



# English Language Semesters 1 and 2: 2024-2025

Instructor

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Text book: Headway Academic Skills: Reading, Writing,  
and Study Skills, Level 3. By: Sarah Philpot and Lesley  
Curnick



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# Chapter 1

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# Reading

# Effective reading

Choose what to read, and how to read it to become an effective reader.

**Survey** the material to decide whether it is useful:

- Look at the title, headings, pictures, or graphs.
- Look at the style of the text and where it has come from.

**Skim** the text to see how the information is organized and to get a general idea:

- Read the title and any headings.
- Read the first sentence of a few paragraphs.



# Effective reading

**Scan** the text to find specific pieces of information:

- Use what you learnt from surveying and skimming the text to locate the information you need.
- Move quickly through the text. Do not read every word.
- Stop when you come to the information you want.





# Effective reading

You will often need to understand the details in a text. This is **intensive reading**. To do this effectively:

- Think about why you are reading, and what you need from the text.
- Skim the text to get an overview.
- Underline words and phrases which occur frequently and are important to know.
- If a particular part of the text is more difficult, read it again, asking yourself questions about it.
- Look up any words you need to understand in a dictionary.



# Effective reading

You will have a large amount to read for your studies, so you need to be able to read quickly.

The first time you read a text intensively:

- Focus on content words (usually nouns, verbs, adjectives).

*It is **easy** to **read** this by **looking** at the **content** words.*

- Think about which parts of the text are relevant.

For further readings of the same text:

- Concentrate on parts of the text which are relevant.
- Read in sense groups of two or more words. Sense groups can be:  
subject + verb + object

*At the age of 16/**most students take exams**/in about ten different subjects.*

phrases with a preposition

***At the age of 16/ most students take exams/in about ten different subjects.***



# What is your learning style?

**1 Do you think you learn better by**

A reading?                      B listening to lectures?

**2 How do you prefer to learn from lectures?**

A I like to make notes during the lecture.

B I like to record the lecture and listen again.

**3 When the teacher uses a new word, do you want to see it written**

A immediately?                      B later?

**4 If you need to memorize something, e.g. a formula, a quotation, or a poem, do you**

A write it out several times?

B repeat it aloud to yourself and/or other people?

**5 When you record new vocabulary, do you record the pronunciation?**

A Hardly ever                      B Usually

**6 Do you ever read aloud to yourself (in your own language or in English)?**

A Rarely                      B Sometimes



# What is your learning style?

## Results

### Mostly As

If you scored mostly As, you are a more **visual learner**. You prefer to see the written word. You learn by reading and writing. Visual learners often think in pictures. If you find a particular task Or text difficult, look for sources that will suit your learning style, e.g. sources with illustrations, charts, tables, or videos.



### Mostly Bs

If you scored mostly Bs, you are probably a more **auditory learner**. You prefer to learn by listening and speaking. Auditory learners often learn best from lectures, discussions, by reading aloud, and by listening to audio material.



### Mixture As and Bs

If you scored a mixture of As and Bs, like most people you probably learn through a mixture of styles. Sometimes you may prefer to lean by reading, at other times by listening. Ask yourself which is the best style for the particular task you are doing.



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# Writing

# LANGUAGE FOR WRITING

## Comparing and contrasting

Write words and phrases that show a similarity or a difference.



# CHECKING YOUR WRITING

Being accurate is very important in academic and professional writing.  
Check your first draft for:

- sentence length. Are your sentences too long or short?
- word order, linking words
- words left out, e.g. articles, prepositions, and auxiliary verbs
- punctuation
- spelling
- grammar (verb tenses, agreement, etc.)





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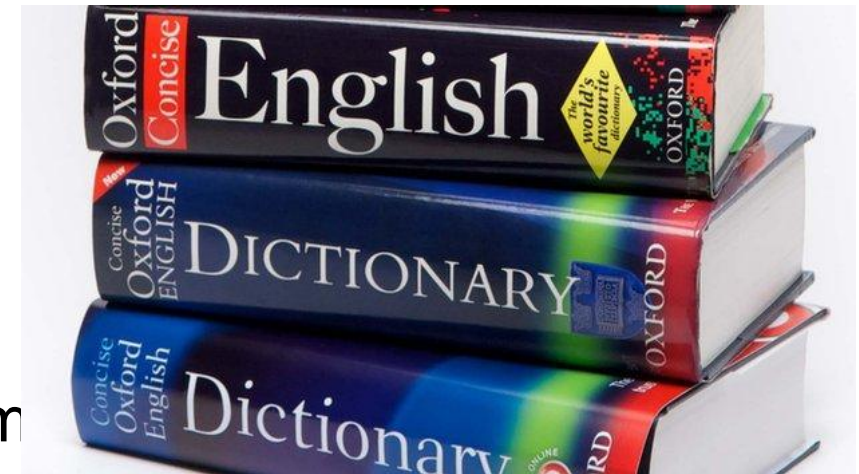
# Vocabulary Development



# Using a dictionary

Choose a recent edition of an English—English dictionary. Look at the information about how to use the dictionary, which is usually at the beginning. Make sure you understand the symbols and abbreviations. Remember that each entry for a word usually has:

- the pronunciation and stress
- the part of speech
- definition(s)
- example sentences
- any irregular forms, e.g. plurals or past tense form





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# Reading

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# Topic Sentence

Many paragraphs contain a topic sentence which gives the subject of the paragraph. The topic sentence is often the first sentence, but it can also be later in the paragraph.





