

# ENGLISH





في البداية نتمنى أن نكون قدمنا لكم ما يفيدكم و تتمنوه،  
و نسألکم الدعاء لكل من كتب و أعاد صياغة هذا المحتوى  
و دققه ..

بشكل مباشر أو غير مباشر ..

كما أن حقوق هذا الكتاب خاصة لفريق نبراس و لا نسمح  
من استخدامها بغير إذن من إدارة الفريق ..

نبراس

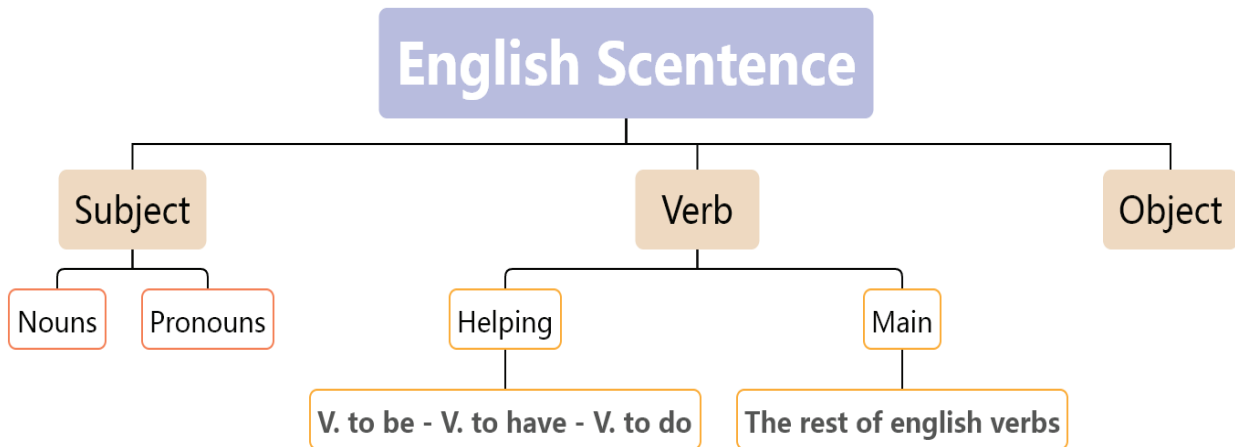


@Nebras\_2030

## Table Of Contents

<b>1. English Sentence .....</b>	<b>1 – 3</b>
<b>2. Present Simple .....</b>	<b>4 – 6</b>
<b>3. Past Simple .....</b>	<b>7 – 9</b>
<b>4. Future .....</b>	<b>10 – 11</b>
<b>5. Pronouns &amp; Adjective .....</b>	<b>12</b>
<b>6. Adjective Of Frequency .....</b>	<b>13</b>
<b>7. Conjunctions .....</b>	<b>14</b>
<b>8. Active &amp; Passive .....</b>	<b>15 - 16</b>
<b>9. Writing Paragraph .....</b>	<b>17 - 20</b>
<b>10. Plagiarism .....</b>	<b>21 - 25</b>
<b>11. Emailing .....</b>	<b>26 - 27</b>
<b>12. Pronunciation .....</b>	<b>28 – 29</b>
<b>13. Questions .....</b>	<b>30 - 32</b>

## Basics for English Sentence

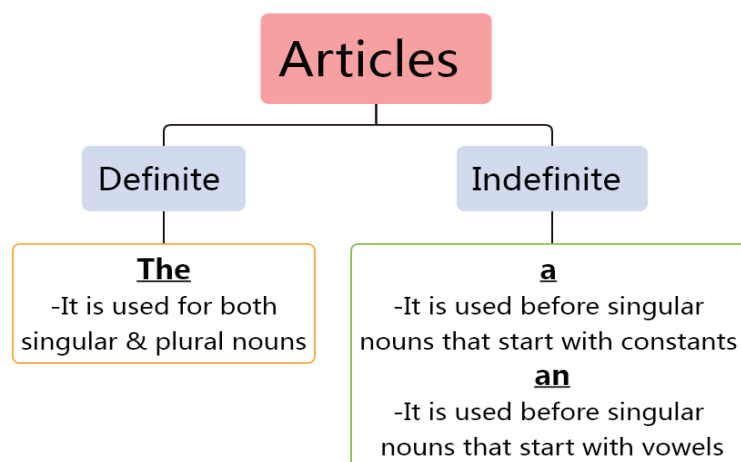


❖ Words consist of letters that are divided to two groups:

- **Vowel letters:** a, e, I, o, u
- **Consonant letters:** the rest of the letters.

❖ Articles:

A word comes before a noun to show whether the noun is specific or general.



## ❖ Spelling notes:

1. The **i** before **e** except **c** rule.

- **i** before **e** rule: - believe - achieve
- If letter **c** gives the sound **sh** we put **i** before **e** normally: - ancient

## ☒ Exceptions:

- With normal letter **c**: - receive - ceiling
- If the **i** with **e** gives letter **a** sound: - eight - neighbor

2. Drop the **e** rule.

- We usually drop the final **silent e** when we add a **suffix** that starts with a **vowel**:

- Write + ing = Writing - Excite + able = Excitable - Joke + er = Joker
- Close + ing = Closing - Sense + ible = Sensible - Opposite + ion = Opposition

## ☒ Exceptions:

- We keep the **e** if the word ends in **-CE** or **-GE** to keep a soft sound, with the suffixes **able/ous**:

- Courage + ous = Courageous - Outrage + ous = Outrageous
- Notice + able = Noticeable - Manage + able = Manageable

**VIP**

A suffix is a letter or group of letters which added to the end of a word to form another word:  
e.g.: → ness → ful

3. Changing the **y** to **i** rule.

- When adding suffix endings if a word ends in a **consonant letter + y**, the **y** changes to **i**:

- Happy + ness = Happiness - Angry + er = Angrier

## ☒ Exceptions:

- When adding endings with **i** - **ing** - **ish**, which already begins with an **i** we then keep the **y**:

- Dry: Dryying, Dryyish - Apply: Applying



#### 4. Changing the f at the end of words to ves or s rule.

- Most words ending in f or fe change their plurals to ves:

- Half f → Halves      - Knife fe → Knives      - Life fe → Lives      - Shelf f → Shelves

- Nouns which end in two vowels + f we usually only add s to it.

