

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: TIẾNG ANH**

**HẢI PHÒNG 2013**

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**GRADUATION PAPER**

**A STUDY ON COMMON GRAMMATICAL AND  
LEXICAL ERRORS IN WRITING COMPOSITIONS  
MADE BY THE FIRST YEAR ENGLISH MAJOR  
STUDENTS AT HAIPHONG PRIVATE  
UNIVERSITY AND SOME SUGGESTED  
SOLUTIONS**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY  
NGÀNH: TIẾNG ANH**

**LỚP: NA1301**

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**HẢI PHÒNG – 2013**

**BỘ GIÁO DỤC VÀ ĐÀO TẠO**  
**TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

Sinh viên: .....Mã SV:.....

Lớp: .....Ngành:.....

Tên đề tài: .....

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## **NHIỆM VỤ ĐỀ TÀI**

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

( về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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## CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

### **Người hướng dẫn thứ nhất:**

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

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### **Người hướng dẫn thứ hai:**

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

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Đề tài tốt nghiệp được giao ngày 25 tháng 03 năm 2013

Yêu cầu phải hoàn thành xong trước ngày 29 tháng 06 năm 2013

Đã nhận nhiệm vụ ĐTTN

Đã giao nhiệm vụ ĐTTN

*Sinh viên*

*Người hướng dẫn*

*Hải Phòng, ngày ..... tháng.....năm 2013*

**Hiệu trưởng**

**GS.TS.NGƯT Trần Hữu Nghị**

## PHẦN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN

1. **Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:**

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2. **Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):**

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3. **Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):**

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*Hải Phòng, ngày ... tháng ... năm 2013*

**Cán bộ hướng dẫn**

*(Ký và ghi rõ họ tên)*

**NHẬN XÉT ĐÁNH GIÁ**  
**CỦA NGƯỜI CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP**

**1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.**

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**2. Cho điểm của người chấm phản biện : .....**

*(Điểm ghi bằng số và chữ)*

Ngày..... tháng..... năm 2013

**Người chấm phản biện**

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## **PART I: INTRODUCTION**

### **1. Rationale**

Nowadays, English is used in a majority of countries in the world, as it is one of the most important languages for international communication. It has become a compulsory subject in many schools, colleges and universities. However, it is not easy to master a foreign language. Like many other universities, English major students at Haiphong Private University are taught four skills such as listening, writing, reading and speaking right from the first term. Of the four skills, many students consider writing the most difficult because it requires the knowledge and professional use of grammar and lexis to write a composition as well as a complete essay. Writing is different from speaking. In spoken language, we use many unfinished sentences and ungrammatical structures. However, written language requires formal lexis, correct spelling and grammar structure as well as well organized sentences and ideas.

Writing is used as a basic learning skill and requires a hard working process and continuous practice. A first year English major student at HPU gets used to many writing tasks such as topic- based writing paragraphs, a letter, etc. He or she has to think clearly about what and how to write in order to have a good writing.. Therefore, it is time for us to pay more attention to appropriate grammar and lexis usage because good grammar and lexis show that a student or a writer has a good competence of English . A student in the first year should take serious consideration into grammar and lexis usage in writing. However, many first year English major students actually make many grammatical and lexical mistakes, which urges me to choose a study on grammatical and lexical errors made by first year English major students at Haiphong Private University as my graduation paper.

### **2. Aims of the study.**

The minor purpose of the study focuses on helping the first year English major students at Haiphong Private University as well as myself to have a

general understanding of errors in writing compositions. The major aim is identifying the grammatical and lexical errors in details, their possible causes of making these errors and suggested solutions. That includes:

- Finding out the grammatical and lexical errors made by first year English major students at HPU while writing compositions.
- Finding the possible causes as well as effective solutions for these frequently-made grammatical and lexical errors.

### **3. Scope of the study.**

Grammar and lexis are ranked as main and difficult aspects in linguistic. Moreover because of limited time and knowledge, the study only focuses on finding out the most common grammatical and lexical errors made by the first year English major students when they write the compositions as writing tasks in their second semester of the first year . From that point, I hope to be able to carry out the study of identifying the common errors of grammar and lexis and helping them find out the effective solutions.

### **4. Method of study.**

With the purpose of the study is to help the first year English major students find out their common grammatical and lexical errors in writing composition and the causes of these errors, my methods are:

- + Material collection through reference books related to English writing, grammar, and lexis.
- + A survey among the first year English major students at HPU is carried out to find out their common errors and major causes.
- + Data analysis.

### **5. Design of study.**

My graduation paper includes four parts as following:

**Part I:** Introduction is the introduction of my study including rationale, aims of the study, scope of the study method of study and design of the study.

**Part II:** The study on grammatical and lexical errors of the first year English major students, the main part of my study contains three chapters.

- *Chapter 1:* Theoretical background supplies the readers with the theoretical background including the theory of academic writing, composition, error, grammatical error and lexical error .

-*Chapter 2:* Grammatical and lexical errors of the first year English major students at HPU. All the most common errors in using grammar and lexis of the first year English major students are specifically mentioned.

-*Chapter 3:* Causes of errors and the suggested solutions to avoid these errors.

**Part III:** Conclusion and suggestions for further study.

## **PART II: DEVELOPMENT**

### **CHAPTER 1: THEORETICAL BACKGROUND.**

#### **1. Academic writing.**

##### **1.1. Definition.**

Academic writing, as the name implies, is kind of writing that you are inquired to do in college or university.

*(Oshima, 2004: 02)*

##### **1.2. Characteristic features.**

Academic writing differs from other kinds of writing (personal, literary, journalistic, business, etc) in several ways. Its differences can be explained by its special audience, tone and purpose.

###### *1.2.1. Audience.*

Whenever you write, consider your audience who will read what you have written. Knowing your audience will help you reach your goal of communication clearly and effectively. For example, one may write letters to friends to tell them what a great time you had in school while neglecting your studies. One may have to write an essay for a history, political science, psychology, or English exam. Learner may have to write a letter to a prospective employer. Each of these letters has a specific audience, and what the writer says and how the writer says about it will affect audience's understanding of the message. In academic writing, your audience is primarily your professors.

*(Oshima, 2004: 02)*

###### *1.2.2. Tone.*

Not only should you be concerned with your audience, but should the tone of writing which depends on subject matter and audience. Tone is writer's style or manner of expression. It reveals writer's attitude towards the subject by choice of word, grammatical structures and even by the length of the sentences. For example, a letter to a friend would have a friendly personal tone; it would probably contain some slang expressions and many active verb

forms. A technical or scientific paper, by contrast, would contain more passive verb forms and technical lexis; it would have a highly formal, impersonal tone.

*(Oshima, 2004: 02)*

### *1.2.3. Purpose*

No matter what kind of writing you do, you should have a special and clear purpose. In literary writing, the purpose is often to entertain, whereas journalistic writing is usually seeks to inform or persuade. In academic writing, your purpose will most be often to explain. It may also be to persuade or to convince your audience of the correctness of your point of view on a particular issue.

*(Oshima, 2004: 03)*

There are three general purposes for writing and they can all occur in a single essay, although usually one of the purposes is dominant:

- ✓ To explain (educate, inform).
- ✓ To entertain (amuse, give pleasure).
- ✓ To persuade (convince, change the reader's mind).

## **2. Composition.**

- Composition is the collection of written or oral language into a text that has meaning. It is usually a long piece of writing, so writing a single word is not a composition. Writing to convey a message, or making a piece of text for a purpose is composition

( *Gorman, T.P., Purves, A.C., & Degenhart, R.E. (Eds.)*

- The process of putting words and sentences together in conventional patterns. An essay, usually brief and written for training purposes.
- Composition is the field of writing , focusing especially on writing at the college level.

