

English Language

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Second Year

2018/2019



Ministry of Health & Population

وزارة الصحة والسكان

Acknowledgments

This two-year curriculum was developed through a participatory and collaborative approach between the Academic faculty staff affiliated to Egyptian Universities as Alexandria University, Ain Shams University, Cairo University , Mansoura University, Al-Azhar University, Tanta University, Beni Souef University , Port Said University, Suez Canal University and MTI University and the Ministry of Health and Population (General Directorate of Technical Health Education (THE)). The design of this course draws on rich discussions through workshops. The outcome of the workshop was course specification with Indented learning outcomes and the course contents, which served as a guide to the initial design.

We would like to thank **Prof. Sabah Al- Sharkawi** the General Coordinator of General Directorate of Technical Health Education, **Dr. Azza Dosoky** the Head of Central Administration of HR Development, **Dr. Seada Farghly** the General Director of THE and all share persons working at General Administration of the THE for their time and critical feedback during the development of this course.

Special thanks to the **Minister of Health and Population Dr. Hala Zayed** and **Former Minister of Health Dr. Ahmed Emad Edin Rady** for their decision to recognize and professionalize health education by issuing a decree to develop and strengthen the technical health education curriculum for pre-service training within the technical health institutes.



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1- بيانات المقرر		
الرمز الكودي :	اسم المقرر :	الفرقة /المستوى
	English Language II	Second Grade
التخصص :	عدد الوحدات الدراسية :	نظري 48 عملي

2- هدف المقرر:	
To use English - spoken and written - effectively in various communicative and functional daily and professional life situations	
3- المستهدف من تدريس المقرر	
Students of Technical Health Institutes	
<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • Employ major related terminologies in their field of specialties. • Use English vocabulary in a variety of sentence types • Exploit different English structures appropriately • Distinguish the main ideas from the secondary ideas in the texts in questions • Differentiate between the simple, compound and complex sentences in English • Differentiate between the different forms of the main English tenses • Utilize English tenses effectively in communicative situations • Employ the conditions of If in a proper way to convey meaning • Use active and passive voice correctly • Differentiate between adjective and adverb uses in English 	<p>أ. المعلومات والمفاهيم :</p>
<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • Analyze the different types of sentences in English. • Express opinions and attitudes about the tackled topics in correct English • Compare and contrast the forms of adjectives and adverbs in English • Compare and contrast the use of adjectives and adverbs in English • Identify how the adjectives and adverbs are used differently in English • Combine more than one tense in one sentence to convey meaning accurately 	<p>ب- المهارات الذهنية :</p>

<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • Use specialized terminologies in communicative and functional situations • Pronounce major-related terms in a correct way • Practice reading in the field of specialties • Write logs and reports skillfully in their majors 	<p>ج- المهارات المهنية الخاصة بالمقرر:</p>
<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • Use English communicatively to express oneself in different life situations • Apply social English appropriately in different contexts • Write clearly about field- related topics • Enhance their English language reading skills 	<p>د- المهارات العامة :</p>
<p>Section One: Reading Comprehension Passages:</p> <p>First Semester</p> <p>Lesson One: Technology and Foreign Language Learning</p> <p>Lesson Two: China's One Child Policy</p> <p>Lesson Three: Strategies of Conversation</p> <p>Lesson Four: Ancient Egyptian Civilization</p> <p>Lesson Five: Time Management</p> <p>Lesson Six: The Sun</p> <p>Lesson Seven: Overcoming Stress</p> <p>Lesson Eight: Travelling</p> <p>Lesson Nine: Benefitting from your Mistakes</p> <p>Lesson Ten: Arabs in The Middle Ages</p> <p>Second Semester</p> <p>Lesson Eleven: Life Balance</p> <p>Lesson Twelve: Space</p> <p>Lesson Thirteen: Human Needs</p> <p>Lesson Fourteen: Bad Parenting Habits</p> <p>Lesson Fifteen: Sleeping Tricks</p> <p>Lesson Sixteen: the ecosystem</p> <p>Lesson Seventeen: Once in a Blue Moon</p> <p>Lesson Eighteen: Traits of successful People</p> <p>Lesson Nineteen: More People Die from Selfies than Shark Attacks</p> <p>Lesson Twenty: Cavities</p> <p>Section Two: English Grammar</p> <p>First semester</p> <ul style="list-style-type: none"> • Past Continues Tense: Affirmative • Past Continuous Tense: Negative and Question • Present Perfect Tense: Affirmative • Present Perfect Tense: Negative and Question • Present Perfect Continuous Tense: Affirmative • Present Perfect Continuous Tense: Negative and Question • Past Perfect Tense: Affirmative • Past Perfect Tense: Negative and Question • General Exercise on the previous Grammatical Items 	<p>4- محتوى المقرر:</p>