- Roof f → Roofs      - Chief f → Chiefs      - Deaf f → Deafs

☒ **Exceptions:** - Leaf f → Leaves      - Thief f → Thieves

#### 5. When we add all to the beginning of words we drop the 2<sup>nd</sup> l

- all + so = also      - all + most = almost      - all + though = although  
 - all + ways = always      - all + ready = already      - all + together = altogether

☒ **N.B.:**

- Altogether and All together do not mean the same thing:

→ Altogether means (in total)

→ All together means (all in one place) or (all at once)

#### ❖ The rules of capitalization:

##### 1. Capitalize the first word in quotations

→ Ralph Waldo Emerson said, "The only way to have a friend is to be one."

##### 2. Capitalize the names of people, specific places, specific things, medicine, cities and countries.

→ Ahmed, Tower of London, Nile river, Panadol, Alexandria, Egypt.

##### 3. Capitalize titles when they are on the signature line of a letter, when the title comes immediately before a name, when the title replaces the use of a name or, when a title used as a direct address.

→ Dr. Vicky Marquez

→ Hello, Professor. It's nice to see you.

☒ **N.B.:**

- Do not capitalize titles when they are not used as a direct address to a person.:

→ The professor will give us a lecture next week

## Present Simple Tense

❖ Present simple is formed from **subject + verb + object** :

1. **Subject:** I, You, We, They, He, She, It, name of a person or something.

2. **Verb:**

a. In its infinitive form with (I, You, We, They, plural names)

b. We add **s** or **es** or **ies** with (He, She, It, Singular names)

☒ **Important Notes:**

- In most cases of verbs we only add **s** with **he, she, it**
- We add **es** to verbs that end with **(o, ss, sh, ch, x)**.  
 -Go → Goes      -Miss → Misses      -Wish → Wishes  
 -Watch → Watches      -Mix → Mixes
- When a verb ends with **(constant letter + y)**, **we remove the y** and add **ies** to the verb.  
 -Carry → Carries      -Fly → Flies      -Study → Studies
- When a verb ends with **(vowel letter + y)**, **we leave the y** and only add **s**  
 -Play → Plays      -Buy → Buys      -Stay → Stays

3. **Object:** Adverb, Adjective

❖ Helping verbs in present simple:

1. **Verb to be:**

- I → **am**
- You, We, They, plural names → **are**
- He, She, It, singular names → **is**

2. **Verb to do:**

- I, You, We, They, Plural names → **do**
- He, She, It, Singular names → **does**

3. **Verb to have:**

- I, You, We, They, Plural names → **have**
- He, She, It, Singular names → **has**



❖ Usage of present simple:

1. It is used to describe a **habit**:  
→ Example: - I **go** to my classes **every day**.  
- I **go** swimming **every week**.
2. It is used to describe a **fact**:  
→ Example: - Doctors **help** ill people.  
- The water **freezes** at 0°C.
3. It is used for situations which are **true for a long time**:  
→ Example: - I **live** in Alexandria.  
- He **is** a doctor.
4. It is used with **adverbs of frequency**:

always	often	rarely
usually	frequently	never
occasionally	sometimes	no longer
generally	not often	hardly ever

☒ **N.B. :**

- We add adverbs of frequency **before the main verb** or **after verb to be**

→ Example: - He **usually comes** late.  
- She **is always** busy.

❖ Negative sentence in present simple:

1. We use **do not (don't)** with verbs without **s** at their end.  
→ Example:  
- I **go to** college by car. → I **don't go to** college by car.
2. We use **does not (doesn't)** with verbs with **s** at their end with **removing** the **s, es ies** from the original verb.  
→ Example:  
- He **studies** Medicine → He **doesn't study** Medicine.

**VIP**

- We can use **never** in negative sentence:  
→ I **am never** late.  
→ He **never comes** early.



❖ Questions in present simple tense:

1. **Yes or No question:**

- **Question form:** Do / Does + Subject + v (inf.) ...?

- **Answer form:** Yes, / No, .....

→ Example:

- **Does** he **study** Medicine?

→ **Yes**, he **studies** Medicine. **OR** **No**, he **doesn't study** Medicine.

2. **Wh- question:**

- **Question form:** Question word + do / does + Subject + v (inf.) ...?

- **Answer form:** Full sentence.

→ Example:

- **When do** you **go** to work?

→ **I go** to work at **10 a.m.**

### Test Yourself

“ Liver ..(1).. an important organ. ..(2).. glucose into glycogen which can be stored in the liver and muscle cells. This organ ..(3).. the body by changing from the body's metabolism into urea. This urea ..(4).. into urine and ..(4).. through the kidneys and out of the body. The liver makes bile ..(5).. with digestion.”

- |    |                  |                |                 |                 |
|----|------------------|----------------|-----------------|-----------------|
| 1. | a. does          | b. is          | c. are          | d. do           |
| 2. | a. he turns      | b. it turns    | c. it turn      | d. he turn      |
| 3. | a. detoxify      | b. detoxified  | c. detoxifying  | d. detoxifies   |
| 4. | a. goes<br>flows | b. go<br>flows | c. goes<br>flow | d. gos<br>flows |
| 5. | a. which helps   | b. which help  | c. who helps    |                 |

### Answers

1	2	3	4	5
b	b	d	a	a

## Past Simple Tense

❖ Past simple is formed from **subject + verb + object** :