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# Writing



# Avoiding Plagiarism

Plagiarism is copying someone's work, or using someone's ideas and pretending they are your own. Do not copy directly from a text, but rephrase by changing:

- the vocabulary (using synonyms or phrases with a similar meaning)
- the sentence structure and grammar

**NOTE** You must always credit the source when you use another person's ideas, opinions, facts, and graphics, even if you paraphrase their words.

*Plagiarism is  
Literary Theft*



# LANGUAGE FOR WRITING

## Rephrase

### Rules: The Passive voice

The passive voice is used when it not important who or what does an action. It is formed by the *verb to be* in the correct tense + the past participle.

The vaccine is injected into the arm or leg.

The patients were injected with the vaccine.

In most passive sentences, by and the agent (the subject of the active sentence) are omitted because the agent is obvious or not necessary.

The patients were carefully monitored for three years ~~by doctors~~.

NOTE An academic text will usually have a mixture of active and passive sentences.

# LANGUAGE FOR WRITING

## Rephrase

Rules: The Passive voice

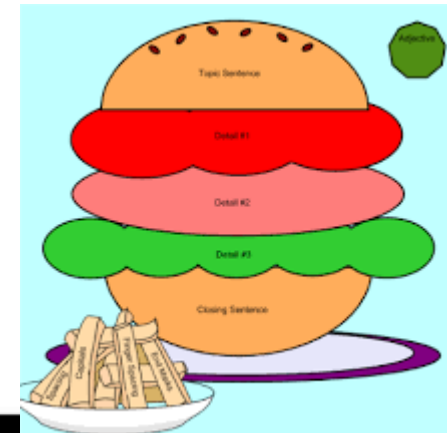
**Rephrase the following:**

- 1- Scientists usually test their theories in the laboratory.
- 2- The researchers will publish their findings next month.

# Developing paragraph

A well-developed paragraph usually has:

- a topic sentence which gives the subject of the paragraph
- several body sentences, which develop that subject
- a final sentence, which concludes or summarizes, or leads on to the next paragraph





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# Vocabulary Development

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# recording a Vocabulary

When you read, you will come across many new words. It is not possible or useful to record them all. Choose words which:

- are related to your academic studies
- are key words in the text
- will be useful when you write

What you record about a word depends on how you will use it. You need to understand the word, record:

- the pronunciation
- a definition and/or translation



# recording a Vocabulary

If there is a word which you want to use in your own work, record:

- the pronunciation
- the part of speech
- any irregular forms
- associated prepositions or verb patterns
- an example sentence
- a definition and/or translation

# recording a Vocabulary

It is important that you can remember vocabulary and find it again. Choose a suitable method to record it effectively.

For example:

- according to topic
- as a group of words with similar meanings
- as a mind map



Main  
Topic

Topic  
area

Example  
2



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# Reading

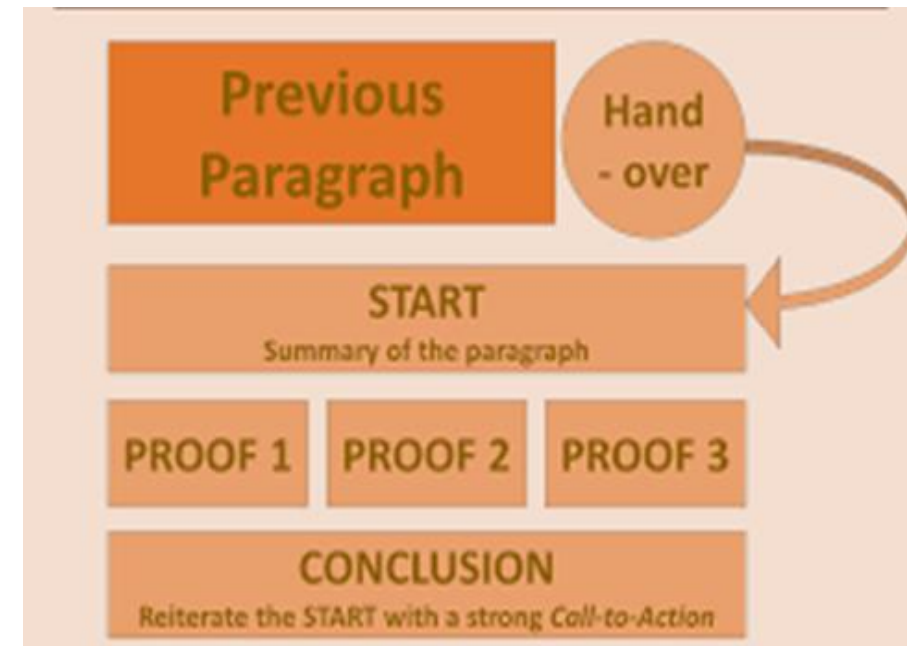


# Paragraph Purpose

Each paragraph in a text has a clear purpose. For example:

- The first paragraph introduces the topic, states the purpose of the text, or describes a problem or situation.
- The body paragraphs develop arguments, try to persuade, suggest solutions, or describe developments.
- The final paragraph concludes, evaluates, or discusses consequences.

**Identifying the purpose of each paragraph helps you understand the text and decide where to find useful information.**



# Text Cohesion

In well-written academic texts, ideas and arguments have continuity from one paragraph to another. This is done by:

- rephrasing key words or expressions
- repeating key words or expressions ending a paragraph with a question which is answered in the next
- maintaining the grammatical subject of the last sentence of the paragraph in the first sentence of the next
- using phrases which refer back to a previous paragraph or forward to the next





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# Research

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# Using Reference Material

If you cannot find a topic in a reference book or index, look under other related words to search for that topic. For example:

- (near) synonyms, e.g. scheme/plan
- more general or topic words, e.g.

biology/science



# Searching the internet efficiently

Before doing research on the Internet, plan what and how you are going to search. Ask:

- What is my search topic?
- What are the key words or phrases? Write synonyms of the key words.

Use quotation marks for phrases. For example: If you search natural convection, you will find sites with the words natural and convection. These words might not be connected.

If you search “natural convection”, you will find sites which have these words together.





# Searching the internet efficiently

To make your search more specific:

- Use + or AND to find information together, e.g. "natural convection" + solar.
- Use - or NOT to remove information you do not need, e.g. if you want information on natural convection but not in pipes, search "natural convection" -pipes.



# Google Tips

**Quotes:** Use quotes (“”) to search for an exact phrase

**Asterisk:** Substitute an asterisk (\*) within quotes for an unknown word

**Minus:** Use a minus (-) to eliminate results containing certain words

**Tilde:** Use a tilde (~) before a word to include all of its synonyms

**Double Full Stop:** Use a double full stop (..) between two numbers to convey ranges

**Search websites for keywords:** Use site: (site:) to search for a keyword only within that particular website

**Define:** Use define: (define:) to streamline a dictionary search of a specific word, slang or acronym

**Search images using images:** Find the origin of an image by searching Google Images > select the camera button and either paste the desired image or the URL to the desired image.

**Link:** Use link: (link:) to find sites that have linked to a specific URL



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# Writing

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# Selecting information

Before you write, you should:

- decide who you are writing for and why
- make notes
- select only relevant information



# Brainstorming

Before writing, brainstorm for ideas:

- Set a time for brainstorming, e.g. five or ten minutes.
- Quickly write down everything you can about the topic in that time.
- Don't worry about what is more or less important.
- At the end of the time read, organize, select, and prioritize your notes.



# Vocabulary Development



# Collocations

Collocations are words which frequently appear together. Recognizing these collocations helps you understand a text better and improve your reading speed. If you use them in your writing, it will sound more natural.

Some common collocations are formed by:

- adjectives and nouns, e.g. **natural convection**
- verbs and nouns, e.g. **do research** or **conduct experiment**

Always record these words together.







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# Chapter 4



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# Reading

# Finding Information from more than one source

You will often have to read two or more texts about the same subject. The information you need will depend on the task.

1. Read the first text and underline the information you need.
2. Read the second text and underline any new or different information which is relevant.
3. Make notes from the information you have underlined.



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# Writing

# introductions

The introduction to a piece of writing may have several purposes.

For example:

1. to introduce the topic
2. to state the purpose of the writing
3. to give an overview of the content and sequence

Introductions often contain a thesis statement which expresses in one or two sentences the main idea(s) in the essay.

# Conclusions

The conclusion is the final paragraph of an essay. It usually summarizes, evaluates, or discusses consequences.

Do not introduce new information or examples in a conclusion, or repeat words and phrases from the thesis statement.



# Vocabulary Development

# Compound nouns

Compound nouns are two or more nouns used together to refer to one thing or person. They can be formed:

1. as one word, e.g. suitcase
2. as two words, e.g. seat belt
3. with a hyphen, e.g. night-time

Use your dictionary to find out how they are written.

