an extra ticket. Do you want to see a movie?
a) and
b) for
c) yet
10. I'm not really hungry, ... that apple pie looks delicious!
a) so
b) yet
c) nor
11. Elephants are big, ... blue whales are even bigger.
a) or
b) so
c) but
12. The capital city of the United States not New York, ... is it Los Angeles.
a) and
b) nor
c) yet
13. Can you help me carry these books, ... are you busy right now?
a) yet
b) and
c) or
14. I need a pen ... some paper to write some notes.
a) and
b) but
c) for
15. Sam lived in France for two years, ... he can speak French.
a) so
b) nor
c) or
16. Coordinating conjunctions are interesting ... useful.
a) or
b) and
c) but

15 – 16 = Excellent

13 – 14 = Good

12 or Less = Study More!

For more exercises, see Otinga P88

b. Subordinating conjunctions

This is a conjunction which connects a subordinating clause to the independent clause. What is a clause then? A clause is a group of words that contains a subject and a verb. When it has a

complete meaning by itself, it is independent. And when it conveys no meaning by itself except when it is only attached to the other, in that way it is Dependent or subordinating.

These are some examples of subordinating conjunctions:

- | | |
|---------------|---------------|
| - Though | - once |
| - even though | - rather than |
| - If | - if only |
| - even if | - before |
| - because | - while |
| - although | - when |
| - as long as | - until |
| - unless | - till |
| - since | |

A sentence introduced by one of these kinds of conjunctions cannot have a complete meaning until it has been attached to the other. So, the former will be called **Subordinating** while the latter is **independent**.

Examples:

- a. He was not allowed to ride a bicycle **until** he was eight years old of age.
- b. I had known him **before** you saw him here.
- c. I came to school late **because** I did not wake up early.
- d. **Although** we all had the money, we couldn't buy the shirt.
- e. **If** I do well in my exam this year, I will slaughter a cock for celebration.
- f. You won't get a place in L3 **unless** you pass O'Level Exam very well.

Exercise:

Use the subordinating conjunctions sensibly to fill in gaps.

• 1. ___ he worked hard all year long, he wasn't able to buy his father an expensive gift.

- Even though
- Because
- Since

• 2. ___ he didn't have much money, he wasn't able to buy his father an expensive gift.

- Even though
- Because
- Although

• 3. ___ he didn't have much money, he was still able to buy an expensive gift for his father.

- As long as
- Although
- Unless

• 4. ___ he works hard all year long, he won't be able to buy his father an expensive gift.

- Since
- Once
- Unless

• 5. ___ he worked hard all year long and was able to earn a lot of money, he bought his father a very expensive gift.

- Although
- Though
- Since

• 6. ___ spend a lot of money on a gift, he made a present for his father.

- Rather than
- If only
- Before

• 7. ___ he buys his father an expensive gift, he won't buy anything for himself.

- While
- When
- Until

- 8. ___ he was shopping for an expensive gift for his father, he realized he didn't have any money.

- While
- Unless
- Even if

- 9. ___ he bought an expensive gift for his father, he felt tremendous joy.

- Unless
- When
- Till

- 10. ___ he buys his father an expensive gift, he needs to make sure he has enough money.

- After
- Unless
- Before

For more Exercises, visit Otinga on P89

c. Correlative conjunctions

A correlative conjunction is a type of conjunctions that function in a pair, with both words working together to balance words, phrases, or clauses. This pair of conjunctions correlates together. These are like: Both...and, Either...or, Neither...nor, Not...but, Not only...but also...

Examples in sentences:

- a. Every night, **either** loud music **or** fighting neighbours wake John from his sleep.
- b. **Neither** Deborah **nor** Sally expressed her annoyance when the cat broke the antique lamp.
- c. **Not only** did Mary grill burgers for Michael, **but** she **also** fixed a steak for her dog, Vinny.
- d. She is **both** intelligent **and** beautiful.
- e. I will **either** go to hike **or** stay home and watch TV.
- f. Jerry is **neither** rich **nor** famous.
- g. Would you **rather** go shopping **or** spend the day at the beach?

EXERCISES:

The following exercises will help you gain greater understanding about how correlative conjunctions work. Choose the best answer to complete each sentence.

1. She is neither polite _____ funny.
 - a. Or
 - b. Nor
 - c. Not
 - d. Yet

2. _____ that is the case, _____ I'm not surprised about what's happening.
 - a. If / then
 - b. No sooner / than
 - c. Scarcely / when
 - d. Whether / or

3. Have you made a decision about _____ to go to the movies _____ not?
 - a. If / then
 - b. Either / or
 - c. Whether / or

d. What with / and

4. _____ had I put my umbrella away, _____ it started raining.

a. No sooner / than

b. If / then

c. What with / and

d. Neither / nor

5. This salad is _____ delicious _____ healthy.

a. Whether / or

b. Both / and

c. Scarcely / when

d. Rather / than

6. I like _____ to sing opera, _____ to spend my spare time practicing ballroom dances.

a. not only / but also

b. whether / or

c. neither / nor

d. not / but

7. The test was _____ very short _____ quite easy.

a. not / but

b. both / and

c. whether / or

d. scarcely / when

8. _____ Joe _____ his sisters could understand what their parents were saying when they spoke French.
- a. Whether / or
 - b. No sooner / than
 - c. Rather / than
 - d. Neither / nor

2. Voices of the verb

In grammar, the voice of a verb describes the relationship between the action (or state) that the verb expresses and the participants identified by its arguments (Subject, object, etc). When the subject is the agent or doer of the action, the verb is in the **active voice**.