1. **Subject:** I, You, We, They, He, She, It, name of a person or something.
2. **Verb:** We add **d** or **ed** or **ied** to change the verb from the present to the past.
  - a. We add **d** to the verbs that end with **e**.  
 - Caree → Cared**d**      - Hopee → Hoped**d**      - Preparee → Prepared**d**
  - b. At normal cases we add **ed** to the infinitive of the verb.  
 - Enjoy → Enjoy**ed**      - Play → Play**ed**      - Wish → Wish**ed**
  - c. If the verb ends with a constant letter preceding it a vowel letter we double the letter at the end (**doubling up rule**).  
 - Dropp → Dropped**d**      - Stopp → Stopped**d**      - Sobb → Sobbed**d**
  - d. If the verb with a constant letter preceding it two vowel letters we don't double the letter at the end.  
 - Complain → Complained**d**      - Stainain → Stained**d**
  - e. If the verb ends with **constant letter + Y**, we change the **Y** into **ied**.  
 - Replyy → Replied**d**      - Carryy → Carried**d**      - Dryy → Dried**d**
  - f. If the verb ends with **vowel letter + Y**, we add **ed** to the verb without removing the **Y**.  
 - Playy → Played**d**      - Destroyy → Destroyed**d**
3. **Object:** Adverb, Adjective

❖ Helping verbs in past simple:

1. **Verb to be:**
  - I → **was**      - You, We, They, plural names → **were**
  - He, She, It, singular names → **was**
2. **Verb to do:**
  - I, You, We, They, Plural names → **did**
  - He, She, It, Singular names → **did**
3. **Verb to have:**
  - I, You, We, They, Plural names → **had**
  - He, She, It, Singular names → **had**

### VIP

- There are some verbs which are irregular

### e.g:

-Cut → Cut  
-Blow → Blew



## ❖ Usage of past simple:

We use Past Simple to represent an action that happened or a habit in the past. **(single or repeated action)**.

## ❖ Time references for the past tense:

yesterday	last	ago
in the past	in ancient times	in early times
in (any old year)	when I was a child	the other day
just now	this morning	formerly

→ Example: - He **saw** some tourists **yesterday**.

- She **had** an exam **last month**.

- I **played** tennis **a week ago**.

- I **graduated in 2020**.

- We **got up** early **this morning**.

- They **shouted** at some people **just now**.

## ❖ Negative sentence in past simple:

1. We use **did not (didn't)** with removing **d, ed, ied** from the original verb **or** the irregular verbs return to their infinitive forms.

→ Example:

- I **went to** the hospital yesterday. → I **didn't go to** the hospital yesterday.

- He **helped** a patient last week. → He **didn't help** a patient last week.

2. When we have the verb **did** in the sentence **as the main verb** we put **didn't + do**

→ Example:

- He **did** the assignment an hour ago → He **didn't do** the assignment an hour ago.

3. When we have the **verb to be** in the sentence **as the main verb** we put **wasn't, weren't**

→ Example:

- I **was** quiet when I was a child → I **wasn't** quiet when I was a child.

- They **were** active → They **weren't** active.

❖ Questions in past simple tense:

1. **Yes or No question:**

- **Question form:** Did + Subject + v (**inf.**) ...?

- **Answer form:** Yes, / No, .....

→ Example:

- **Did** you **have** an exam?

→ **Yes**, I **had** an exam this morning. **OR** **No**, I **didn't have** an exam.

2. **Wh- question:**

- **Question form:** Question word + did + Subject + v (**inf.**) ...?

- **Answer form:** Full sentence.

→ Example:

- **Where did** she **travel** last summer?

→ She **traveled** to **California**.

## Test Yourself

“ A woman ..(1).. to see a doctor. She ..(2).. feeling sick about 6 months ago. Her husband ..(3).. she had some difficulty with her balance. Her doctor who ..(4).. her and..(4).. on serial visits that the balance was deteriorating ..(5).. . However, she ..(6).. to worsen such that she now has difficulties with activities of daily living.”

- |    |                        |                       |                         |                        |
|----|------------------------|-----------------------|-------------------------|------------------------|
| 1. | a. came                | b. comes              | c. come                 | d. comed               |
| 2. | a. start               | b. started            | c. starts               | d. was start           |
| 3. | a. notices             | b. noticed            | c. notice               | d. notice to           |
| 4. | a. followed<br>observe | b. follow<br>observed | c. followed<br>observed | d. follows<br>observes |
| 5. | a. slowly              | b. slow               | c. slower               |                        |
| 6. | a. continues           | b. continue           | c. continuous           | d. continued           |

## Answers

1	2	3	4	5	6
a	b	b	c	a	d

## Simple Future Tense

❖ There are two ways to express simple future tense:

- i. By using **will + verb (inf)**
- ii. By using **be going to + verb (inf)**

	Will	Be going to
Form of the sentence	Subject + will + verb (inf) + object	Subject + am/is/are + going to + verb (inf) + object
Uses	<ol style="list-style-type: none"> <li><b>Future facts.</b> e.g.: → He <b>will</b> (He'll) be thirty next month.</li> <li><b>Predictions of future events without evidence.</b> e.g.: → I <b>expect</b> we <b>will</b> (we'll) win the match.</li> <li><b>Making quick decisions</b> e.g.: → The phone is ringing. I <b>will</b> (I'll) answer it.</li> <li><b>Offer something or help to someone.</b> e.g.: → I <b>will</b> get you aspirin.</li> <li><b>Threats.</b> e.g.: → I <b>will</b> punish you.</li> <li><b>Requests.</b> e.g.: → <b>Will you help</b> me with studying, please?</li> <li><b>Making promises.</b> e.g.: → I <b>will come</b> to your graduation. I promise.</li> <li><b>Uncertainty.</b> e.g.: → I think it <b>will rain</b> today.</li> <li><b>With 1<sup>st</sup> conditional if.</b> e.g.: → If you study hard, you <b>will succeed</b>.</li> </ol>	<ol style="list-style-type: none"> <li><b>Future plans.</b> e.g.: → We <b>are</b> (We're) <b>going to go</b> to the red sea this summer. I have already bought a guidebook.</li> <li><b>Intentions.</b> e.g.: → She <b>is</b> (She's) <b>going to apply</b> for a place at medical school.</li> <li><b>Decisions.</b> e.g.: → I have decided from where to get money. I <b>am</b> (I'm) <b>going to ask</b> my father for some.</li> <li><b>Predictions of future events with present evidence.</b> e.g.: → There are no clouds in the sky. It <b>is</b> (It's) <b>going to be</b> another sunny day.</li> </ol>

## ❖ Using of shall:

- **Form:** Shall I/we + verb (inf)
- It is mainly when you want to get someone's opinion or for offers and suggestions.
- It is used in the forms "shall I" or "shall we".