([www.en.wikipedia.org/composition](http://www.en.wikipedia.org/composition))

## **3.Error.**

- Error is the state or condition of being wrong in conduct or judgement.

([www.oxforddictionaries.com](http://www.oxforddictionaries.com))

- According to Merriam Webster, error is the amount of deviation from a standard or specification.
- Error means an act involving an unintentional deviation from truth or accuracy.

([www.bingotermdict.com.Gw&psj=1&bav=on.&fp=60d7615](http://www.bingotermdict.com.Gw&psj=1&bav=on.&fp=60d7615))

## **4.Grammatical errors.**

### **4.1.Definition of grammar.**

- The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology, etc.

A particular analysis of the system and structure of language or of a specific language.

([www.dictionary.com/58d28f6&biw=1280&bih=648](http://www.dictionary.com/58d28f6&biw=1280&bih=648))

- Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the



richness of expression available in English. And it can help everyone-- not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning.

*(David Crystal, "In Word and Deed," TES Teacher, April 30, 2004)*

- Grammar is the set of structural rules that governs the composition of clauses, phrases and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics.

*([www.enwiki.org/grammar60d7615bd58d28f6](http://www.enwiki.org/grammar60d7615bd58d28f6))*

## **4.2. Grammatical error classification.**

### **4.2.1. Ignorance of rules.**

#### **4.2.1.1. Subject-verb agreement:** *The verb does not agree with the subject.*

*Eg :* Error: A computer give us access to important information.

Correction: A computer gives us access to important information.

#### **4.2.1.2. Subject omission:** *The subject is missing in the sentence.*

*Eg :* Error: She visited the doctor because had a terrible headache.

Correction: She visited the doctor because she had a terrible headache.

#### **4.2.1.3. Word order:** *The order of the words in a sentence is not correct.*

*Eg :* Error: Her closet always is nicely organized.

Correction: Her closet is always nicely organized.

#### **4.2.1.4. Adjective / Adverb:** *An adjective form has been used instead of an adverb or vice versa.*

*Eg 1 :* Error: Fabio is carelessly.

Correction: Fabio is careless.

*Eg 2:* Error: My grandfather drives very careful.

Correction: My grandfather drives carefully.

#### **4.2.1.5. Verb form:** *An incorrect form of the verb has been used.*

*Eg :* Error: Have you ever imagine today's society without computers?

Correction: Have you ever imagined today's society without computers.

**4.2.1.6. Verb tense:** *An incorrect verb tense has been used.*

*Eg 1:* Error: Did you ever imagine today's society without computers?

Correction: Have you ever imagined today's society without computers?

*Eg 2:* Error: She get pregnant when she was in high school.

Correction: She got pregnant when she was in high school.

**4.2.1.7. Pronoun:** *The wrong pronoun has been used or the reference is not clear.*

*Eg :* Error: When my grandparents got married, them did not have any money.

Correction: When my grandparents got married, they did not have any money.

**4.2.1.8. Comparative:** *The comparative form is not correct; the student did not use a comparative form where it was required; the student used a comparative form where it was not required.*

*Eg :* Error: My brother grew more stronger than my cousin.

Correction: My brother grew stronger than my cousin.

**4.2.1.9. Demonstrative adjective:** *The wrong demonstrative adjective was used.*

*Eg:* Error: These type of beliefs is very common.

Correction: This type of beliefs is very common.

**4.2.1.10. Article:** *The student used the wrong article; the student did not use any article.*

*Eg :* Error: Jessica likes to paint and play guitar.

Correction: Jessica likes to paint and play the guitar.

**4.2.1.11. Possessive noun:** *The apostrophe + s ('s or s') was misplaced or omitted.*

*Eg :* Error: My two sister's dolls had been stolen.

Correction: My two sisters' dolls had been stolen.

**4.2.1.12. Parallelism:** *In a series of elements, these are not presented in a parallel form.*

*Eg* : Error: He enjoys reading, to swim, and visit his friends.

Correction: He enjoys reading, swimming, and visiting his friends.

**4.2.1.13.Preposition:** *The wrong preposition has been used.*

*Eg* : Error: Francisco used to sit in his desk.

Correction: Francisco used to sit at his desk.

**4.2.1.14.Run-on sentences:** *Two independent clauses that have been run together without an appropriate conjunction and/or mark of punctuation between them.*

*Eg 1:* Error: I went to the park to run Sarah was there so I talked with her for a little while and we went to have some lunch.

Correction: I went to the park to run. Sarah was there, so I talked with her for a little while, and we went to have some lunch.

*Eg 2:* Error: I don't play tennis well I have a poor backhand.

Correction: I don't play tennis well because I have a poor backhand.

***4.2.2.Overgeneralization.***

The application of a grammatical rule in cases where it doesn't apply.

*Eg1* : Error : We goed to the supermarket yesterday.

Correction : We went to the supermarket yesterday.

*Eg2* : Error: My brother drives very fastly.

Correction : My brother drives very fast.

***4.2.3.Negative transfer.***

It is the interference of the mother- tongue language to a second one.

- The Vietnamese students often use passive voice in active sentences in English language.

*Eg 1:* Error: Titanic was sunk.

Correction: Titanic sank.

*Eg 2* : Error: Surprisingly, only 12.4% of the nurses had been attended a course in pain management.

Correction: Surprisingly, only 12.4% of the nurses had attended a course in pain management.

- The Vietnamese students usually apply literal translation in their writing .

*Eg* : Error : I am go to school.

Correction: I go to school.

## **5.Lexical errors.**

### **5.1.Definition of lexis.**

Lexis has been defined variously. Here are some main definitions of lexis:

➤ Lexis is an important aspect of creating a suitable style or register. It means the lexis of a language as opposed to other aspects such as the grammar of the text.

*(www.englishlearning.com.C8kWYjwuAVg&psj=1)*

➤ According to Richard, Platt (1992), lexis is “a set of lexemes, including single words, compound words and idioms.”(p. 40). Whereas, the Advanced Learner’s Dictionary (1995:1331) offered its own definition. Lexis here is simply understood as “the total number of words in a language.”

➤ Another definition was given by Penny Ur (1996) in which lexis could be understood as all the words taught in the foreign language. Furthermore, from his point of view, lexis “may be more than a single word” such as post-office or mother-in-law. Meanwhile, another definition found in the website: [www.en.wikipedia.org](http://www.en.wikipedia.org) that “A lexis is a set of words known to a person or other entity, or that are part of a specific language”.

➤ Lewis and Hill (1985) also shared Ur’s idea in that he considered a lexis item more than one word. They also mentioned a temptation to think that the core of learning a foreign language was to use words for old things. However, in fact, it was more complicated than that.

## **5.2.Lexical errors classification.**

### **5.2.1.Synonym errors.**

#### **5.2.1.1.Definition.**

Two words are synonymous if they have similar meaning and are often used interchangeably. But look a little closer at common synonyms, and you'll realize that the two words aren't always 100% the same and interchangeable.