Second semester <ul style="list-style-type: none"> Conditional If Passive Voice Adjectives and Adverbs Compound and Complex Sentences General Exercise on the previous Grammatical Items 	
<ul style="list-style-type: none"> Lectures Active learning (discussion) Pair work (activities) Group work (activities) 	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> Individual guidance Individual feedback Remedial programs 	6- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة
7- تقويم الطلاب :	
<ul style="list-style-type: none"> Assignments Periodic quizzes Midterm Final exam 	أ- الأساليب المستخدمة
<ul style="list-style-type: none"> Assignments (occasionally) Periodic quizzes (week 5,11) Midterm (week 8) Final exam (At the end of the semester) 	ب- التوقيت
<ul style="list-style-type: none"> Year work (20 pts) includes Assignments 15% Periodic quizzes 45% Midterm 40% Final exam (80 pts) 	ج- توزيع الدرجات
8- قائمة الكتب الدراسية والمراجع :	
أ- مذكرات	
English for Technical Health Institutes II	ب- كتب ملزمة
<ul style="list-style-type: none"> <i>Face 2 Face: Intermediate</i>, Cambridge University Press <i>Interchange 3 (4TH Edition)</i> , Cambridge University Press <i>Cambridge Advanced Learner Dictionary</i>, Oxford University Press <i>English Grammar in Use for Intermediate Students</i>, Cambridge <i>Basic English Grammar Book 2</i>, Saddleback Educational Publishing 	ج- كتب مقترحة
<ul style="list-style-type: none"> www.coursera.org www.edx.org www.go4english.com www.onelook.com 	د- دوريات علمية أو نشرات الخ

Course Description

This course aims to enable students to use English -spoken and written- effectively in various communicative and functional daily and professional life situations. It also aims to enable them to write well-developed paragraphs using accurate punctuation marks.

Core Knowledge

By the end of this course, students should be able to:

- Employ major related terminologies in communicative and functional situations.
- Use English vocabulary in a variety of sentence types.
- Exploit different English structures appropriately.
- Differentiate between the simple, compound and complex sentences in English.
- Utilize English tenses effectively in communicative situations.
- Employ the conditions of If in a proper way to convey meaning.
- Use active and passive voice correctly.
- Differentiate between adjective and adverb uses in English.

Core Skills

By the end of this course, students should be able to:

- Analyze the different types of sentences in English.
- Express opinions and attitudes about the tackled topics in correct English.
- Identify how the adjectives and adverbs are used differently in English.
- Combine more than one tense in one sentence to convey meaning accurately.
- Write clearly about field-related topics.
- Enhance their English language reading skills.
- Apply social English appropriately in different contexts
- Write logs and reports skillfully in their majors

Course Overview

ID	Topics	MethodsofTeaching/ Training with NumberofTotalHours perTopic				
		Interactive Lecture	Field Work	Class Assignments	Research	Lab
1	Chapter one	3		1		
2	Chapter two	3		1		
3	Chapter three	1		1		
4	Chapter four	3		1		
5	Chapter five	3		1		
6	Chapter six	1		1		
7	Chapter seven	1		1		
8	Chapter eight	1		1		
9	Chapter nine	3		1		
10	Chapter ten	3		1		
11	Chapter eleven	3		1		
12	Chapter twelve	1.5		0.5		
13	Chapter thirteen	1.5		0.5		
14	Chapter fourteen	1.5		0.5		
15	Chapter fifteen	1		1		
16	Chapter sixteen	1		1		
TOTAL HOURS (48)		33		15		

Teacher's Guide

To the teacher,

This is the English language course textbook for Health Technical Institutes, Second Year. The course textbook is designed to achieve a lot of objectives. As for **core knowledge**, students are supposed by the end of the course to be able to:

- employ major related terminologies in communicative and functional situations.
- use English vocabulary in a variety of sentence types.
- exploit different English structures appropriately.
- differentiate between the simple, compound and complex sentences in English.
- utilize English tenses effectively in communicative situations.
- employ the conditions of if in a proper way to convey meaning.
- use active and passive voice correctly.
- differentiate between adjective and adverb uses in English.