# Compound nouns

Match a noun in 1-6 with a noun a-f to form a compound

noun.	1- guide	a- scraper	1. guidelines
	2- fossil	b- lines	2. lab coat
	3- lab	c- case	3. Skyscrapers
	4- sky	d- fuels	4. fossil fuels
	5- mineral	e- coat	5. mineral water
	6- brief	f- water	6. briefcase

# Compound adjectives

Compound adjectives often consist of:

1. an adjective + present/past participle, e.g. slow-growing, little-known
2. an adverb + present/ past participle, e.g. slowly-moving, well-balanced
3. a noun + present/past participle, e.g. energy-wasting

# Compound adjectives

Re-write the words between brackets to form a compound adjective:

1. Reservoirs are \_\_\_\_\_ lakes. (make, man)
2. The country has a \_\_\_\_\_ population. (grow, fast)
3. It was a \_\_\_\_\_ essay. (write, well)
4. Make a list of \_\_\_\_\_ words. (occur, frequently)
5. It was all \_\_\_\_\_ produce. (grow, home)
6. It was a \_\_\_\_\_ factory. (build, well)
7. A cold is not a \_\_\_\_\_ illness. (threaten, life)
8. No one complained about the \_\_\_\_\_ costs. (increase, rapid)
9. Singapore is famous for its \_\_\_\_\_ industry. (build, boat)

1. (man-made)
2. (fast-growing)
3. (well-written)
4. (frequently-occurring)
5. (home-grown)
6. (well-built)
7. (life-threatening)
8. (rapidly-increasing)
9. (boat-building)



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# Chapter 5





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# Reading

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# Distinguishing between facts, speculation, and reported opinions

Facts are statements which are certain or true. Speculation is something which is not necessarily certain or true. To speculate, a writer will use:

1. generalizations, e.g. in general, tend to, have a tendency to
2. expressions showing caution, e.g. it would seem/appear
3. adverbs and adjectives to show varying degrees of certainty, e.g. probably, possibly, likely, unlikely
4. modal verbs to show uncertainty, e.g. may, might

# Distinguishing between facts, speculation, and reported opinions

When a writer wishes to make clear that an opinion is not their own, they use verbs for reporting opinions, e.g. suggest, believe, argue, claim, maintain

It is important in your reading to be able to distinguish between facts and opinions.

# Identifying a point of view

A writer may wish to:

1. support an argument
2. be critical of an argument
3. evaluate an argument critically

It is important you can identify the writer's point of view. Look for the number of arguments presented. Are there:

1. more for or more against?
2. a balanced number for and against?



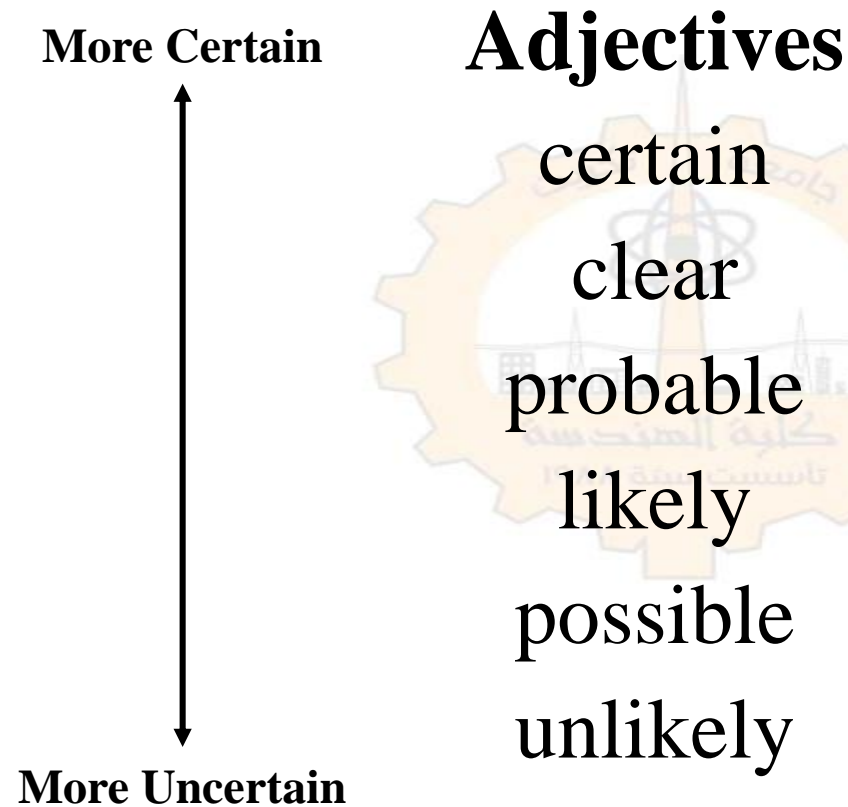
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# LANGUAGE FOR WRITING

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# Expressing certainty and uncertainty





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# Writing

# Supporting a point of view

When you are presenting a written argument, include:

1. the main point(s) in a topic sentence, e.g. Fair trade should be supported.
2. support, e.g. It helps small producers in the developing world.
3. a specific example, e.g. For example, Lami, a fair trade fisherman from Indonesia, now has a small co-operative business with four other fishermen from his village.