→ Example: -**Shall I** open the window?  $\equiv$  **Do you want me** to open the window?

## Test Yourself

"Mrs. Mona is a woman who ..(1).. 50 in two days. So last night, she decided that next week, she ..(2).. see a doctor and do some checkups. She sent a message to inform her doctor about her decision. He really thinks it ..(3).. a good idea to do this considering her age. After two weeks from her decision, the results came out. Her doctor predicted that she ..(4).. have diabetes mellitus as her results show that her blood sugar level is 168 mg/dl which is considered prediabetic."

- |    |                |                |                |               |
|----|----------------|----------------|----------------|---------------|
| 1. | a. will is     | b. will be     | c. is going to | d. will be to |
| 2. | a. is going to | b. am going to | c. will        | d. does       |
| 3. | a. is going to | b. was         | c. will be     | d. will to    |
| 4. | a. is going to | b. will        | c. will to     | d. is going   |

## Answers

1	2	3	4
b	a	c	a

## Possessive Pronouns and Adjectives

### ❖ Forms of Possessive Pronouns and Adjectives

Person	Pronoun	Adjective
I	mine	my
You	yours	your
She (female)	hers	her
He (male)	his	his
It	its	its
We	ours	our
They	theirs	their

### ❖ Uses of possessive pronouns and adjectives:

- **Possessive pronouns:**

It is used instead of a full noun phrase to avoid repeating words.

→ Example: - Whose pen is this?

→ It is mine.

- **Possessive adjective:**

It is used to show possession or ownership of something.

→ Example: - My specialty is more difficult than your specialty.

☒ **N.B.:**

→ There are **no apostrophes** in possessive pronouns and adjective **SO** we use **its** not **it's**. As **(it's)** is not a possessive pronoun or adjective, it means **(it is)**:



## Adverb Of Frequency

Adverbs of frequency always describe how often or how frequently something occurs, either in definite or indefinite terms.

❖ There are two types of adverbs of frequency:

1. **Adverbs that describe definite frequency** such as **weekly, daily, or yearly**
2. **Adverbs that describe indefinite frequency that don't specify an exact time frame** such as **sometimes, often, and rarely**.

❖ Rules of adverbs of frequency:

1. If a sentence has only one verb, place the adverb of frequency in the middle of the sentence so that it is positioned after the subject but before the verb .  
→ **Example:** - Tom **always** takes the bus.
2. When a sentence contains more than one verb, place the adverb of frequency before the main verb.  
→ **Example:** - They have **often** visited Europe.
3. When using an adverb of frequency in the negative or in forming a question, place it before the main verb.  
→ **Example:** - Do you **usually** get up so late?

❖ List of some of adverbs of frequency:

Always	Annually	Constantly
Daily	Eventually	Ever
Frequently	Hourly	Generally
Infrequently	Later	Monthly
Never	Next	Nightly
Normally	Now	Occasionally
Often	Quarterly	Rarely
Regularly	Sometimes	Soon
Then	Today	Weekly
Yearly	Yet	

## Conjunction Words

They are words that is used to connect words, phrases, and clauses.

Conjunction	Sentence
Although	- <b>Although</b> he's sick, he is still studying
and	-I like histology <b>and</b> anatomy. ", and" is being used to coordinate two independent clauses.
As	- <b>As</b> I came, she was leaving
Because	-She works in the department of surgery <b>because</b> she adores seeing living organisms.
But	-He reads magazines, <b>but</b> he does not like to read books
Either	-We can either go to the cinema or to the café.
Even	-She likes swimming, even in winter
Even if	-Do not drink any alcohol even if you drive carefully
How	-Do you know how to study well?
However	-They worked hard for the test, however, they failed
In case	-Take your medicine with you in case you come late
In spite of	He looks very fit in spite of his age
Neither	-They did not go to the lecture, and neither did I. -Neither drinks nor food are allowed in this room.
Or	-Do you like tea or coffee?
Otherwise	-Take the antibiotic, please. Otherwise, you will have extra complications
since	-Since he's lost his money, he couldn't travel
Unless	-Her baby cannot fall asleep unless she stays in the room
What	-I do not know what to say
When	-When you are in London, send an e-mail to me.
Whether	-I am going home whether you like it or not

## Active Voice

→ **Definition:** The subject does or “acts upon” the verb

→ Examples:

- Colorful parrots live in the rainforests.

(In here, parrots are the subject that does the action of living)

- Marlin mailed the letter.

(In here, Marlin is the subject that mailed the letter)

## Passive Voice

→ **Definition:** The subject is being acted upon by the verb

→ Examples:

- Five Hamburgers must have been eaten by the man.

(In here, Hamburgers, the object replaces the subject man)

- The flat tire was changed by Ali.

(In here, tire, the object replaces the subject Ali)

### ❖ How Can We change from Active Voice to Passive Voice?

1. Move the active sentence's direct object into the place of the subject.

Active voice → Passive voice  
Marilyn mailed the letter → The letter . . .  
||  
**Direct object****Subject**

2. Place the active sentence's subject into a phrase beginning with the preposition by

Active voice  $\longrightarrow$  Passive voice  
Marilyn mailed the letter  $\longrightarrow$  The letter . . . by Marilyn  
| \ /  
**Subject** **prepositional phrase**

3. Add a form of the auxiliary verb to be the main verb and change the form of the main verb.

Active voice → Passive voice

Marilyn **mailed** the letter → The letter **was mailed** by Marilyn

Verb                      verb + be auxiliary

❖ The passive voice may be a better choice, however, when

1. The doer of the action is unknown, unwanted, or unneeded in the sentence

→**Examples:** Sometimes our efforts are not fully appreciated.

2. The writer wishes to emphasize the action of the sentence rather than the doer of the action

→**Examples:** A suspect was questioned for sixteen hours by the police.

3. The writer wishes to use passive voice for sentence variety.

❖ How to Change Different Tenses from Active Voice to Passive Voice?