As for **core skills**, students are supposed by the end of the course to be able to:

- analyze the different types of sentences in English.
- express opinions and attitudes about the tackled topics in correct English.
- identify how the adjectives and adverbs are used differently in English.
- combine more than one tense in one sentence to convey meaning accurately.
- write clearly about field-related topics.
- enhance their English language reading skills.
- apply social English appropriately in different contexts
- write logs and reports skillfully in their majors

In order to better achieve the previous objectives, the textbook is divided into the following sections:

Section one: How to write; how to punctuate?

In this section, students are introduced to a detailed overview about writing skills in general with a special focus on the skills they are going to be engaged in section two that deals partially with writing tasks that require students to practice their own writing skills. It is highly recommended that you as a teacher begins the writing part with giving your students more insights on writing skills through this part and how they can write better.

Section Two: Grammar and Reading comprehension passages

This section consists of 16 chapters split between the two semesters; the teacher is to cover 8 chapters only for each semester. Each chapter consists of two main lessons. The first lesson always covers a grammar lesson that may include exercises in the same lesson or in some separate lessons, there are full lessons for more practice on grammar. The second lesson always introduces the students to a reading comprehension passage that reflects in some way the grammatical structure presented in the first lesson.

Tips for teaching this section

- You always need to inform students with the objectives of the grammar lesson at first.
- Introduce the grammar lesson through any of the teaching methods you think more appropriate with your group (interactive lecture).
- It is highly recommended that you give students a short exercise to complete in the lecture to check their understanding and give them more practice to do at home and always remember to check their homework at the beginning of the next grammar lesson.
- Chapters 3, 6, 7, 8, 15, 16, do not introduce new grammar lessons; they are more on practicing previous grammar lessons that are introduced the lesson before. In these lessons, you need to notify students ahead to answer them at home and give them 15 minutes to share their answers with their neighbors. Then you select some of them to say their answers a loud. Do not forget to correct and give feedback.

- If appropriate, you can give your students a comfortable break for three minutes before you start presenting the reading comprehension passage.
- When appropriate, you need to begin your reading comprehension passage lesson with an exercise that links between the grammar lesson already taught and the reading passage you are going to present. For example, in chapter one after introducing the grammar lesson on **past continuous tense**, and you are now about to start the first reading lesson on **Ancient Egyptian Civilization**, a good link between the two lessons is to ask your students to extract any sentences that contain the form of the past continuous tense and then start discussing the uses of such examples. In chapter 2, after introducing the **present perfect tense**, you are about to start the reading lesson entitled China's **One Child Policy**, you can ask your students to analyze the sentences that reflect the present perfect tense and its uses in this passage in terms of the ideas and knowledge they have already studied in the grammar lesson.
- It is highly recommended to do such connection between the grammar lesson and the reading comprehension passage lesson in each chapter through an exercise that requires students to apply what they learn in the grammar lesson to the new reading comprehension passage lesson.
- After linking between the two lessons as stated before, you need to move to the pre reading warm up questions as a brainstorming activity that better engage students in the lesson. It is highly recommended you give them a couple of minutes to think of the pre reading questions and then you can choose any one to share his or her answer.
- It is highly recommended to select different students each time to respond to the pre reading questions than relying on only volunteers in order to engage a large number of your students.
- In light of the objectives of the reading lesson, guide students to be engaged in the lesson. You can ask them to skim the text to get the main idea of the lesson, read for specific information, read for details, spot the main and minor ideas of the text,

pronounce the medical terms presented in the lesson in a correct way, or any other skills you aim to develop.