Use expressions such as for example, an illustration of this is , .. , one example of this is ....

# Vocabulary Development

# Using a dictionary

Words in English can have more than one meaning, pronunciation, or part of speech. For example, they can be a verb and an adjective.

They **live** near the university.

The programme was **live** from the football stadium.

# Using a dictionary

1. Decide what part of speech a word is. This helps you choose the correct entry in a dictionary.
2. When you look up a word in the dictionary, look for numbers which show you if there is more than one main entry or more than one meaning.
3. Look at the pronunciation. It can change when the word is used in different ways.





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# Chapter 6



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# Reading

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# Dealing with longer texts

To read longer texts effectively, make sure you have enough time for the task and do the following:

## Survey

Survey the material to decide whether it is useful:

- ✓ Look at the title, headings, pictures, or graphs.
- ✓ Look at the style of the text and where it has come from.

## Question

Ask yourself: What do I already know? What do I want to know? Make questions: What ...? Where ...? When ...? Why ...?

# Dealing with longer texts

## Read

- ✓ First, skim the text to see how the information is organized and to get a general idea:
  - Read the title and any headings.
  - Read the first sentence of a few paragraphs.Is the information you need there?
- ✓ Secondly, scan the text to find specific pieces of information:
  - Use what you learnt from surveying and skimming the text to locate the information you need.
  - Move quickly through the text. Do not read every word.
  - Stop when you come to the information you want. Answer as many of your questions as possible.
- ✓ Then read the text intensively (You will often need to understand the details in a text.), and highlight useful information. Underline any key vocabulary.
- ✓ Read the highlighted parts of the text again and make notes to answer your questions.



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# Writing

# Checking your writing

After completing the first draft of your manuscript, put it aside for a while. It is easier to check the content with 'fresh' eyes. Check for:

## Purpose

Is the purpose of the manuscript to describe, explain, persuade, analyse, discuss, compare, or evaluate?

## Content

Does the manuscript :

- introduce the topic clearly?
- include all the main points?
- exclude irrelevant or inappropriate information?
- give examples and explanations?
- conclude appropriately?

## Organization

- Are the ideas in a logical order?
- Is the writing divided into paragraphs?
- Are ideas linked appropriately?



# Vocabulary Development

# Collocation

Collocation are words which frequently appear together. Recognizing these collocations helps you understand a text better and improve your reading speed. If you use them in your writing, it will sound more natural.

- verb + adverb, e.g., damage extensively
- adverb + adjective, e.g., completely different



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# Chapter 7



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# Reading

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# How to make reading easier

As you read a text, decide which words:

- ✓ you need to know to understand the text
- ✓ you can guess the meaning of

To help you guess the meaning of an unknown word:

- Identify the part of speech.
- Use what you already know about the subject.
- Look at the words and sentences around the unknown word.
- Think of a similar word and try it in the sentence. Does it make sense?

# How to make reading easier

Complex sentences have more than one clause. To help you understand them, identify the main clause:

To report the results that are grid and time step independent, **an extensive grid independence and time independence study was done.**

Identify the other clauses by looking for relative pronouns, linking words, and phrases beginning with a present or past participle.

**To report the results that are grid and time step independent, an extensive grid independence and time independence study was done.**



# How to make reading easier

Pronouns, e.g., it and this, are used to avoid repetition in a text. Identifying these referents helps you understand a text.

- Backward referencing refers to something which has been mentioned previously, perhaps in another sentence. For example:

The mixing rate increases. This happens due to the secondary vortices near the high velocity zone

This approach is considered to be very efficient. It is capable of absorbing, storing, and releasing heat on demand.

- Forward referencing refers to something which comes later in the sentence. For example:

It is worth noting that the effect of hot surface temperature in the heat transfer enhancement becomes more significant at low hot temperature.