100% same	quick/rapid, sick/ill, couch/sofa
regional	tap/faucet/spigot, skillet/pan, hot cakes/pancakes, soda/pop
formality	blow up/pop off
notion/political	freedom fighter/guerrilla/terrorist
legal	murder/manslaughter

### 5.2.1.2.Synonym errors :

- **Amazing**- incredible, unbelievable, fabulous, wonderful, fantastic, astonishing, astounding, extraordinary

<b>AMAZING</b> (an amazing decision)	<b>Unbelievable</b> <i>(Unbelievable skill)</i>
	<b>Wonderful</b> <i>The child's skill is very wonderful for his age)</i>
	<b>Extraordinary</b> <i>(Her talents are quite extraordinary)</i>

- **Beautiful** - pretty, lovely, handsome, attractive, gorgeous, dazzling, splendid, magnificent, comely, fair, ravishing, graceful, elegant, fine, , pleasing, delicate, stunning, glorious,

<b>BEAUTIFUL</b> <i>(A beautiful girl)</i>	<b>Handsome</b> <i>(A handsome boy)</i>
	<b>Gorgeous</b> <i>gorgeous spring morning)</i>
	<b>Magnificent</b> <i>(She looked magnificent in a long dress)</i>

- **Fast** (adj) - quick, rapid, speedy, fleet, hasty, snappy, mercurial.

<b>FAST</b> <i>(A fast train)</i>	<b>Quick</b> <i>(a quick train)</i>
	<b>Rapid</b> <i>(A rapid river)</i>
	<b>Speedy</b> <i>(a speedy answer)</i>

❖ This is a list of synonyms for words commonly used in students' writings:

**Angry**- mad, furious, enraged, excited, wrathful, indignant, exasperated, aroused, inflamed

**Answer**- reply, respond, retort, acknowledge

**Ask**- question, inquire of, seek information from, put a question to, demand, request, expect, inquire, query, interrogate, examine, quiz

**Bright** - shining, shiny, gleaming, brilliant, sparkling, shimmering, radiant, vivid, colorful, lustrous, luminous, incandescent, intelligent, knowing, quick-witted, smart, intellectual

**Calm** - quiet, peaceful, still, tranquil, mild, serene, smooth, composed, collected, unruffled, level-headed, unexcited, detached, aloof

**Come** - approach, advance, near, arrive, reach

**Cool** - chilly, cold, frosty, wintry, icy, frigid

**Dangerous** - perilous, hazardous, risky, uncertain, unsafe

**Dark** - shadowy, unlit, murky, gloomy, dim, dusky, shaded, sunless, black, dismal, sad

**Decide** - determine, settle, choose, resolve

**Describe** - portray, characterize, picture, narrate, relate, recount, represent, report, record

**Destroy** - ruin, demolish, raze, waste, kill, slay, end, extinguish

**Difference** - disagreement, inequity, contrast, dissimilarity, incompatibility

**Do** - execute, enact, carry out, finish, conclude, effect, accomplish, achieve, attain

**End** - stop, finish, terminate, conclude, close, halt, cessation, discontinuance

**Fall** - drop, descend, plunge, topple, tumble

**False** - fake, fraudulent, counterfeit, spurious, untrue, unfounded, erroneous, deceptive, groundless, fallacious

**Famous** - well-known, renowned, celebrated, famed, eminent, illustrious, distinguished, noted, notorious

**Fear** - fright, dread, terror, alarm, dismay, anxiety, scare, awe, horror, panic, apprehension

**Funny** - humorous, amusing, droll, comic, comical, laughable, silly

**Get** - acquire, obtain, secure, procure, gain, fetch, find, score, accumulate, win, earn, rep, catch, net, bag, derive, collect, gather, glean, pick up, accept, come by, regain, salvage

**Good** - excellent, fine, superior, wonderful, marvelous, qualified, suited, suitable, apt, proper, capable, generous, kindly, friendly, gracious, obliging, pleasant, agreeable, pleasurable, satisfactory, well-behaved, obedient

**Great** - noteworthy, worthy, distinguished, remarkable, grand, considerable, powerful, much, mighty

**Gross** - improper, rude, coarse, indecent, crude, vulgar, outrageous, extreme, grievous, shameful, uncouth, obscene, low

**Happy** - pleased, contented, satisfied, delighted, elated, joyful, cheerful, ecstatic, jubilant, gay, tickled, gratified, glad, blissful, overjoyed

**Hate** - despise, loathe, detest, abhor, disfavor, dislike, disapprove, abominate

**Have** - hold, possess, own, contain, acquire, gain, maintain, believe, bear, beget, occupy, absorb, fill, enjoy

**Help** - aid, assist, support, encourage, back, wait on, attend, serve, relieve, succor, benefit, befriend, abet

**Hide** - conceal, cover, mask, cloak, camouflage, screen, shroud, veil

**Hurry** - rush, run, speed, race, hasten, urge, accelerate, bustle

**Hurt** - damage, harm, injure, wound, distress, afflict, pain

**Idea** - thought, concept, conception, notion, understanding, opinion, plan, view, belief

**Important** - necessary, vital, critical, indispensable, valuable, essential, significant, primary, principal, considerable, famous, distinguished, notable, well-known

**Interesting** - fascinating, engaging, sharp, keen, bright, intelligent, animated, spirited, attractive, inviting, intriguing, provocative, though-provoking, challenging, inspiring, involving, moving, titillating, tantalizing, exciting, entertaining, piquant, lively, racy, spicy, engrossing, absorbing, consuming, gripping, arresting, enthralling, spellbinding, curious, captivating, enchanting, bewitching, appealing

**Keep** - hold, retain, withhold, preserve, maintain, sustain, support

**Kill** - slay, execute, assassinate, murder, destroy, cancel, abolish



**Lazy** - indolent, slothful, idle, inactive, sluggish

**Look** - gaze, see, glance, watch, survey, study, seek, search for, peek, peep, glimpse, stare, contemplate, examine, gape, ogle, scrutinize, inspect, leer, behold, observe, view, witness, perceive, spy, sight, discover, notice, recognize, peer, eye, gawk, peruse, explore

**Love** - like, admire, esteem, fancy, care for, cherish, adore, treasure, worship, appreciate, savor

**Make** - create, originate, invent, beget, form, construct, design, fabricate, manufacture, produce, build, develop, do, effect, execute, compose, perform, accomplish, earn, gain, obtain, acquire, get

**Mark** - label, tag, price, ticket, impress, effect, trace, imprint, stamp, brand, sign, note, heed, notice, designate

**Place** - space, area, spot, plot, region, location, situation, position, residence, dwelling, set, site, station, status, state

**Popular** - well-liked, approved, accepted, favorite, celebrated, common, current

**Put** - place, set, attach, establish, assign, keep, save, set aside, effect, achieve, do, build

**Quiet** - silent, still, soundless, mute, tranquil, peaceful, calm, restful

**Right** - correct, accurate, factual, true, good, just, honest, upright, lawful, moral, proper, suitable, apt, legal, fair

**Run** - race, speed, hurry, hasten, sprint, dash, rush, escape, elope, flee

**Scared** - afraid, frightened, alarmed, terrified, panicked, fearful, unnerved, insecure, timid, shy, skittish, jumpy, disquieted, worried, vexed, troubled, disturbed, horrified, terrorized, shocked, petrified, haunted, timorous, shrinking, tremulous, stupefied, paralyzed, stunned, apprehensive

**Show** - display, exhibit, present, note, point to, indicate, explain, reveal, prove, demonstrate, expose

**Slow** - unhurried, gradual, leisurely, late, behind, tedious, slack

**Stop** - cease, halt, stay, pause, discontinue, conclude, end, finish, quit

## ***5.2.2. Stylistic errors.***

### **5.2.2.1. Definition.**

Stylistics can be by and large described as the study of style of language usage in different contexts, either linguistic, or situational.

### **5.2.2.2. Stylistic errors.**

There are many kinds of stylistics in writing but, I specially mention to the common stylistic errors made by the first year English major students.

#### **5.2.2.2.1. Verbosity.**

Verbosity or prolixity refers to the school of writing where writers use too many words or a twisted or shadowy language to narrate the events.