- Usually, you better ask students to read the text silently just to understand the general idea of the passage. Then you can engage them in more reading activities.
- After you finish the reading passage with your students, always ask them what they got from the passage. And one more time, select different students to answer each time.
- Ask students to work in pairs or small groups if possible in order to answer the comprehension questions on the reading passage.
- Teach them some tips about translating from English to Arabic and how to write a paragraph each time. Then ask them to do the translation and writing exercises at home in separate sheets and check them for correction and feedback.
- When you ask them to do the writing part, try to link between the writing tasks and section one about how to write and how to punctuate. It is highly recommended that you integrate section one with the writing tasks at the end of each chapter.
- Do not start a new chapter until you finish the previous one completely with all its exercise, activities and homework. No worries, you will have plenty of time for achieving that because you need only to teach 8 chapters in 14 weeks which means that you will have extra six weeks for in depth practices, quizzes and exams.
- Please, check the course outline to know the dates of the quizzes, midterm and final exam.
- There are many sources that you get students to use for more information about this textbook and below are the sources you yourself can use for more information about the lessons you are going to teach.

The logo of the Ministry of Health & Population of Egypt is a large circular emblem. At the top is the national coat of arms of Egypt, featuring a golden eagle with a shield on its chest and the Arabic text 'جمهورية مصر العربية' (Arab Republic of Egypt) below it. The center of the emblem contains a stylized blue figure of a family (two adults and a child) within a light blue circle. The outer ring of the emblem is red and contains the text 'Ministry of Health & Population' in English and 'وزارة الصحة والسكان' (Ministry of Health and Population) in Arabic.

First Semester



Section One

How to Write?

How to Punctuate?

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Part I: How to Write a Good Paragraph: A Step-by-Step Guide

The following is a guide on how to draft, expand, refine, and explain your ideas so that you write *clear, well-developed* paragraphs:

Step 1: Decide the Topic of Your Paragraph

Before you begin writing, you need to know what you are writing about. First, look at the writing prompt or assignment topic. As you look at the prompt, note any key terms or repeated phrases because you will want to use those words in your response. Then ask yourself:

- On what topic am I supposed to be writing?
- What do I know about this topic already?
- If I don't know how to respond to this assignment, where can I go to find some answers?
- What does this assignment mean to me? How do I relate to it?

Step 2: Develop a Topic Sentence

Before writing a paragraph, it is important to think first about the **topic** and then what you want to say about the topic. Most often, the topic is easy, but the question then turns to *what* you want to say about the topic. This concept is sometimes called the **controlling idea**.

Strong paragraphs are typically about one main idea or topic, which is often explicitly stated in a **topic sentence**. Good **topic sentences** should always contain both (1) a **topic** and (2) a **controlling idea**.

The **topic** – The main subject matter or idea covered in the paragraph.

The **controlling idea** – This idea focuses the topic by providing direction to the composition.

Read the following topic sentences. They all contain a **topic** and a **controlling idea**. When your paragraphs contain a clearly stated **topic sentence** such as one of the following, your reader will know what to expect and, therefore, understand your ideas better.

Examples of **topic sentences**:

- People can avoid **plagiarizing by taking certain precautions**.
- There are **several advantages to online education**.

- **Effective leadership** requires *specific qualities that anyone can develop*.

Step 3: Demonstrate Your Point

After stating your topic sentence, you need to provide information to prove, illustrate, clarify, and/or exemplify your point.

Ask yourself:

- What examples can I use to support my point?
- What information can I provide to help clarify my thoughts?
- How can I support my point with specific data, experiences, or other factual material?
- What information does the reader need to know in order to see my point?

Here is a list of the kinds of information you can add to your paragraph:

- Facts, details, reasons, examples
- Information from the readings or class discussions
- Paraphrases or short quotations
- Statistics, polls, percentages, data from research studies
- Personal experience, stories, anecdotes, examples from your life

Sometimes, adding transitional or introductory phrases like: *for example, for instance, first, second, or last* can help guide the reader. Also, make sure you are citing your sources appropriately.