# Vocabulary Development



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# Parts of speech

verb	noun	adjective	adverb
analyze	analysis, analyst	analytical	analytically
	consistency	(in)consistent	consistently
decide	decisiveness, decision	(in)decisive	decisively
economize	economy, economist	economic, economical	economically
invent	invention	inventive	inventively
involve	involvement	Involved, involving	involvedly
produce	production, producer, product	productive	
signify	signification	(in)significant	significantly
theorize	theory, theorem	theoretic, theoretical	theoretically

nouns  
people

-tion, -ance, -ness, -ment  
-ist, -yst, -or, -er

-ant, -ive, -able, -ic, -al, -ent

-ly, -ily

# Parts of speech (Assignment)

verb	noun	adjective	adverb
			completely
differ			
	observation		
prove			
	science		
succesed			



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# Research

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# Avoiding plagiarism

Writing a material often involves using information from books, articles, or websites. It is important to acknowledge these sources in a list of references (or bibliography) at the end of your essay. There are various styles and conventions. Check your department's (**the journal's**) preferred style and use it consistently. Do not mix styles.





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# Writing

# Summarizing

You may be required to write a summary of a text.

- First, identify the main ideas in the paragraph or text.
- Then organize these ideas into a logical order.
- Finally, rewrite these ideas in simple sentences, using linking words.

Remember to use your own words.

Polymeric composite materials have emerged as one of the best composites used in modern and advanced applications due to the important and useful properties such as lightweight, excellent thermal and electrical insulation as well as relatively good resistance. In this paper, **a composite material has been manufactured with polymer matrix which is reinforced with ceramic particles and the mechanical properties have been studied.** Epoxy resin Quick mast 105 has been mixed with a hardener by a ratio 3:1, then reinforced with different volume fractions of Yttrium oxides  $Y_2O_3$  (0, 1.5, 3, 4.5, 6%). The composites samples are manufactured with hand lay-up molding, then the **mechanical properties such as hardness, compressive strength, flexural strength and the wear rates with different loads (5, 10, 15, 20) Newton are investigated.** The results showed that both hardness and compressive strength were increased by increasing the content of the reinforcement as it increased by 62% and 12% respectively, in contrast to flexural strength which decreased by increasing the  $Y_2O_3$  content by 45%, the wear results showed a decrease in the wear rate by increasing the  $Y_2O_3$  content up to 3% and then the wear rate is proportional with the reinforcement content and 0% recorded the highest wear rate, on the other hand by increasing the load of the wear rate test, it was found that the wear rate increased at all the ratios of reinforcement.

**A composite material was manufactured with reinforced polymer matrix, with ceramic particles.**

**Hardness, compressive strength, flexural strength and the wear rates with different loads (5, 10, 15, 20) Newton were measured.**

**The results → hardness and compressive strength ↑ as reinforcement content ↑**



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# Chapter 8



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# Reading

# Making notes

When you read, keep a record of what you have read.

There are different methods of note-taking, for example, a diagram, a table, and headings and numbers. Choose a method you prefer.





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# Research

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# Avoiding plagiarism

When you quote directly from a source, you must use quotation marks. For example: Alhassany and Aldulaimy [3] believe "There is good increase in principal stiffness  $K_{rr}$  and  $K_{ss}$  of the bearing with viscosity under studding".

When you quote indirectly, do not use quotation marks. For example: Alhassany and Aldulaimy [1] concluded that with viscosity under studding, a good rise in the bearing  $K_{rr}$  and  $K_{ss}$  can be achieved.

# Avoiding plagiarism

The results showed considerable enhancement of convective heat transfer using the nanofluids. The enhancement was particularly significant in the entrance region, and was much higher than that solely due to the enhancement on thermal conduction. (**Paraphrase**)

Wen, D. and Ding, Y., 2004. Experimental investigation into convective heat transfer of nanofluids at the entrance region under laminar flow conditions. *International journal of heat and mass transfer*, 47(24), pp.5181-5188.

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# Writing

# Process writing

Paper/ dissertation writing involves the following stages:

- ✓ brainstorming and making notes
- ✓ developing a thesis statement
- ✓ selecting and organizing notes appropriately
- ✓ including quotations which support your arguments
- ✓ writing the paper/ dissertation
- ✓ checking the paper/ dissertation

# Contrast

Use words and phrases of contrast, e.g., **however**, **although**, **nevertheless**, **despite**, to link surprising, contrasting, or unexpected information.

**However** and **nevertheless** introduce a second sentence which contrasts with the first.

The inter-nanoparticles interaction may be important at high concentration solutions. However, if these interactions are not negligible, DFT calculations will be very complicated.

**Although** and **even though** introduce a clause which contrasts with the main clause. The main clause says something surprising or unexpected.

Although/ even though the two-phase models could provide more accurate results in comparison to the single phase model, there are studies which have reported otherwise.

**Despite** and **in spite of** are similar in meaning to **although**. They are used with a noun or -ing form of the verb.

The local concentration of the filler in amorphous phase is higher in HDPE than in LDPE, despite the fact that the total concentration of the filler is the same in both cases.

Note the use of punctuation in the sentences.