*Eg : Even in that apex premises of education and learning led by the likes of Mr. Charlton and His majesty Mr. Williams, who were supposed to be living embodiments of knowledge and idolized by both contemporary youth and intellect alike, the new entrant who had expressed his inability to pay the requisite dues owing to the acute poverty of his pauper family, was denied a seat in the next course of the curriculum.*

Simple meaning: *The poor new student was not admitted to the next class since he could not pay the fee.*

#### **5.2.2.2.2. Underspecification.**

Underspecification refers to the field of writing where writers use few words that makes the sentences very short and uncombined.

*Eg1 : Doonesbury cartoons satirize contemporary politics. Readers don't always find this funny. They demand that newspapers not carry the strip.*

*Correction: Doonesbury cartoons laugh at contemporary politicians, but readers don't always find this funny and demand that newspapers not carry the strip.*

*E.g 2: Last quarter was a difficult one. The new line didn't move well. This quarter is starting to show a boost in sales.*

*Correction: Last quarter was a difficult one, and the new line didn't move well; but this quarter is starting to show a boost in sales.*

### ***5.2.3. Collocation errors.***

#### **5.2.3.1. Definition.**

Collocation is a familiar grouping of words, especially words that habitually appear together and thereby convey meaning by association.

*(www.englishcollacation.com)*

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong".

*(www.learningenglish.com)*

***E.g: The gangsters live by dirty money.***

The “dirty money” indicates that money obtained unlawfully or immorally.

***E.g : She had a love affair with her boss in 3 years.***

“Love affair” means a romantic or sexual relationship between two people ; especially, one that is outside marriage.

#### **5.2.3.2. Collocation errors.**

There are many collocation that we use in writing composition, but I have only studied on the most common collocation errors that the first year English major students often make.

##### **5.2.3.2.1. Restricted combination.**

***a) Verb + Noun:***

*- Take a chance:*

***E.g: I'm going to ~~have~~take a chance and ask her if she wants to go out somewhere.***

*- Keep an eye:*

***E.g : She will ~~hold~~keep an eye on my car while I go in the shop.***

❖ This is a list of verb+ noun collocations that they often use:

- Make a decision / a mistake / a phone call
- Do homework / research /housework/ business
- Pay attention / a fine / cash

- Have a visit / breakfast / a bath / a rest
- Take a break / a look / a seat / notes
- Keep a diary / a secret / quiet / control
- Break a leg / the rules/ the law
- Save time / electricity / energy

***b) Adjective + Noun:***

*-A rough sketch:*

***E.g : He had a rough sketch about his new house.***

*- Deadly blow:*

***E.g : It is a deadly ~~stroke~~ blow with him.***

❖ This is a list of *verb+ noun collocations* that they often use:

- Burning ambition
- Crushing defeat
- Haunting melody
- Vast distance
- Unnecessary expenditure
- Upward trend
- Detrimental effects
- Adverse consequence
- Positive outlook

***c) Verb + Preposition:***

*- Believe in:*

***E.g : The nuns always believe ~~to~~ in God.***

*- Get rid of:*

***E.g : I will be glad to get rid ~~from~~ of him.***

*- Complain about:*

***E.g : Susan complained ~~for~~ about the weather.***

When talking about illness we use complain of

***E.g : We say complained of a sore throat.***

❖ This is a list of *verb+ preposition collocations* that they often use :

- Be ashamed of
- Be accustomed to
- Congratulate on
- Look at
- Dream about
- Divide into
- Panic about
- Insist on
- Exchange for

**d) Noun + Verb:**

- *A bomb explodes:*

Eg : **Last night, a bomb burst exploded at Blue Hotel.**

- *Lions roar:*

Eg : **The lions shouted roared when he was coming.**

❖ This is a list of *noun + verb collocations* that they often use:

- Snow falls
- Planes take off
- Dogs bark
- Wolves howl
- Cats moan
- Bulls bellow

**e) Noun 1+ Noun 2:**

- *A flock of sheep:*

Eg : **A pack flock of sheep is going to grass.**

- *A bunch of flowers:*

Eg : **I am very surprised at the bundle bunch of flowers in my bed.**

❖ This is a list of *noun 1 + noun 2 collocations* that they often use:

- A bundle of clothes
- A sheaf of papers
- A loaf of bread

- A bar of chocolate
- A stick of gum
- A roll of film
- Population growth
- Traffic congestion
- Root cause
- Minority group

***f) Noun + Preposition:***

- *Influence on:*

**Eg :This has had a great influence ~~to~~ on our thinking.**

The verb takes a direct object with no preposition.

**Eg :This has greatly influenced our thinking.**

- *Decrease in:*

**Eg :The cost of gold decreases in 0.5% today.**

❖ This is a list of *noun + preposition collocations* that they often use:

- Association with
- Admiration for
- Contrast with
- Comparison between
- Effect on
- Preference for
- Protection from
- Reduction in
- Rise in
- Responsibility for
- Solution to

5.2.3.2.2. Multi-word expression.

***a) Phrasal verbs.***

- *turn off* ( repulse ):

**Eg : It was a disgusting movie. It really turned me off.**

- *call off* (cancel):

**Eg :They called-out off this afternoon's meeting.**

- *go through* (consume):

**Eg : He went through all his money.**

This is the table of common separable & inseparable phrasal verbs we often make mistakes:

<b>Separable phrasal verbs</b>	<b>Inseparable phrasal verbs</b>
bring up fill up find out give away hang up hold up leave out look up make out point out set up take off throw away try on turn on	call on get over go over look after look into look for run into take after wait on

## ***b)Idioms.***

Idiom is a group of words established by usage as having a meaning not deducible from those of the individual words.

([www.grammar.about.com/idioms](http://www.grammar.about.com/idioms))

- *as easy as pie* ( very easy ) :

**Eg : He said it is a difficult problem, but I don't agree. It seems as easy as pie to me!**

- *drop someone a line*( send a letter or email to someone) :

**Eg : It was good to meet you and I hope we can see each other again. Drop me a line when you have time.**

During the first year , English major students do not often use idioms in their writing, so the idioms is given for reference.

- *ace in the hole*: something other people are not aware of that can be used to your advantage when the time is right.

- *a fool and his money are soon parted*: people are not careful their money spend it quickly.

- *bend over backwards* : try very hard.

- *bite off more than one can chew* : take responsibility for more than one can manage.

- *change one's mind* : decide to do something different from what had been decided earlier.

- *in the red* : the business is losing money, it is unprofitable.

- *keep one's chin up* : remain brave and keep on trying.-

- *to get the ball rolling* : start something, especially something big.

- *cost an arm and a leg means* : very expensive.

- *fresh out of something means* : to have no more of something.-

- *drive someone up a wall* :to make someone very angry.

-*make ends meet* (often used negatively) : to have enough money to buy everything we need.



## **CHAPTER 2: THE COMMON GRAMMATICAL AND LEXICAL ERRORS IN WRITING COMPOSITIONS MADE BY THE FIRST YEAR ENGLISH MAJOR STUDENTS.**

### **1. The common grammatical and lexical errors in writing compositions made by the first year English major students.**

The participants were 30 first year English majors students at Haiphong Private University. Overall, the participants were similar in age, ranging from 19 to 20 years old, but factors such as sex and age were not controlled in this study.

The participants had little previous English-writing experience in their primary and secondary schools. When they studied at HPU, they are taught two basic writing courses in their first year focused mainly on grammatical structures and lexis throughout “Tapestry writing 1 and 2” books.

The participants were given a survey questionnaire containing 16 questions. The participants were required to answer those questions in about fifteen minutes.

#### ***1.1. The common grammatical errors in writing compositions made by the first year English major students.***

With the diversified usages, the ignorance of rules made by the students is shown in the following table.