The opposite of the above is **passive voice**. This is when we want to emphasize the action (the verb) and the object a sentence rather than the subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is.

a. Active voice

As stated before, this is when a subject does an action to an object.

Example:

- Somebody stole my laptop. (subject=somebody/action(verb) = stole/object=my laptop)

b. Passive voice

This is used to emphasize the action (verb) and the object of a sentence. This means that the subject is either less important than the action itself or that we don't know who or what the subject is.

Example:

- My laptop was stolen. (The object – now the object=my laptop/action=was stolen)

c. The passive agent

When we know who the subject is, we put it at the end with by. We call this **an agent**.

Passive: The Mona Lisa was painted **by Leonardo Da Vinci**. (agent =Leonardo Da Vinci)

Active: Leonaro Da Vinci painted the Mona Lisa.

Most writing instructors and editors recommend against using the passive voice, when possible. The reason for this is that when you use the active voice, your writing is clearer and less complicated.

Active: While Mr. Taylor was driving down Highway 101, a police officer pulled him over and gave him a speeding ticket.

Passive: While Mr. Taylor was driving down Highway 101, he was pulled over and given a ticket by a police officer.

If it's a long sentence and you know who the subject is, it's best to use the active voice.

The passive is often used to report something or to state a fact.

- Highway 15 was closed yesterday due to a serious road accident.
- A lot of corn is grown in Iowa.

d. Forming the passive voice

The passive voice is not a tense in English. Each tense has its own passive voice which is created by using a form of the **auxiliary verb** to be + V3 (past participle)

The passive voice in each tense:

Tense	Auxiliary verb + sample V3 (past participle)	Examples
Present simple	am, is, are + made	Wine is made from grapes. Many cars are made in Japan.
Present progressive	am, is, are + being + sent	The document is being sent right now. I am being sent to work in the London office.
Past simple	was, were + invited	John was invited to speak at the conference. We were invited to Daniel and Mary's wedding.
Past progressive	was, were + being + washed	The dog was being washed when I got home. Their cars were being washed while they were in the mall

Tense	Auxiliary verb + sample V3 (past participle)	Examples
Future (will)	will be + signed	<p>shopping.</p> <p>The contract will be signed tomorrow.</p> <p>The documents will all be signed by next week.</p>
Future (going to)	am, is, are + going to be + built	<p>A bridge is going to be built within the next two years.</p> <p>New houses are going to be built in our neighborhood.</p>
Present perfect	has, have + been + sold	<p>That start-up has been sold for \$5 million.</p> <p>The rights to his book have been sold for \$250,000.</p>

Tense	Auxiliary verb + sample V3 (past participle)	Examples
Past perfect	had + been + hired	The new manager had been hired before John left the company. All the employees had hired before the store opened.
Future perfect	will + have been + finished	The car will have been loaded by the time he gets home. The crates will have been loaded by then.
Modals: can/could	can, could + be + issued	A passport can only be issued at the embassy. He said the documents could be issued within the week.
Modal: have to	have to, has to, had to + be + arranged	A babysitter has to be arranged for this evening. Joan's travel plans have to be

Tense	Auxiliary verb + sample V3 (past participle)	Examples
Modal: must	must + be + stopped	arranged by December. Criminals must be stopped before they commit crimes.

All of the rules for passive negatives and questions are the same as for the active voice.

Note: Verbs that have no object (no one to “receive” the action) cannot be put into the passive, such as, arrive, come, die, exist, go, happen, have, live, occur sleep, etc.

Passive Voice – Exercises

Fill in the correct passive form of the verb in parentheses.

- a. After the earthquake, aid was sent to the people of Haiti. (sent)
 - b. The electricity was cut off because the bill hadn’t been paid. (not pay)
1. Penicillin _____ by Alexander Fleming in 1928. (discover)
 2. Statements _____ from all the witnesses at this moment. (take)
 3. Whales _____ by an international ban on whaling. (must protect)
 4. Both weddings _____ by Good Taste. (cater)
 5. A Picasso ____ from the Metropolitan Museum of Art.(steal)
 6. ____ this washing machine _____in Germany? (make)

7. Tea _____ in China. (grow)
8. When we reached the airport, we found that all the flights_____ due to the storm. (cancel)
9. The fax _____ until tomorrow morning. (not send)
10. The soundtrack of a movie _____ always _____ after the filming is finished. (is/add)

END!