Step 4: Conclude

After illustrating your point with relevant information, add a **concluding sentence**. Concluding sentences restate the topic sentence or summarize your thesis. Concluding sentences have the following characteristics:

- summarizing the point(s) you have made.
- Repeating words or phrases from the topic sentence.
- Using linking words that indicate that conclusions are being drawn (e.g., therefore, thus, resulting).

Step 5: Look Over and Proofread

The last step in good paragraph writing is proofreading and revision. Before you submit your writing, look over your work at least one more time. Ask yourself these questions:

- Does my paragraph develop the topic support my thesis?
- Is it well organized?
- Does it have unity?
- Does it include any irrelevant sentences?
- Are its sentences smoothly connected to one another through cohesive markers and transitional expressions?

Exercises

I) Write a good topic sentence that includes a clear controlling idea (message) on the following topics:

- Happiness in life
- Friendship
- Modern technology
- The educational system in Egypt
- My first day at university
- Someone I admire
- A sad experience I passed through
- A place I will never forget

II) Write a good topic sentence for the following paragraphs:

I love the autumn weather. The weather has a moderate temprature. It is never exceedingly hot or cold. Therefore, you can spend time outside without sweating too much. Also, I love the way the trees turn to color. They change from green to yellow, red and orange. When leaves change color, from green to yellow, orange and red, you can understand trees are beginning their long winter's rest. As a last thing I also like autumn because school starts. I get excited when I think about going back to school and seeing my teachers and friends

again. To sum up, autumn is a time of great season with its weather, color of the trees and school season.

_____. They sometimes express this with their words and sometimes with concrete things. In most cases, the best way to do that is giving a gift to that person. However, this trend has different meaning in Malaysia and Paraguay disapprove of giving gifts because they may consider it to be bribe. In Malaysia, you can't give a gift if you don't have a personal relationship with that person. Yet, in some countries like Japan, Indonesia and the Philippines, exchanging gifts is related to tradition. It is important for them to give gifts to each other. When someone decides to show his/her respect or love for someone with a present, he/she has to consider where this person comes from.

Firstly, dogs become your friend and provide friendship for many years. When you feel unhappy, your dog remains by your side silently comforting you. When you are happy and excited, your dog shares your joy by hopping around you. They share our lives in a way that most other animals can't. Secondly, dogs can make good guards. They protect you and your family from a dangerous situation. Finally, they can sense danger. For example, they can feel earthquakes before they happen and warn you with barking. For this reasons, if you are thinking of buying a pet why not dogs?

III) Write a good concluding sentence for the following paragraphs:

A good nurse has a lot of responsibilities .Firstly ,she has to take care of the patients. Her responsibilities include changing clothes, bathing them, giving medicine at a definite time.Moreover,she has to help whenever a patient calls her.Also, she is in charge of helping the patients' walk and making their beds.She has to answer the telephone and she also carries the message to the patients. Briefly,_____

There are many advantages of a good dictionary .Firstly,it will teach you how to pronounce new words correctly.It will also show you the correct spelling of these words.Another good side of using a dictionary is that it gives the grammatical information about each word-whether it is a noun or an adjective, for example ,or how the past tense of a verb is spelled.But the biggest advantage is that it helps you to understand a word in all its meanings by giving you clear definitions and useful examples._____

There are several steps to follow before setting out on a perfect holiday. First,choose a place of which you have been dreaming .If you are a nature lover, look for a place where you can observe nature; but if you are a history lover ,select a place where there are museums or archeological ruins.Then, be well-prepared in information and equipment. After you choose the place ,read detailed information of it to make the travel to that place safer.Meanwhile ,make sure that you packed everything needed on travelling.Finally,the most important of all is, travel with a close friend. Nobody wants to be alone on a journey ,because it would be boring._____

Part II: Punctuation Marks

Punctuation marks are symbols that are used to aid the clarity and comprehension of written language. Some common punctuation marks are the period, comma, question mark, exclamation point, apostrophe, quotation mark and hyphen.