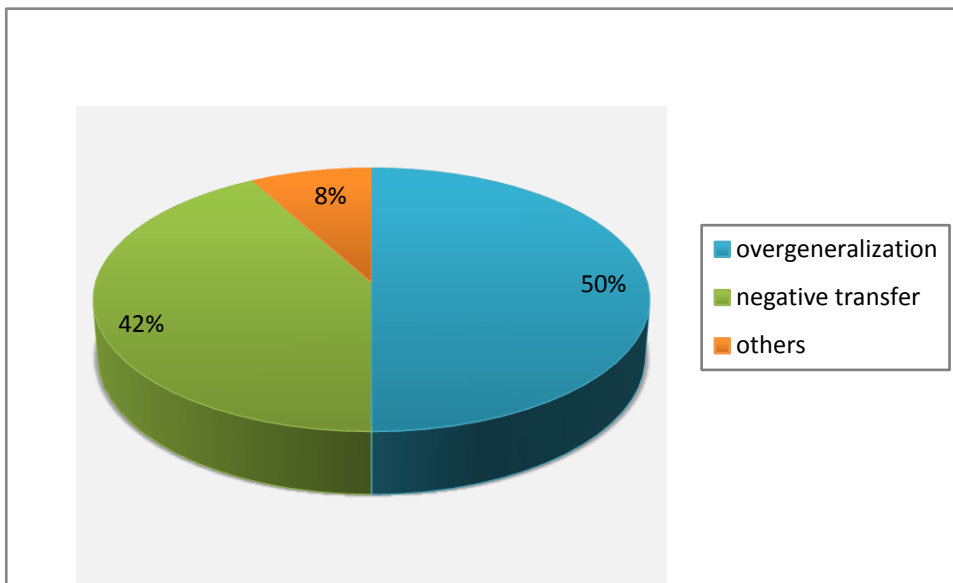
**Table 1: Frequency of ignorance of rules :**

Type of errors	Number of students make errors	The percentage of students make errors
<b>Subject-verb agreement</b>	27	90%
Subject omission	6	20%
Word order	9	30%
<b>Adjective / Adverb</b>	18	60%
<b>Verb form</b>	21	70%
<b>Verb tense</b>	25	83%
<b>Pronoun</b>	17	57%
Comparative	11	37%
Demonstrative adjective	7	23%
<b>Article</b>	16	53%
Possessive noun	4	13%
<b>Parallelism</b>	23	77%
<b>Preposition</b>	29	97%
<b>Run-on sentences</b>	22	73%

The above table shows that the popular errors made by the first year English major students are *subject-verb agreement*, *adjective / adverb*, *verb form*, *verb tense*, *pronoun*, *article*, *parallelism*, *preposition*, *run-on sentences* in which the subject- verb agreement errors are made by 90% students and the preposition errors are made by 97% students specially. And adjective / adverb

,verb form, verb tense ,pronoun, article, parallelism, run-on sentences made by the percentage of students are respectively: 60% , 70% , 83%, 57%, 53%,77% and 73%.

Besides , basing on the other question : “Which error do you often make in writing ?”. Most frequent type of error is overgeneralization (50% of total of errors in three types). 42% students choose negative transfer that they often make mistakes. These statistics are shown in the following chart:



***1.2. The common lexical errors in writing compositions made by the first year English major students.***

Of the three main lexical types of error, “collocation errors” were the most frequent (71%), followed by “synonym errors”(66%), and “stylistic errors” (57%) while connotation errors are only 12% . These statistics are shown in the following table :

**Table 2: Frequency of lexical errors :**

<i>Type of errors</i>	<i>The percentage of students make errors</i>
Connotation	<b>12%</b>
Assumed synonyms	<b>66%</b>
Wrong collocations	<b>71%</b>
Verbosity/ underspecification stylistics	<b>57%</b>
Misspelling	<b>27%</b>

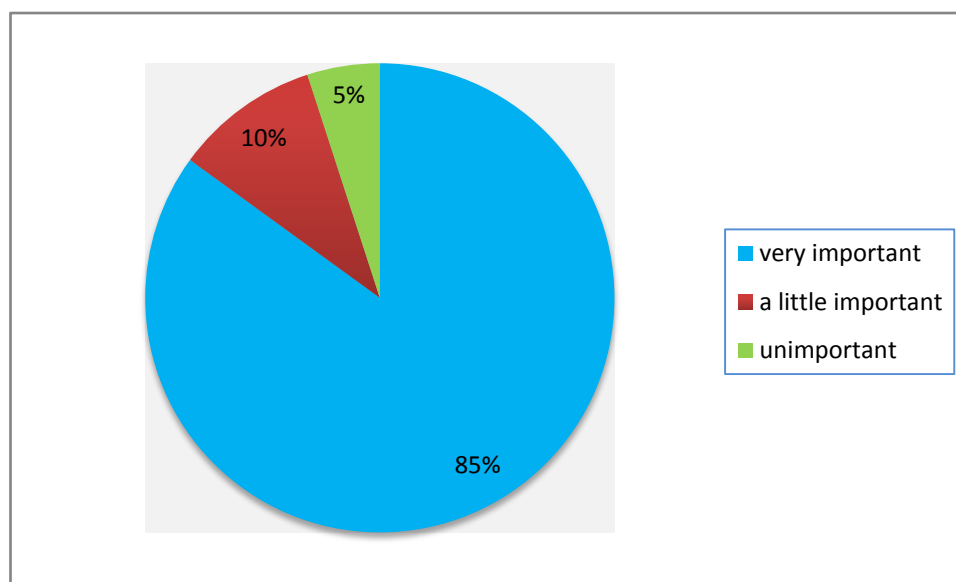
### CHAPTER 3: THE MAJOR CAUSES OF GRAMMATICAL AND LEXICAL ERRORS IN WRITING COMPOSITIONS MADE BY THE FIRST YEAR ENGLISH MAJOR STUDENTS AND SUGGESTED SOLUTIONS

#### *1. The major causes of grammatical and lexical errors in writing compositions of the first year English major students.*

The chapter 2 shows the common grammatical and lexical errors of the first year English major students. To find out solutions, firstly, researcher has to discover what leads to above grammatical and lexical errors. So what are the causes? Through survey, some causes that will be presented concretely were found out.

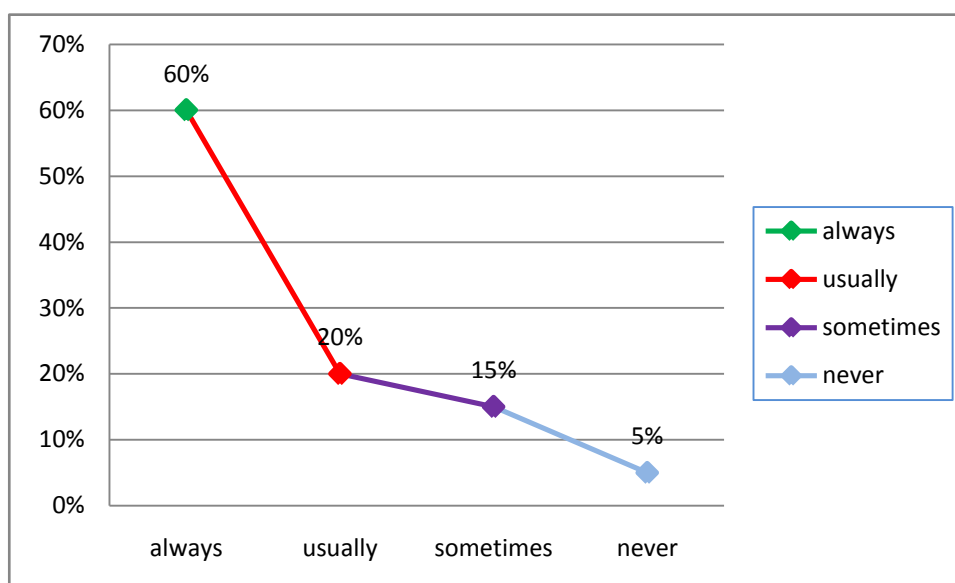
##### **1.1. Poor knowledge of English grammar.**

Almost all students are aware of the importance of grammar in writing. The result of the survey presents that there are 85% of first year English major students asserts that grammar are very important, 10% a little important and 5% unimportant.