# Vocabulary Development

# synonyms or near synonyms

Words often have synonyms or near synonyms. However, you cannot always use synonyms in every context. Use a dictionary to check whether a word is correct for a particular context. For example: **connect=join** and **huge=vast**

# antonyms

An antonym is a word with the opposite meaning to another word, e.g. huge  $\neq$  tiny. You cannot always use antonyms in every context. Use a dictionary to check. For example:  
**beginning  $\neq$  end and fast  $\neq$  slow.**

# References

1. Kamalvand, M. And karami, M., 2013. A linear regularity between thermal conductivity enhancement and fluid adsorption in nanofluids. *International journal of thermal sciences*, 65, pp.189-195.
2. Krupa, i., Novák, I. And chodák, I., 2004. Electrically and thermally conductive polyethylene/graphite composites and their mechanical properties. *Synthetic metals*, 145(2-3), pp.245-252.
3. Aldulaimy, a.K., 2018. Viscosity effect on stiffness of non-conventional (five tilted pads) journal bearing. *Tikrit journal of engineering sciences*, 25(3), pp.53-57.



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# Chapter 9



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# Reading

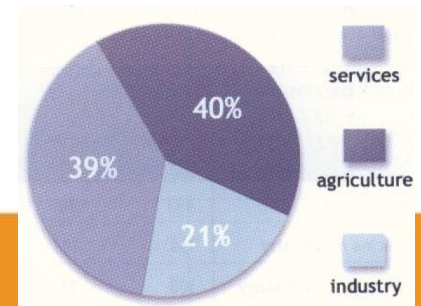
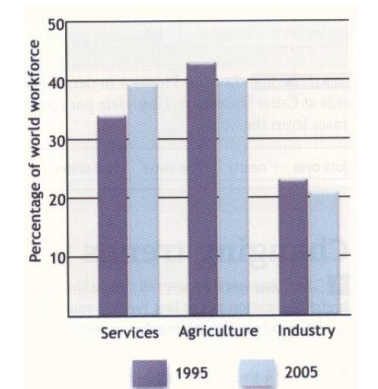
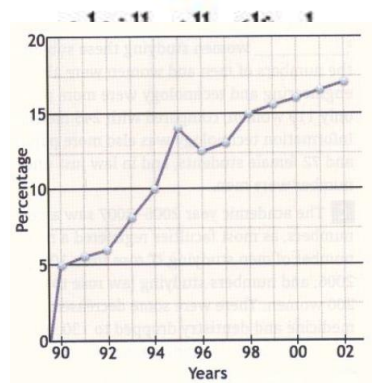




# UNDERSTANDING VISUAL INFORMATION: GRAPHICS

Academic texts often contain statistics in the form of graphs or charts.

- ✓ **Line graphs** show specific trends in data, often on a time line.
  - ✓ **Bar charts** illustrate comparisons in trends.
  - ✓ **Pie charts** compare percentages of a whole piece of data.
- Referring to these as you read helps you understand the text:
- ✓ Skim the titles of the graphics to get a general idea.
  - ✓ Look at the graphics and ask yourself some general questions, e.g.
    - What is the overall picture? Are there any unexpected points?
  - ✓ As you read the text, refer to the appropriate graphics.



# INTERPRETING DATA

When you are interpreting figures, look first for general patterns:

- ✓ terms such as the majority, twice as many, the same (as)
- ✓ approximations such as almost, nearly, approximately, (just) over/ under

Then look in more detail at the actual figures or values. Are these real numbers, percentages, or other values? Identify equivalents, e.g. one in ten = 10%, a quarter = 25%



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# Writing

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# USING GRAPHS TO PRESENT DATA

In your writing,

- 1) Present statistical and numerical data in a graphic form for clarity.
- 2) Refer to the graphics and describe the overall patterns rather than all the statistics in detail.

# LANGUAGE FOR WRITING

rise ↗	fall ↘	stay the same →	change frequently ~	peak ↗
- increase - grow	- decline - decrease	- stabilize - Level out	- fluctuate	- reach a peak

# LANGUAGE FOR WRITING

Complete the table with the adjective+noun phrases (Assignment)

Verb+ adverb	Adjective+ noun
rose dramatically	a dramatic rise
fell substantially	
increased considerably	
dropped slightly	
decreased noticeably	
grew marginally	
declined steadily	