Punctuation Mark	Symbol	Definition	Examples
apostrophe	'	An apostrophe is used as a substitute for a missing letter or letters in a word (as in the <u>contraction</u> cannot = can't), to show the possessive case (Jane's room), and in the plural of letters, some numbers and abbreviations.	I can't see the cat's tail. Dot your i's and cross your t's. 100's of years.
colon	:	A colon is used before a list or quote. A colon is used to separate hours and minutes. A colon is used to separate elements of a mathematical ratio.	There are many punctuation marks: period, comma, colon, and others. The time is 2:15. The ratio of girls to boys is 3:2.
comma	,	A comma is used to separate phrases or items in a list.	She bought milk, eggs, and bread.
exclamation point	!	An exclamation point is used to show excitement or emphasis.	It is cold!
period	.	A period is used to note the end of a declarative sentence.	I see the house.
question mark	?	A question mark is used at the end of a question.	When are we going?
quotation mark	"	Quotation marks are used at the beginning and end of a phrase to show that it is being written exactly as it was originally said or written.	She said, "Let's eat."

semicolon	;	<p>A semicolon separates two independent clauses in a compound sentence.</p> <p>A semicolon is also used to separate items in a series (where commas are already in use).</p>	<p>Class was canceled today; Mr. Smith was home sick.</p> <p>Relatives at the reunion included my older brother, Bob; my cousin, Art; and my great-aunt, Mattie.</p>
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Exercises

- **Use appropriate punctuation marks in the following sentences.**

1. we had a great time in france the kids really enjoyed it
2. some people work best in the mornings others do better in the evenings
3. what are you doing next weekend
4. mother had to go into hospital she had heart problems
5. did you understand why i was upset
6. it is a fine idea let us hope that it is going to work
7. we will be arriving on monday morning at least i think so
8. a textbook can be a wall between teacher and class
9. the girls father sat in a corner
10. in the words of murphys law anything that can go wrong will go wrong

- **Punctuate the following paragraph:**

philosophers theologians psychologists and economists have long sought to define happiness and since the 1990s a whole branch of psychology positive psychology has been dedicated to pinning it down and propagating it more than simply positive mood happiness is a state of well being that encompasses living a good life for example a life with a sense of meaning and deep satisfaction.

Part III: Sentence Problems

This group of errors is one of the most widespread among student writers. Usually we identify three areas of sentence boundary problems:

- **Fragments:** lack subjects (main nouns) or predicates (main verbs), or may be a dependent clause which has not been joined to an independent clause.
- **Comma splices:** independent clauses joined with a comma
- **Fused sentences:** independent clauses joined with no punctuation

❖ FRAGMENTS

When checking for fragments, apply these three tests:

1. **Look for a verb.** Every sentence must have a main verb.
2. **Look for a subject.** Every sentence must have a main subject.
3. **Look for subordinating conjunctions** (when, while, because, etc.) or relative pronouns (who, which, that). Subordinating conjunctions are used to construct *dependent* adverbial clauses; relative pronouns are used to construct *dependent* adjectival clauses. If you suspect a passage is a fragment, the presence of these words will likely prove it is.

How to fix fragments:

If the fragment is a dependent clause:

- Convert the dependent clause to an independent clause by eliminating subordinating conjunctions or by substituting the antecedent or personal pronoun for the relative pronoun.

Examples:

1. Even though the president attended the meeting.

Revised: ~~Even though~~ The president attended the meeting.

2. While Americans keep recycling the same old clichés.

Revised: ~~While~~ Americans keep recycling the same old clichés.

3. Many students, who might read more often.

Revised: Many students ~~who~~ might read more often.

Revised: ~~Many students~~ They ~~who~~ might read more often.

If the fragment is a noun phrase (has no main verb) or a verbal phrase (verbs and associated words not functioning as a main verb):

Revising verbal phrases

Restore the subject, or join the phrase to a complete independent clause.

Example:

- Crossing out the word *very*.

Revised: Bob Smith ~~erossing~~ crossed out the word *very*.

Revised: Crossing out the word *very*, Bob Smith edited the magazine article rigorously.

Revising separated compound predicates.

Compound predicates are two main verbs (with connected words) linked with a coordinating conjunction like *and* or *but*. When one half of this construction is separated with a period, it becomes a fragment. To correct it, either give the fragment its own subject, or rejoin the two halves.

Example:

- The process of maturation is lifelong. But is most critical during adolescence.

Revised: The process of maturation is lifelong. But this process is most critical during adolescence.

