



REMEDIAL WORK

A. Rewrite

the sentences using the words in brackets

1. The policeman had a warrant .the suspect refused to be arrested.(although)
2. Peter failed the exam. He was lazy.(because of).
3. Although the weather was bad, we went on a picnic. (In spite of)
4. Even if I asked her not to come, carol showed up for the meeting.(in spite of).
5. He is ill. Professor refused to retire.(despite) (however)
6. She didn't manage to convince her son to change his mind although she tried hard. (However)
7. Japan is overpopulated; yet, it doesn't suffer from hunger. (Although)
8. Although it was cold; they went for a walk. (Although) (In spite of)
9. In spite of the rain, they went out to play football. (Although) (However)
10. He was very strong. He didn't manage to push the box. (Nevertheless) (Despite) (Although)

B. Rewrite the sentences as suggested:

1.It's a pity I didn't see the film.

If only.....

Our streets are dirty because people throw rubbish every where.

If people.....

The nurses went on strike because they were overloaded.

If.....

The students are not motivated. They will not learn more

if.....

5. She couldn't take the exercise because she didn't bring her gym shoes.

If.....

6. Some oil-producing countries limited their oil production. the oil prices went up.

If.....

7. The world population keeps growing. Our natural resources are decreasing.

If.....

8. we keep destroying our forests. Our planet is in danger.

If.....

C. Rewrite the sentences as using the verbs in the list:

Remedial Exercises English Language Esl Learning Online

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Henawy**

Remedial Exercises English Language EsL Learning Online:

Optimizing Online English Language Learning and Teaching Maria-del-Mar Suárez, Walaa M. El-Henawy, 2023-04-14 This book focuses on English as a Foreign Language EFL and provides advice on how to approach EFL teaching in the online context Coronavirus has accelerated e learning significantly and has highlighted the need of appropriate web tools that will allow teachers to present their material either synchronously or asynchronously while also adequately assess their students At the same time there is a need of tools that can engage the students and motivate them to actively participate in the lesson With e learning being a rather new challenge for both teachers and students this book provides research and practice based chapters with strategies techniques approaches and methods which have proven to be successful in e learning environments maximizing their impact Apart from presenting research results with strong pedagogical implications on online or blended English language learning and teaching the book also trains educators on utilizing online tools and managing online learning environments and platforms *Second Language Use Online and its Integration in Formal Language Learning* Andrew D. Moffat, 2022-07-06 This book explores the relationship between online second language L2 communicative activities and formal language learning It provides empirical evidence of the scale of L2 English use online investigating the forms most commonly used the activities likely to cause discomfort and the challenges experienced by users and takes a critical approach to the nature of language online beyond the paradigms of written versus spoken The author explores the possibilities for language teaching practices that engage with and integrate learners L2 English online use not only to support it but to use it as input for classroom learning and to enhance and exploit its incidental learning outcomes This book will be of interest to postgraduate students and researchers interested in computer mediated communication online discourse and Activity Theory while language teachers will find the practical ideas for lesson content invaluable as they strive to create a successful language learning community *Resources in Education*, 1994 **Catalog** Community College of Denver, 2009 *Linguistics and Language Behavior Abstracts*, 2009-04 **Current Index to Journals in Education**, 2002 *The College Handbook* College Entrance Examination Board, 1999 Presents information on 4 year colleges and universities and 2 year community colleges and technical schools The College Handbook, 1997 College Board, College Board Staff, 1996 Updated annually to guarantee the most up to date information possible The College Handbook tells students what they need to know about admission policies application deadlines required tests acceptance rates majors enrollment faculty sports fees campus life and more and provides names addresses and phone and fax numbers for the directors of admissions *2004 Writer's Market Online* Kathryn Struckel Brogan, Robert Lee Brewer, 2003 This resource provides all the benefits of the Writer s Market book plus a yearlong subscription to an updated Web site with all the relevant information writers need *The College Handbook, 1996* College Board, College Board Staff, 1995-08 For over 50 years students and their parents have relied on this handbook for complete facts about colleges throughout the country The only

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Teaching and Learning English in Malaysian Higher Education Zuraidah Mohd Don,2018

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Bibliographic Guide to Education ,2001 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library

World Class School Jacqueline A. Iribarren,2006

Creating Literacy Instruction for All Students Thomas G. Gunning,2005 With its inclusive view of literacy *Creating Literacy Instruction for All Students* emphasizes methods that have been validated by research and practice while delivering the basics of all major aspects of reading and writing The Fifth Edition of this best selling book continues to be a comprehensive practical text that

provides its readers with step by step guidance for teaching reading and writing Written by distinguished author Tom Gunning this text features sample lessons for virtually every major literacy skill strategy and offers numerous reinforcement suggestions and generous listings of materials With its careful balance between the theory and the practice readers are always given the theories behind the methods encouraging them to choose adapt and construct their own approaches as they create a balanced program of literacy instruction Special emphasis has been given to adapting instruction for English language learners struggling readers and writers and special needs students throughout the book Unlike comparable texts the new edition stresses effective steps for closing the gap between achieving and struggling readers as mandated by the No Child Left Behind legislation and Reading First

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