Moreover, when the students were asked about the frequency of checking grammar using after writing, the result is different. The majority of students always check grammar after finishing writing. Just only 5% of students says

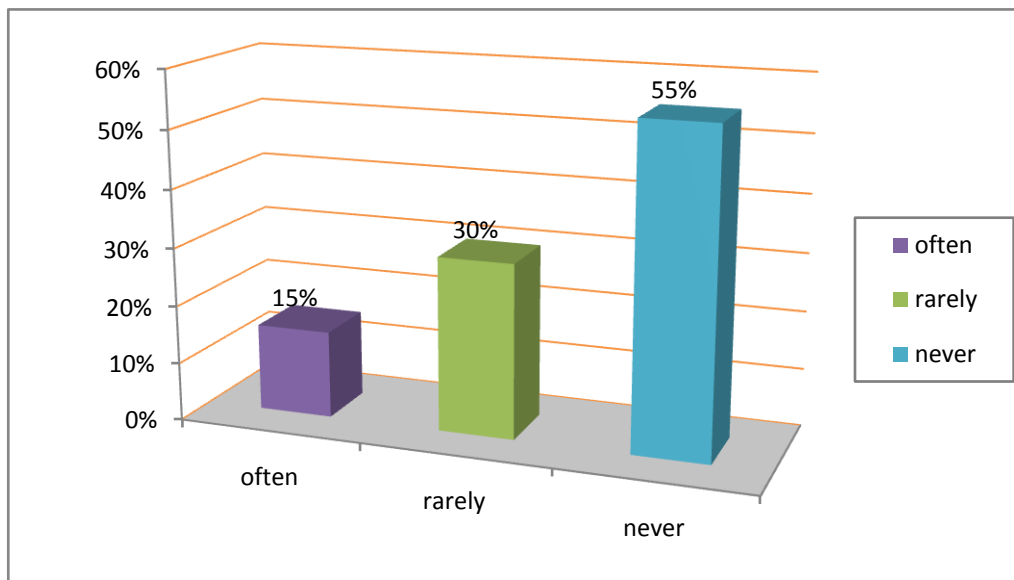
that they never do that. 15% students sometimes and 20% usually checks grammatical structures. These statistics are shown in the following chart:



Poor grammar is one of the main reasons leading to the grammatical errors. While writing, students only think about what and how they will write about the topic. Besides, the first year students are only taught easily sentential structures because their curriculum does not require specialized knowledge. Furthermore, they use grammar due to their habit using at high school without concrete understanding their structures and functions of the elements in a sentences. As the results, they write the very foolish and incomprehensive sentences.

### **1.2. Laziness.**

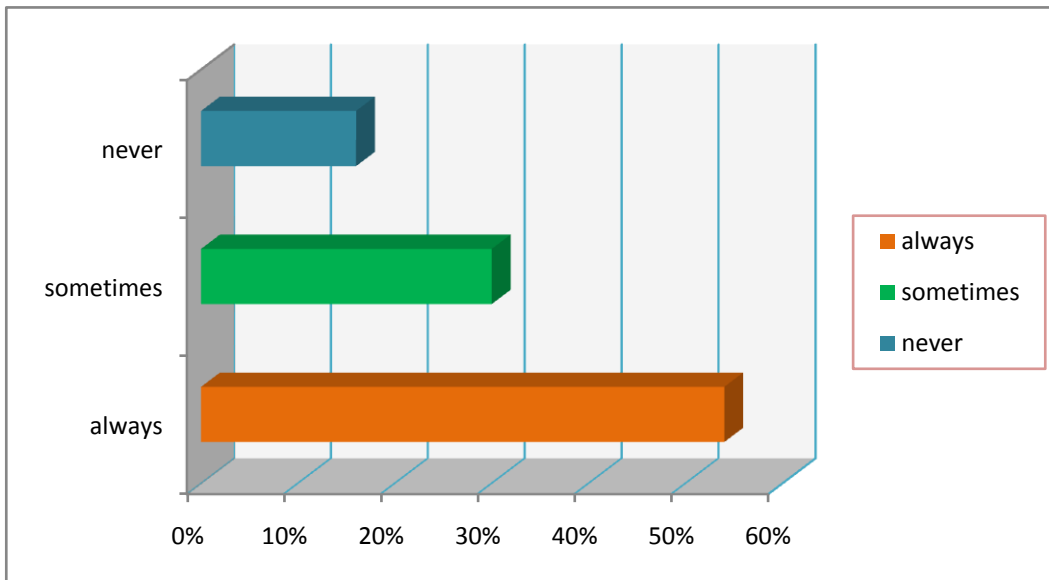
As the survey said in 1.1, the first year English major students understand the importance of grammar in writing. Nevertheless, when the students were asked about the frequency of doing their homework, the result is very different. The majority of students never do their grammar exercises at home. Just only 15% of students say that they often do that, 30% students rarely. These statistics are shown in the following chart:



Doing homework is a very necessary thing to help students improve their knowledge. However, almost the first English major students do not do that. They think that it is too much for them to listen teacher's lessons in the classroom.

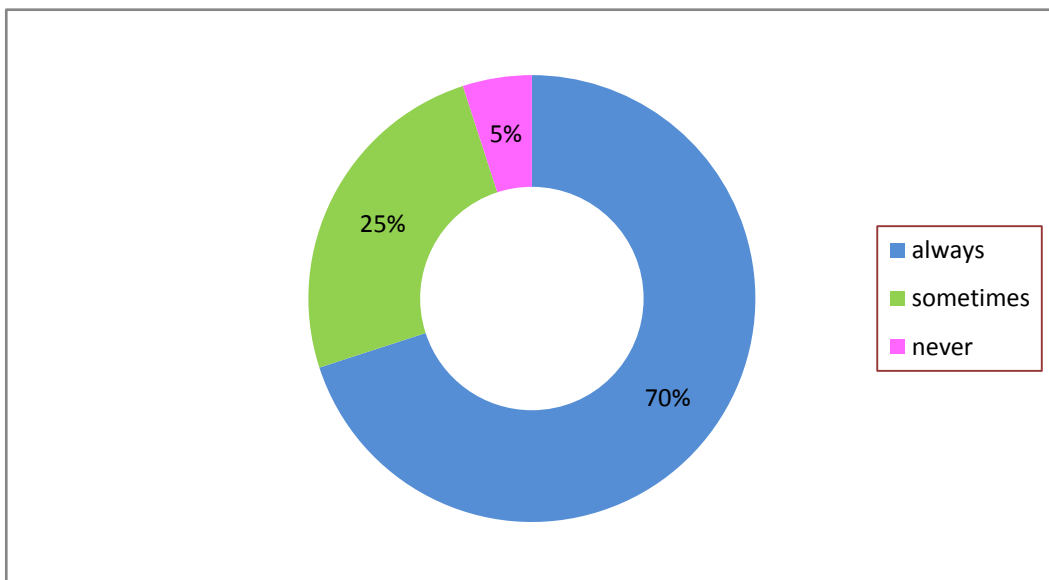
### **1.3. The influence of using Vietnamese grammar.**

Many errors are made by the habit of the students who are still affected by Vietnamese writing. They combine the words or sentences together messily, they write anything what they think without rule. Especially, when the students were asked about the habit of the literal translation in writing, just only 16% of students says that they never do that. 30% students sometimes and 54% always do this .These statistics are shown by the following chart:



#### **1.4.Poor knowledge of English lexis**

Basing on the question “How often do you use dictionary in writing ?”. The results given in this question indicate that 70 % the students always look up words in writing, 25% sometimes and only .5% never. These statistics are shown in the following chart:



Poor lexis is main reason leading to the lexical errors. While looking up words in dictionary, students only search the meaning of that word ,so they do not know its usage. Therefore, they easily make mistakes.