Revised: The process of maturation is lifelong but is most critical during adolescence.

❖ COMMA SPLICES & FUSED SENTENCES

Comma splices are simply joining two independent clauses with commas; fused sentences do the same thing without punctuation.

How to identify comma splices and fused sentences:

1. Look for sentences which explain, expand an idea, or link an example to an idea. Often these are fused.
2. Using pronouns like he, she, they, it, this, or that in the same sentence as the antecedent usually signals a fused sentence or comma splice.
3. Look for conjunctive adverbs (however, furthermore, thus, therefore, etc.) and transitional expressions (for example, on the other hand) often signal fused sentences or comma splices

Strategies for fixing comma splices and fused sentences:

1. Link by combining sentences

Example: Winston Churchill became a leader he served his country well in WWI he was a leader of distinction.

Revised: Winston Churchill became a leader of distinction. He served his country well in WWI.

2. Link by adding a conjunction

Example: Winston Churchill became a leader he served his country well in WWI he was a leader of distinction.

Revised: Winston Churchill served his country well in WWI, and he became a leader of distinction.

3. Link by using a semicolon

Example: Winston Churchill became a leader he served his country well in WWI he was a leader of distinction.

Revised: Winston Churchill served his country well in WWI; he became a leader of distinction.

4. Link by using a subordinating conjunction (where, while, when, because)

Example: Winston Churchill became a leader he served his country well in WWI he was a leader of distinction.

Revised: After serving his country well in WWI, Winston Churchill became a leader of distinction.

Exercises

I) Identify which of the following numbered passages are fragments and fix them if they are.

1. Children receive conflicting messages from a variety of sources.
2. Which cannot be silenced: teachers, books, friends, and television programs. We have, from time to time, experimented in this country with limited access to potentially damaging or offensive materials
3. such as books and movies.
4. But these experiments have not withstood legal challenges.
5. The courts have decided that Americans have the right to choose what they see or hear and that writers and others have the right to create what they wish.
6. Although, certain extreme circumstances, like child pornography, are so offensive and damaging to the children being filmed that as a society we have said that such products are repugnant.
7. Which is the argument that Charren is making about advertisements directed at children.
8. But as a society having agreed to limit speech only in the most extreme cases.
9. There is nothing in the making of advertisements that is as purposefully vulgar or harmful as there is in child pornography.
10. If anything, advertising more closely resembling the language of our everyday speech.

II) Identify fragments in the following passage. Combine them to make complete sentences.

While only eight microbreweries existed in the United States a decade ago. Today seventy microbreweries are brewing more than 65,000 barrels of specialty beers a year. Microbreweries are winning awards for the tastiness of their products. Which has caused the large producers to alter their production and advertising techniques. Because microbrewery beer is often free of additives. It must be sold locally. Local production, distribution, and advertising has become a key to microbrewery success. Which depends on creating the perception among buyers of a freshness and healthfulness not available in mass-market beers. Even though image is important. Quality of the product is what has convinced an increasing number of American beer drinkers to buy from local, smaller breweries.

III) Use a slash to indicate where the following passages are fused:

1. Advertisements for aspirin and other pain relievers are incredibly dull they are so like one another so unmemorable that we remember them only because of their sheer frequency.
2. Unlike most other advertising pain reliever commercials are very modest in their claims in other words they promise only partial relief from minor aches and only relatively quickly.
3. One would expect that such commercials would press harder to represent both the intensity of the pain as well as the joy of relief however these advertisements never suggest that the sufferer was ever in acute pain or that the sufferer's relief is now total.
4. Oddly enough, ads for pain relievers claim very little, they are undramatic, uninteresting.
5. The advertisements that physicians and surgeons see in their professional journals do attempt to represent acute pain, the difference may be attributable to the fact that the audience in this case (doctors) is not experiencing pain itself, but rather is treating pain.



Section Two

Grammar and Reading

Comprehension

Chapter 1

Objectives:

By the end of this lesson, students should be able to:

- Recognize the different forms of the past continuous tense in affirmative and negative statements and in questions.
- Use the past continuous tense correctly to convey meaning.
- Spot the main idea of each paragraph of the reading text.
- Read for details to answer the questions following the reading comprehension passage.