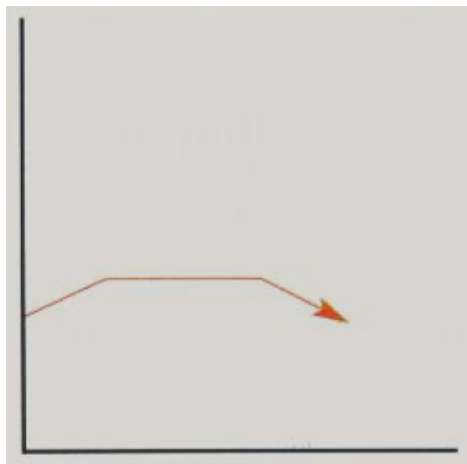


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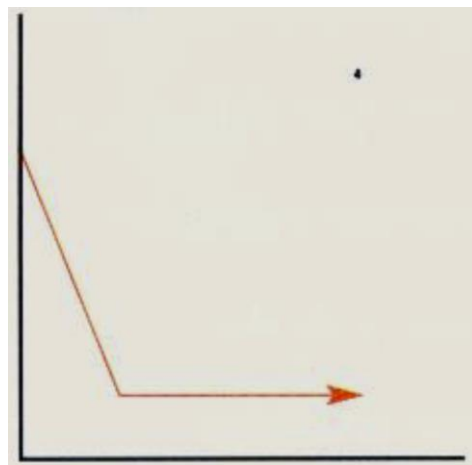
# LANGUAGE FOR WRITING

A large change	A small change
dramatically/dramatic	slightly/slight
considerably/considerable	marginally/marginal
noticeably/noticeable	steadily/steady

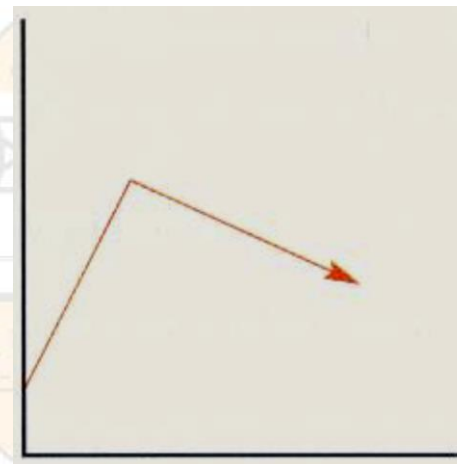
# LANGUAGE FOR WRITING



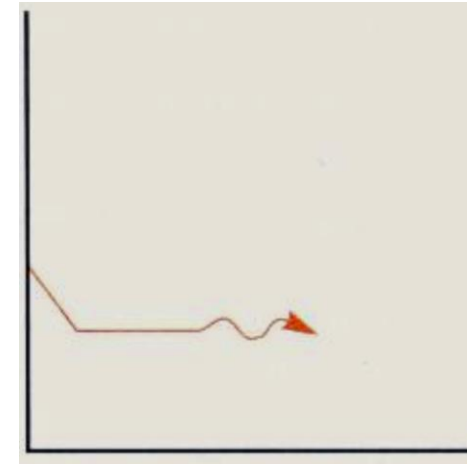
The numbers grew slowly and after levelling out, they dropped slightly.



Parameter A fell substantially and then levelled out.



After a substantial/considerable rise, there was a steady decline.



The value dropped and then levelled off for a while before fluctuating.



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# Vocabulary Development

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# prefixes

Prefixes are a letter or a group of letters which you add at the beginning of a word. Understanding the meaning of a prefix will help you understand the word. For example: bio — means connected with living things or human life, e.g. biochemistry. The negative or antonym of some words is formed with a prefix. For example: necessary  $\neq$  **unnecessary**; relevant  $\neq$  **irrelevant**

# prefixes

number	size	place	substance	Negatives/antonyms
Poly- e.g. Polyethylene Multi- e.g. multilingual	Nano-(one billionth $(10^{-9})$ ) e.g. nanogram	Sub- (under) e.g. subtitles	Hydro- (water) e.g. hydroelectric	Un- (unsuitable)



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# CHAPTER 10





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# Writing

# How to be a good presenter

An oral presentation can be more difficult to understand than a text. A good presenter should:

- ✓ introduce the subject and the structure of the talk at the beginning
- ✓ speak clearly
- ✓ explain, rephrase, and clarify new or difficult terms
- ✓ recap and summarize each section of the presentation

# Preparing notes for a presentation

It is usually better to give a presentation from notes rather than reading aloud from a text.

- ✓ Make a card for each section of your talk and number the cards in the correct order.
- ✓ Give each card a main heading, e.g. Title, Introduction.
- ✓ Write notes using bullet points or numbers/ letters to remind you of the main points.
- ✓ Write key phrases at the bottom of the card to either summarize that section of your presentation, or to move onto the next section, e.g. 'Let me recap the main points so far.' or 'Now, let's turn to ..,'.
- ✓ Practise your presentation at home. Time yourself and make sure it is the right length.



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# Vocabulary Development

# Formal and informal vocabulary

In academic and professional writing, use more formal vocabulary: For example: single verbs, nouns, etc. rather than phrasal verbs and nouns, e.g. **increase** instead of **go up** If possible, avoid using words and phrases normally used in everyday spoken English. For example: Lectures **commence** at ten o'clock instead of Lectures **begin** at ten.



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