## ***2. Suggested solutions.***

After discovering the reasons leading to the common grammatical and lexical errors, readers can find out solutions for their errors. This part will give readers some solutions to avoid these errors.

### **2.1. Self-correction.**

It is a very good way for students to correct errors independently. Ideally the students will realize errors have been made and fix them automatically. At this point the students have opportunities to think about and revise their initial errors. When they know how to correct the errors, they remember those errors in a long time. The students should note those structures or phrase in handbook. It is very useful for students to learn grammatical structures and vocabulary.

### **2.2. Peer correction.**

Peer correction plays an essential role in the process of writing because that helps the writer get the comments and suggestions to edit his or her composition. Through classmates' feedback, students can know what kinds of errors they made and how to cope with those errors. Therefore, if students can get a "productive feedback", they can correct their own errors and avoid making the similar errors in the later writing tasks.

### **2.3. Teacher correction.**

The correction of teacher plays a quite important role in students writing. The teacher should give students table of abbreviation correction symbols and the students are required to write those symbol in the wrong sentences. That helps students understand those errors clearly. Furthermore, the teacher should bring the issue of errors correction into their lessons when they teach writing compositions. This method helps students accumulate knowledge of grammar and lexis much more because they frequently approach to those errors.

## **PART III. CONCLUSION**

### **I. Conclusion**

There are many important factors creating a good writing composition. Grammar and lexis are considered the most important factors. Throughout my study, I found out the most common errors in using grammar and lexis of first year English major students in Haiphong Private University, the reasons and solutions for these errors. The common errors are found in using tenses , subject & verb, adverb, noun & pronoun, etc.

In my study, the rationale, aims, methods, scope and design of the study are mentioned in the part I in hope that the reader will have an overview on my study. Part II includes three chapters. Chapter 1 introduces the theoretical background including an overview on academic writing, composition, error. Chapter 2 shows clearly grammatical and lexical errors of first year English major students at HPU. Chapter 3 gives reader causes leading to the presented errors and suggested solutions. Part III contains the conclusion and suggestions for further study.

I am fully aware that shortcomings and mistakes are unavoidable. I wish to receive any comments and contributing ideas from others. I also hope that my graduation paper will be useful for first year English majors in Haiphong Private University as well as other English learners.

### **II. Suggestions for further study.**

Due to the limitation of time and knowledge, this graduation paper has not yet covered the other aspects of grammar and lexis. Beside the common grammatical and lexical errors of the first year English major students at HPU, there involves a lot of other aspects such as using grammar and lexis effectively in paragraph writing and essay writing, grammatical and lexical errors of other grades of English major students , etc. These issues are suggested for further study. Once again, all sincere thanks are sent to everyone who gives me supports and encouragements as well as precious help during the study.

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## APPENDIX 1

### SURVEY QUESTIONNAIRE

These survey questionnaires' aim is to find out your grammatical and lexical errors when writing compositions in English. Your answers will be used for research purpose of my graduation paper: "*A study on common grammatical and lexical errors in writing compositions made by the first year English major students at Haiphong Private University and some suggested solutions.*". Your completion of this questionnaire will provide valuable information for my study and your contribution is of great help for the fulfillment of my graduation paper. Please answer the following questions as honest as you can.

1.How long have you been learning English?

- a. 3 years
- b. 7 years
- c. more than 7 years

2.Do you like learning English grammar?

- a. Yes
- b. No

3.How do you think about the importance of grammar in English writing?

- a) Very important.
- b) A little important.
- c) Unimportant.

4.Do you pay attention to grammar when you write English compositions?

- a) never
- b) sometimes
- c) usually
- d) always

5. Please put a tick to the choice if you ever made these errors while writing English:

	Usually	Sometimes	Never
<b>Subject-verb agreement</b> <i>E.g: The flock of birds are circling overhead.</i>			
<b>Subject omission</b> <i>E.g : He goes to the hospital because had a back pain.</i>			
<b>Word order</b> <i>E.g: Mary takes always a haughty tone.</i>			
<b>Adjective / Adverb</b> <i>E.g: His sister speaks French very good.</i>			
<b>Verb form</b> <i>E.g : It's the first time I have meet him.</i>			
<b>Verb tense</b> <i>E.g :This morning, I and Tom talk each other very happily.</i>			
<b>Pronoun</b> <i>E.g : Neither of the absent students has turned in their homework.</i>			
<b>Comparative</b> <i>E.g : Daisy is more pretty than her sister.</i>			
<b>Demonstrative adjective</b>			

<i>E.g : That roses are for my mother.</i>			
<b>Article</b> <i>E.g : She is in garden.</i>			
<b>Possessive noun</b> <i>E.g : The students's book is very interesting.</i>			
<b>Parallelism</b> <i>E.g : His hobbies are chatting, swimming and read.</i>			
<b>Preposition</b> <i>E.g : I had graduated on July 2009.</i>			
<b>Run-on sentences</b> <i>E.g : A Frenchman murdered two wives he didn't like their cooking.</i>			

6. Which grammatical error do you often make in writing ?

a) Overgeneralization.

(Eg : Last night, he *taked* her in his arms and kissed her.)

b) Negative transfer.

( Eg : The ship *was sunk* three days ago.)

c) Others.

7 .Reasons why you made these errors:

	<b>Yes</b>	<b>No</b>
1. You aren't good at grammar.		
2. Literal translation.		
3. Lack of carefulness.		
4. Others		

8.How often do you check grammatical structures after finishing your writing?

- a)always
- b) usually
- c) sometimes
- d) never

9. How often do you do your homework?

- a) often
- b) rarely
- c) never

10. Is lexis important in writing composition?

- a.Yes
- b.No

11.Please put a tick to the choice if you ever made these errors while writing English:

	<b>Always</b>	<b>Rarely</b>	<b>Never</b>
<b>Synonym errors</b> <i>E.g : My mother is a sacrificed woman.</i>			
<b>Wrong collocations</b> <i>E.g : President Obama created a speech last week .</i>			
<b>Stylistic errors (verbosity/underspecification)</b> <i>E.g:They're poor.They still have a sense of dignity.</i>			
<b>Misspelling</b> <i>E.g:Its very easy for you to do.</i>			

12. How often do you use dictionary in writing ?

- a) always
- b) sometimes
- c) never

13. Can you give some other grammatical errors you have made when writing English and some causes?

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

14. Can you give some more solutions for these grammatical errors you have made?

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

15. Can you give some lexical errors you have made when writing English and causes?

.....  
.....











16. Can you give some solutions for these lexical errors you have made?

.....  
.....