1. **Present Simple**

Passive Voice = (Am-is-are + p.p form of the verb)

2. **Past Simple**

Passive Voice = (Was- were+ p.p form of the verb)

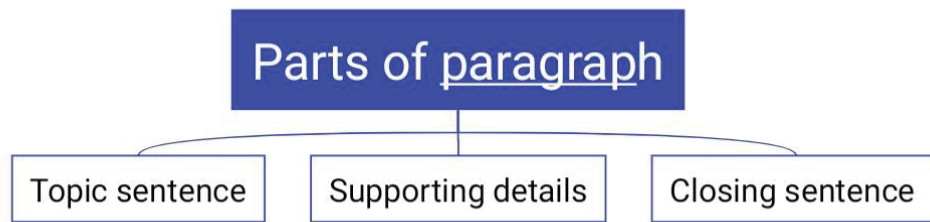
3. **Future Simple**

Passive Voice = (will be + p.p form of the verb/ be going to be + p.p form of the verb)

Tense	Active voice	Passive Voice
<b>Present Simple</b>	Mom <b>cleans</b> the flat every day.	The flat <b>is cleaned</b> by mom every day.
<b>Past simple</b>	My mother <b>handed</b> me the plate.	The plate <b>was handed</b> to me by my mother.
<b>Future simple</b>	We <b>will water</b> the plants.	The plants <b>will be watered</b> by us

## How to write a paragraph

A **paragraph** is a group of related statements that a writer develops about a subject



### What is the topic sentence?

- The topic sentence is the first sentence in a paragraph

### What does it do?

- It introduces the main idea of the paragraph

### How do I write one?

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

### What are supporting sentences?

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

### What do they do?

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

### How do I write them?

- You should give supporting facts, details, and examples.

### What is the closing sentence?

- The closing sentence is the last sentence in a paragraph.

### What does it do?

- It restates the main idea of your paragraph.

### How do I write one?

- Restate the main idea of the paragraph using different words.

→Example:

There are three reasons why Canada is one of the best countries in the world. **(Topic sentence)**

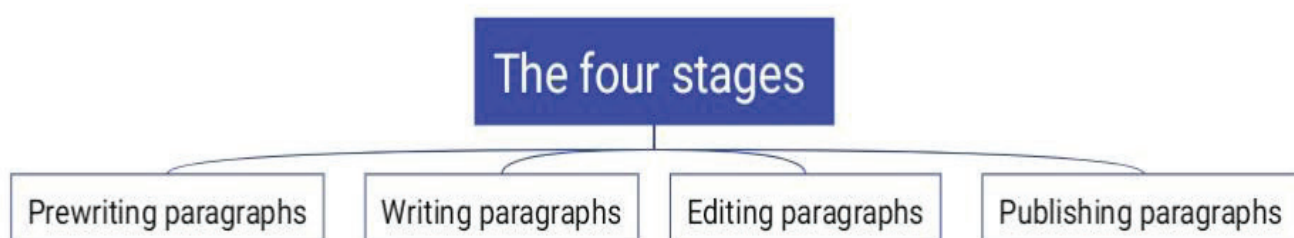
First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Secondly, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. **(Supporting details)**

As a result, Canada is a desirable place to live. **(Closing sentence)**

❖ How do I write a paragraph? How can I begin?

1. Your first sentence should be a topic sentence and should contain the topic and an opinion on the topic.
2. You should write at least three sentences supporting your ideas, with facts, reasons, examples, statistics or comparison.
3. you should have a concluding sentence which reasserts your opinion but does not have the same wording.

❖ There are also four stages in which we have categorized paragraph writing to make it a lot easier for you to learn the art.



## ❖ What is the prewriting stage?

The prewriting stage is when you think carefully and organize your ideas for your paragraph before you begin writing.

## Six prewriting steps:

1. Think carefully about what you are going to write
2. Open your notebook
3. Collect facts related to your paragraph topic
4. Write down your own ideas
5. Find the main idea of your paragraph
6. Organize your facts and ideas in a way that develops your main idea

## ❖ What is the writing stage?

The writing stage is when you turn your ideas into sentences.

## Five writing steps:

1. Open your notebook and word processor
2. Write the topic sentence, supporting sentences and closing sentence.
3. Write clear and simple sentences to express your meaning.
4. Focus on the main ideas of your paragraph.
5. Use the dictionary to help you find additional words to express your ideas in order to avoid redundancy.

## ❖ What is the editing stage?

The editing stage is when you check your paragraph for mistakes and correct them.

## Grammar and spelling:

- Check your spelling
- Check your grammar
- Read your assignment again
- Make sure each sentence has a subject
- See if your subjects and verbs agree with each other.
- Check the verb tenses of each sentence.
- Make sure that each sentence makes sense.

## ❖ What is the publishing stage?

The publishing stage is when you produce a final copy of your assignment to hand in.

❖ Process of writing a paragraph:

1. Compose your topic sentence.  
Think of a topic and a controlling idea that will narrow the topic enough to support it well in one paragraph.
2. Brainstorm supporting ideas.  
Choose 2-6 supporting ideas that do a good job supporting your topic sentence.
3. Write your paragraph in topic outline form as follows.  
Do not actually write sentences in the outline, except for the topic sentence.
4. Put your supporting ideas in a logical order.
5. For each supporting idea, think of RENNS that further explains the idea. For balance, each supporting idea should have about the same amount of RENNS.
6. Think of concluding sentence.
7. Write your paragraph using sentences. Use the coherence strategies to make your paragraph easy to follow.