## APPENDIX 2

**TABLE OF ABBREVIATIONS CORRECTION SYMBOLS**

<b>sf</b>	sentence fragment	<b>WW</b>	wrong word
<b>pv</b>	passive verb	d	diction
<b>t</b>	tense	k	awkward (used w/ diction)
	period	awk	awkward, w.r.t. syntax, longer passages
	comma	tr	transpose
<b>sv</b>	subject verb agreement		reverse order, transpose
<b>agr</b>	agreement		close up
<b>rf</b>	pronoun reference		delete
	grammatical parallelism	@	about
<b>IR</b>	irrelevant	Df	define, definition
<b>sp.</b>	spelling	w/	with
	spelling	unnec	unnecessary
	lower-case	w/o	without
	upper-case	w.r.t.	with respect to
<b>idiom</b>	problem with expression, often w/ prep. after verb	btw	between
<b>rel</b>	relation, relationship		change
<b>smthg</b>	something (also thg)	f	function
<b>cs</b>	comma splice	d	diction
<b>dm</b>	dangling modifier	emph	emphasis
run-on	run-on (fused) sentence	pro	pronoun

This page is a photo of first year English major student's writing test with the errors corrected by her teacher.

## APPENDIX 3

### I. Suggested exercises.

#### 1. Exercises on grammar.

Ex1: Find and correct errors in the following sentences:

- a) Carrot Top uses unusual props in his comedy act. Recently he use a double-wide toilet seat.
- b) Halley's Comet appears every 76 years. It last appears in 1986.
- c) I usually purchase a season ticket from the box office. Yesterday I purchase a ticket over the Internet.
- d) Gromit graduate from college today. Last year, he graduated from Dogwarts University.
- e) Both Melissa and Terri asked how much sick leave we had.
- f) Some of the dessert had lost their frosting.
- g) We rarely punish the children. However, we punishes them yesterday for spray-painting the dog.
- h) Wallace like knitting and reading the newspaper. Even as a boy, he liked to invent things.
- i) One of the members of the team lost our temper.
- j) Paul, after studying the matter with everyone, made her decision.
- k) All of the men at the meeting had its facts straight.
- l) Most asteroids are small and far away therefore they are dim and hard to see.
- m) Marie is never interested in stargazing during the winter however on warm summer nights she often goes to the college observatory.
- n) No one in the noisy lobby could hear their name being called over the loudspeaker.
- o) The manager, as well as her associates, e-mailed their opinions.
- p) Look through Angelo's telescope you can see Saturn's rings.

Ex2: Rewrite the following sentences:

- a. He/surprised/us/go/away/without/ “goodbye”

- b. My wife/not/accustomed/wander/dark/corridors
- c. I/saw/plane/crash/hill/burst/flames
- d. High time/someone/tell/him/stop/behave/child
- e. It/long/time/that/I/not/see/her
- f. Family hotels/hotels/which/welcome/parents/children
- g. I/shouldn't/believed/it/if/not see/own eyes
- h. I/take/shoes/avoid/make/noise
- i. We/used/there/every summer
- j. Egg/contain/value/proteins
- k. Rain/prevent/I/go/out

**2. Exercises on lexis.**

Ex1: Fill in the columns below with the appropriate synonym.

A	B
feed	
	conceal
	people
begin	
	aid/asset
mistake	
	vision
middle	
	altitude
	labor

Ex2: Complete the phrasal verbs with the correct particles.

1. I don't know where my book is. I must look..... it.
2. Fill.....the form, please.

3. The music is too loud. Could you turn..... the volume, please?
4. Quick, get..... the bus or you'll have to walk home.
5. Turn.....the lights when you go to bed.
6. Do you mind if I switch ..... the TV? I'd like to watch the news.
7. The dinner was ruined. I had to throw it..... .
8. When you enter the house, take..... your shoes and put away your slippers.
9. If you don't know this word, you can look it..... in a dictionary.

Ex3 : Choose the best answer:

1. Take an umbrella if you're going out. It's raining *cats and dogs/cats and mice/cats and tigers*
2. I can't come to the game tonight. I'm feeling a bit *on top of the world/under the weather/ at the bottom of a sewer.*
3. You can't date others now that you're engaged! You can't have your *biscuit/bread/cake* and eat it.
4. He's so full of himself! He thinks he's the best thing since *hot water/ sliced bread/ the invention of wheel.*
5. You could visit your parents when you're on that business trip next month and kill two *birds/flies/rats* with one stone.
6. You haven't got the job yet but you're already thinking how to spend your first salary? Don't count your *chickens/ ducklings/ eggs* until they're hatched!
7. That can't be true! Are you pulling my *hair/leg/nose* ?
8. Due to the financial crisis, we'll have to put those plans *in the freezer /on the back burner/in the fridge.*
9. Join you on a skiing trip? I'm afraid skiing is not my *a cup of tea/ a cup of coffee/ slice of pizza.*

## II. Suggested keys

### 1. Exercises on grammar.

Ex1: Find and correct errors in the following sentences:

- a) Carrot Top uses unusual props in his comedy act. Recently he *used* a double-wide toilet seat.
- b) Halley's Comet appears every 76 years. It last *appeared* in 1986.
- c) I usually purchase a season ticket from the box office. Yesterday I *purchased* a ticket over the Internet.
- d) Gromit *graduates* from college today. Last year, he graduated from Dogwarts University.
- e) Both Melissa and Terri asked how much sick leave *they* had.
- f) Some of the dessert had lost *its* frosting.
- g) We rarely punish the children. However, we *punished* them yesterday for spray-painting the dog.
- h) Wallace *likes* knitting and reading the newspaper. Even as a boy, he liked to invent things.
- i) One of the members of the team loses *his* temper.
- j) Paul, after studying the matter with everyone, made *his* decision.
- k) All of the men at the meeting had *their* facts straight.
- l) Most asteroids are small and far away; *therefore*, they are dim and hard to see.
- m) Marie is never interested in stargazing during the winter. *However*, on warm summer nights she often goes to the college observatory.
- n) No one in the noisy lobby could hear *its* name being called over the loudspeaker.
- o) The manager, as well as her associates, e-mailed *their* opinions.
- p) *If you* look through Angelo's telescope, you can see Saturn's rings.

Ex2: Rewrite the following sentences:

- a. He surprised us by going away without saying “goodbye”.
- b. My wife is not accustomed to wandering along the dark corridors.

- c. I saw the plane crashing into the hill and bursting into flames.
- d. It's high time someone told him to stop behaving like a child.
- e. It's long time that I haven't seen her.
- f. Family hotels are hotels which welcome parents and children.
- g. I shouldn't have believed it if I had not seen it with my own eyes.
- h. I take off my shoes to avoid making any noise.
- i. We used to go there every summer
- j. An egg contains value proteins.
- k. The rain prevents me from going out.

**2.Exercises on lexis.**

Ex1: Fill in the columns below with the appropriate synonym.

A	B
feed	<i>nourish</i>
<i>hide</i>	conceal
<i>folk</i>	people
begin	<i>commence</i>
<i>help</i>	aid/assist
mistake	<i>error</i>
<i>sight</i>	vision
middle	<i>center</i>
<i>height</i>	altitude
<i>work</i>	labor

Ex2: Complete the phrasal verbs with the correct particles.

- 1) *for*
- 2) *in*
- 3) *down*
- 4) *on*
- 5) *off*

- 6) *on*
- 7) *away* .
- 8) *off*
- 9) *up*

Ex3: Choose the best answer:

- 1) *cats and dogs* :it's raining heavily.
- 2) *under the weather* :to feel ill.
- 3) *cake* :to have or do two things at the same time that are impossible to have or do at the same time. Also: You can't have it both ways or and you can't have the best of both worlds.
- 4) *sliced bread* :to be an excellent person or thing.
- 5) *birds* :to succeed in achieving two things in a single action.
- 6) *chickens* :don't assume that you'll get the things you want until you have them.
- 7) *leg* :to try to make someone believe something which is not true as a joke.
- 8) *on the back burner* : give a low priority; delay; not deal with something until later.
- 9) *a cup of tea* : often used in the negative form to say that something doesn't really interest you.