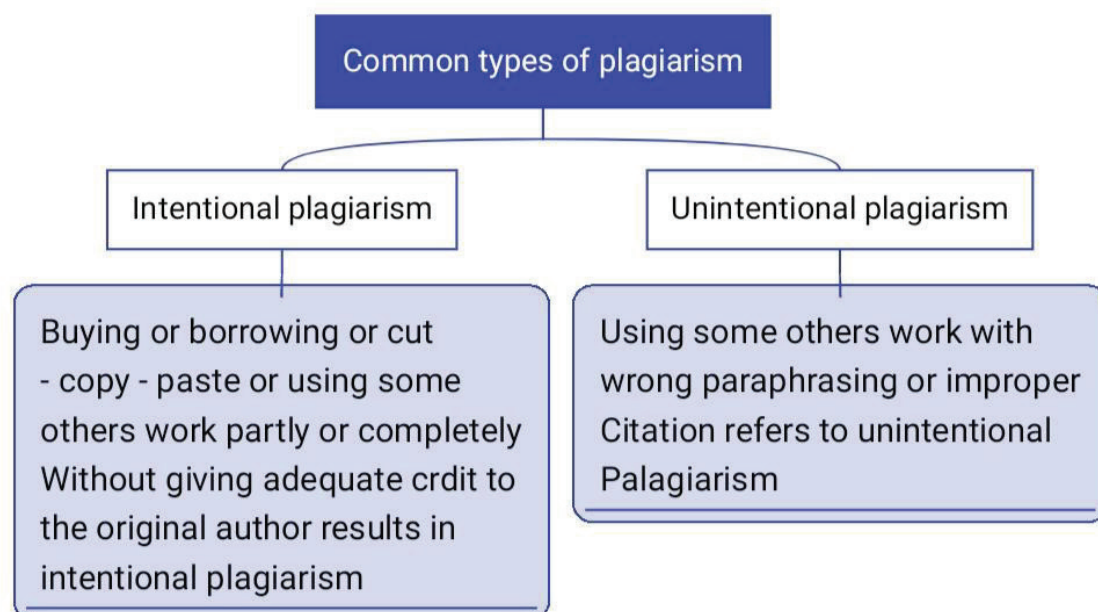


## Plagiarism

- Plagiarism can range from **simple dishonesty** (minor copy paste/any discrepancy) to a more serious problem (**major discrepancy**) duplication of manuscript) when the authors do cut copy-paste from the original source without giving adequate credit to the main source.
- By using one's own ideas, one can write the paper completely without looking at the original source.
- Specific words from the source can be added **by using quotations and citing them** which can help in not only supporting your work and amplifying ideas but also avoids plagiarism.

In simple words, **plagiarism** is **the use of others' ideas or work without any credit to the original authors**. In other words, taking credit for others work whether intentionally or unintentionally.

When medical writers want to publish a scientific paper, they have to be very specific, accurate and honest about the concept of the research. First, the author has to take sufficient time to read and understand thoroughly the main source of the article, and then he can organize into his own ideas or thoughts. Before submitting his ideas or manuscript to the journal office, the author has to rewrite the article in his own words without seeing from the original source and in doubt, takes help of the guide/instructor.



❖ The following are the most common forms of plagiarism seen in medical publications:

**1. Plagiarism of ideas**

→ Example: using the ideas from the previously published articles by postgraduate students while doing their dissertation work.

**2. Plagiarism of text/ direct**

→ Example: most of the young authors do not know how to write and give a credit to the original work from where they have chosen. They just cut and paste from the original source and create an article without giving sufficient credit to the authors who has done the original work.

**3. Patchwork plagiarism**

→ Example: when the authors borrow words/sentences from the original source and do patchwork to his article results in patchwork or mosaic plagiarism.

**4. Self- Plagiarism**

→ Example: using one's own work partly and publishes the article in different journals results in self-plagiarism.

---

❖ **Penalties for Plagiarism:**

- Penalty depends on the severity of plagiarism. It ranges from formal disciplinary action (**apology letters, retraction of the published article**) to criminal charges (**suspension and prosecution of authors**).
- 

❖ **Detection of Plagiarism**

- All the medical ethical writers must check for the text duplication unintentionally by using plagiarism detection software before submitting to any journal office.
- Reviewers also should use plagiarism detection tools in order to avoid false publication practice by both intentional and unintentional authors.
- When the manuscript passes from the reviewers to the editors without identifying the copied text or ideas, the editor of the journal should finalize the fate of the article based on the extent of plagiarism by using powerful plagiarism detection software.

## ❖ Few Good Rules to Avoid Plagiarism:

1. Take sufficient time to complete your work
2. Understand the whole concept and write the new ideas in your own words
3. Avoid “copy-paste”
4. Always use few appropriate and accurate sources as possible
5. Learn how and when to quote and also avoid patchwork
6. Always cite new and in doubt, not common language
7. Follow the author's guidelines according to the biomedical journals
8. Cite references accurately
9. Always acknowledge and give sufficient credit to the original sources
10. Avoid writing several articles of the same type and submitting to different journals at the same time
11. Consult with a translator or native speaker before sending the final proof of the manuscript to the scientific journals
12. Use anti-plagiarism tools to detect any accidental plagiarism. For example, plagiarism detection software like Cross Check
13. Enclose the covering letter to the editor regarding for any overlap unintentionally.

## ❖ Benefits of Avoiding Plagiarism:

1. It helps in avoiding misrepresentation of any hypothesis or scientific misconduct.
2. It gives immense respect and truthfulness toward science and gives the way for quality papers to publish.
3. It also helps every author to think for newer concepts.

## ❖ How to Paraphrase a Source:

1. **Look away from the source then write.**

Read the text you want to paraphrase several times until you feel that you understand it and can use your own words to restate it to someone else. Then, look away from the original and rewrite the text in your own words.

2. **Take notes.**

Take abbreviated notes; set the notes aside; then paraphrase from the notes a day or so later, or when you draft.

❖ If you find that you cannot do 1 or 2, this may mean that you do not understand the passage completely or that you need to use a more structured process until you have more experience in paraphrasing.

## ❖ Paraphrasing Difficult Texts:

1. **Change the structure**

You might break up long sentences, combine short ones, expand phrases for clarity, or shorten them for conciseness.

2. **Change the words**

Use synonyms or a phrase that expresses the same meaning. Leave shared language unchanged.

## ❖ How to quote a source:

1. **Introducing a quotation**

One of your jobs as a writer is to guide your reader through your text. Do not simply drop quotations into your paper and leave it to the reader to make connections.

- **Integrating a quotation into your text usually involves two elements:**

- A **signal** that the quotation is coming- generally the name of the author or references to the book
- An **assertion** that indicates the relationship of the quotation to your text.

→ **Example:** Ross (1993), in her study of poor and working-class mothers in London from 1870-1918 [**signal**], makes it clear that economic status to a large extent determined the meaning of motherhood [**assertion**]. Among this population [**connection**], "To mother was to work for and organize household subsistence" (p. 9).

2. **Formulating a quotation**

- **How to write the references of the quotation:**

- If you are quoting someone word-for word or using someone else's ideas or statistics in your writing, you will need to reference it within the body of your work.
- Work the author's surname or organization's name, the year of publication and the page number into the paragraph you are writing. The purpose is to give basic details so your reader can get more information from the list at the end.

→ **Example:** 'In the food and beverage industry, it is estimated that 25 percent of employees steal regardless of the controls in place' (Walker 2011, p. 222).

❖ **Note that page numbers are only necessary for in text citations when direct quotes or precise information is used.**

## ❖ Direct quotations:

- Should be used sparingly in an assignment
- Can be used if you need to record exact words or phrases
- Are useful if you find some writing which expresses exactly what you want to say very well
- Can be a phrase, a short sentence, or longer

## ❖ Small Quotations:

**(Less than 30 words) are included in your writing with the text in single quote marks:**

→ The pearl has been **"a particularly potent literary device"** (Joyce & Addison 1992, p. 15) in many cultures from ancient times.

## ❖ If the quotation is longer than 30 words, set it out like this:

- The post-war years were not a time of great innovation. As Ewing (2001, p.167) states:
- To get back to normal, which meant to order and stability, was the general longing and fashion voiced this conservative mood in a series of smooth, well-balanced lines, embodied in clothes of notable elegance, carefully designed, well-made and flattering.

## ❖ Points to remember for longer quotes:

- place a colon (:) at the end of your writing before the quote
- leave a space of one line before and after the quotation
- do not use quotation marks around the quotation
- use a smaller font for the quote, e.g., if your assignment is in 12, use 10 for the quotation indent the quote
- if your assignment is in double spacing, keep the quote in single spacing

## Emailing Your Professor- Be Formal

- In the age of social media, many students approach emailing similar to texting and other forms of digital communication, where the crucial conventions are brevity and informality.
- But most college professors consider emails closer to letters than to text messages. This style of writing calls for more formality, more thoroughness and more faithful adherence to the conventions of Edited Standard Written English - that is, spelling, punctuation, capitalization, and syntax.
- Effective writing requires shaping your words according to your audience, purpose, and genre (or type of writing, e.g., an academic email). Together these are sometimes called the rhetorical situation. Some of the key conventions for the **rhetorical situation of emailing a professor are as follows:**

1. Use a clear subject line.
2. Use a salutation and signature.
3. Use standard punctuation, capitalization, spelling and grammar.
4. Do not Use Text Speak.
5. Check for the five Ws and one H  
Make sure your email includes **who, what, where, when, why and how**
6. Close with Courtesy
7. Read the Email, Twice

---

### ❖ The structure of an essay:

→ **Most essays follow a structure like this:**

1. Title
2. The introduction
3. The body
  - **The first paragraph** helps elaborate on points raised in the introduction and sets up the following paragraph – opening arguments.
  - **The second paragraph** helps elaborate on points raised in the first paragraph and sets up the next – analyzing data and evidence related to the initial argument.
  - **The third paragraph** elaborates on more points raised in the previous paragraphs; introduces counterarguments and more details about topic.
4. The conclusion

❖ Poor structure in essays:

1. One of the most difficult parts about writing an essay can be establishing the structure. When an essay utilizes poor structure, the essay itself becomes incoherent and unreadable.
2. Writing an essay that does not have well organized ideas. It can also involve writing one that lacks cohesion, making it unreadable.
3. Reiterate the structure of the essay's resources, making the work confused and disjointed.
4. Any instance where the essay itself deviates from the standard essay structure is a poorly structured essay.

❖ **Student writers can correct the issues with their essays if they edit after writing. Much of the problems that appear with a poorly structured essay can be easily fixed through a few sessions of editing and revising.**

Consonant		
/p/	pan	(ب)
/b/	ban	(ب)
/t/	tip	(ت)
/d/	dip	(د)
/k/	cap	(ك)
/g/	gap	(ج)
/tʃ/	church	(تشي)
/dʒ/	judge	(دج)
/f/	few	(ف)
/v/	View	(ف)
/θ/	Throw	(ث)
/ð/	Through	(ذ)
/s/	Sip	(س)
/z/	Zip	(ز)
/ʃ/	Fresh	(ش)
/ʒ/	Measure	(ج)
/h/	Hot	(هـ)
/m/	Sum	(م)
/n/	Sun	(نـ)
/ŋ/	Sung	(نچ)
/l/	Lot	(ل)
/r/	Rot	(ر)
/j/	Yet	(ي)
/w/	Wet	(و)
vowels		
/i:/	Beat	
/ɪ/	Bit	
/e/	Bet	
/æ/	Bat	
/qi/	Bar	
/ɒ/	Block	
/ɒ:/	Bought	
/ʊ/	Book	
/u:/	Boot	
/ʌ/	but	
/ɜ:/	burn	
/ə/	brother	
/eɪ/	bay	
/aɪ/	By	
/əʊ/	bone	
/aʊ/	bound	
/ɔɪ/	boy	



- psychology/saɪ'kɒ:lədʒi/
- gynaecology/gaɪnə'kɒlədʒi/
- pediatrics /pi:diætriks/
- dermatology/ dɜ:mə'tɒlədʒi /
- Orthopedics / or- θə-'pi:-dɪks/
- Neurology /njʊ'r ɒlədʒi/
- Cardiology /ka:di'ɒlədʒi/
- Hematology /hi:.mə'tɒl.ədʒi/
- Anatomy/a'nat.o.my/
- anesthesia /ænəs θi:ziə/
- Micrology /mæikrɒlədʒi/
- sternutation / stər - nyə - 'ta-shen /
- Blastoma /blæ'stoma/
- Nullipara /nə'lipərə/
- Toxoid /'t ɒksɪd/
- Appendix / ə'pendɪks/
- Metacarpal /met. ə'ka:pəl/
- chafing / 'ʃeɪfɪŋ/
- Lymphocyte /'lim.fə.salt/
- Tongue / tʌŋ/
- Bacteria /bæk'tɪəriə/
- Cancer/kænsə/
- Erythrocyte /ɪ'rɪθrəsait/
- Rabies / 'reɪbi:z/
- Acromegaly /akrə'mɜ:gəli/
- Hysterectomy /hɪstə'rektəmi/
- Cyanosis / saɪə'nəʊsɪs/
- Melanoma /mɜ:lə'nəʊmə/
- carcinoma /ka:sɪ'nəʊmə/
- Pharynx /'f ærɪ ŋks/
- Mesentery/'mes(ə)nt(ə)rɪ/
- artery /'a:təri/
- polysaccharide /pɒlɪ's ækərəɪd/
- Pregnant / 'pregnənt /
- Stoma / 'stəʊmə/
- Tachycardia /taki'kɑ:diə/
- Diplopia/ dɪ'pləʊ.pi.ə/
- Sternum /'stɜ:nəm/
- Allergies / 'ælədʒɪ:z/
- Lumen /'lumən/
- cardiomegaly/'kɑ:deo.megale/
- fracture / fræk

**1. Which is the best paraphrase of the following sentence?**

**Deserts cover one fifth of the surface of the Earth.**

- a) Deserts cover one fifth of the Earth
- b) One fifth of the Earth's surface is desert
- c) Deserts cover more than half of the Earth's surface

**2. What is the best paraphrase of the following sentence?**

**A type of shark called a shortfin mako can leap 20 feet above the surface of the water.**

- a) A shark can leap 20 feet out of the water, it is called a shortfin mako.
- b) The shortfin mako shark can jump above the surface of water
- c) A shortfin mako is a kind of shark that can leap 20 feet out of the water
- d) A shortfin mako can jump 20 feet above the surface of the water

**3. What is the best paraphrase of the following sentence? Brazil is the largest country in South America and Suriname is the smallest.**

- a) The biggest country in South America is Brazil, while the tiniest is Suriname.
- b) Suriname and Brazil the largest and smallest countries in Brazil
- c) The largest country is Brazil, and the smallest country is Suriname, and they are both countries in Brazil
- d) The two countries of Brazil and Suriname are two countries in Brazil

**4. Choose the sentence that BEST paraphrases this sentence: A high school student usually has summer reading assignments.**

- a) A high school student always has homework assignments in the summer.
- b) It is common for students in high school to have summer reading assignments.
- c) Usually, school aged students have summer reading assignments
- d) Most summer school students have high school reading to do

**5. Choose the BEST paraphrase of this sentence: Tashkent, the capital of Uzbekistan, has been an important market and trading place for hundreds of years. (World Book Illustrated Atlas page 103)**

- a) Tashkent and Uzbekistan are important places to trade hundreds of things in the market
- b) The Uzbekistan capital city of Tashkent has been a major market and trading place for centuries
- c) For hundreds of years, Tashkent has been the capital of Uzbekistan and trading places now is important for the market
- d) Uzbekistan is a popular place for markets and for hundreds of years Tashkent has been trading its capital goods

**6. Which is the best paraphrase of the following sentence? Dragonflies have six legs, but they can't walk.**

- a) Dragonflies have six legs but cannot walk, and I think that this is odd
- b) Dragonflies have six legs
- c) Although Dragonflies have six legs, they cannot walk at all.
- d) Even though they have six legs, dragonflies can't walk

**7. Choose the BEST paraphrase of these sentences:**

**Rugby football is the most popular sport in New Zealand. Most villages, towns, and districts have their own teams.**

- a) Of all sports played in New Zealand, rugby football is the most popular. Most areas even have their own teams.
- b) Rugby and football are the most popular sports in the area of New Zealand. Every village, town, and district has teams
- c) New Zealand sports include rugby football in most districts, villages, and towns
- d) Most villages, districts, and towns in New Zealand love rugby football and popular sports

**8. Pediatrics :**

- a) /pi:diætriks/
- b) /piætriks/
- c) /pi:diætk/

**9. Dermatology :**

- a) / d3:mə'tɒlədʒi /
- b) / d3:tɒlədʒi /
- c) / d3:mə'tɒlʒi /

**10. The digestive system consists of the digestive tract, oral cavity, esophagus, stomach, small and large intestines, rectum, and anus and its associated glands salivary gland, liver, and pancreas**

**What is the main idea of the paragraph?**

- a) Mechanism of the digestive system
- b) Structure of the digestive system
- c) Function of the digestive system

**11. Hormones are molecules that function as chemical signals. They are liberated by specialized cells that are called endocrine cells because they secrete inward as opposed to exocrine cells ,which secrete into a body cavity or toward the body surface. paraphrase the paragraph**

- a) molecules that function as chemical signals are called hormones. They are liberated by specialized cells that are called exocrine cells because they secrete inward as opposed to endocrine cells ,which secrete into a body cavity or toward the body surface.
- b) chemical signals are called hormones. They are liberated by specialized cells that are called exocrine cells because they secrete inward as opposed to endocrine cells ,which secrete into a body cavity or toward the body surface.
- c) Molecules that function as chemical signals are called hormones. They are liberated by specialized cells that are called endocrine cells because they secrete inward as opposed to exocrine cells ,which secrete into a body cavity or toward the body surface.

**Water, vitamins .....(12)....minerals are also absorbed from ingested food,.....(13).....the inner layer of the digestive tract....(14).....a protective barrier between the content of the tract's lumen and the internal milieu....(15).....**

12	a) ,	b) ,and	c) of
13	a) In addition,	b) in addition	c) in adition,
14	a) is	b) are	c) has
15	a) for the body	b) of the body	c) about the body

### Answers

1.B	2.C	3.A
4.B	5.B	6.D
7.A	8.A	9.A
10.B	11. C	12.B
13.A	14.C	15.B



نبراس  
Nebras