GRAMMAR

Past Continuous Tense

Form:

Affirmative: had + past participle

Negative: hadn't + past participle

❖ Here's the positive form:

- I was sleeping
- you were working
- he was coming
- she was reading 'War and Peace'
- it was raining
- we were shopping
- they were watching a film

❖ **here's the negative form**

- I was not (wasn't) sleeping
- you were not (weren't) working
- he was not (wasn't) coming
- she was not (wasn't) reading 'War and Peace'
- it was not (wasn't) raining
- we were not (weren't) shopping
- they were not (weren't) watching a film

❖ **To make a 'yes / no' question, put 'was / were' in front of the subject:**

- Was I listening?
- Were you working?
- Was she working?
- Was he living in Paris at the time?
- Was it snowing when you arrived?
- Were we eating?
- Were they studying?

❖ **To make a 'wh' question (of course) put the question word at the beginning:**

- Why was I working?
- Where were you living?
- How was she travelling?
- Where was he going?

- Why was it snowing in the summer?
- What were we eating?
- Why were they studying?

Use:

1. **Past continuous is used to say that an action was in progress at a particular time in the past. The action had already started at this time but had not finished.**
 - I was **having** dinner at 6pm last night.
 - What **were** you **doing** this time yesterday?
2. **Past continuous is used to say that an action was in progress at every moment during a period of time.**
 - You **were working** all morning, weren't you?
 - I was **playing** football all day yesterday.
3. **Past continuous is used with past simple. Past continuous refers to a longer or background action that was in progress; past simple refers to a shorter action that interrupted the longer action, or happened in the middle of it.**
 - He **was walking** to work when he met John.
 - She **was eating** when the phone rang.
 - While I **was working** in the garden, I heard a woman scream.
4. **Past continuous is used to say that an action in the past was temporary.**
 - You **were working** in the Sales Department last month, weren't you?
 - They **were living** in Paris for a year.
5. **Past continuous is used with words such as *always* to talk about things that happened repeatedly.**
 - Grandpa **was** always **telling** us funny stories about his life and cracking jokes.

Additional points

Some verbs are not normally used with past continuous because they are not action verbs, for example: *believe, belong, depend, hate, know, like, love, mean, need, prefer, realise, suppose, want, understand.*

- They **knew** each other very well – **correct**
- They **were knowing** each other very well – **incorrect**

Pronunciation:

See the phonemic chart for IPA symbols used below.

1. *Was* and *were* are usually reduced to their weak forms in affirmative sentences and questions.
 - I **was** planning to do it: /wəz/
 - What **were** they thinking? /wə/

Exercises

❖ Complete the sentences with the verbs in brackets into the correct tense Past Simple or Past Continuous.

- 1.- It _____ (snow) when I _____ (leave) home this morning.
- 2.- It was a sunny afternoon and people _____ (sit) on the grass in the park. Then suddenly it _____ (start) to rain.
- 3.- A: I tried to explain my problem to her.
B: _____ (she/listen)?
- 4.- My brother _____ (talk) on the phone when I arrived, but when he _____ (see) me, he _____ (finish) the call. Perhaps he thought that I _____ (listen) to his conversation.
- 5.- I nearly had an accident today. A car _____ (come) towards me, but I moved quickly out of the way and fortunately nothing _____ (happen).
- 6.- A: Which hotel _____ (you/stay) in when you lost your passport?

B: I don't remember. I _____ (visit) many places during my European tour and I _____ (stay) in many different hotels.

7.- I _____ (move) to Hastings in 1999. I _____ (live) there when I met them.

8.- _____ (many people / wait) for the 9:15 bus last night?

9.- I _____ (dance) with my girlfriend when the disc jockey played our favourite song.

10.- I _____ (study) grammar when I _____ (fall) asleep.

11.- The scientists _____ (work) in their laboratory when they _____ (discover) the new drug.

12.- We _____ (climb) the wall when the gardener _____ (see) us.

13.- Vicky _____ (have) a beautiful dream when the alarm clock _____ (ring)

14.- As he _____ (run) for the bus he _____ (collide) with a street lamp.

15.- When he _____ (carry) a suitcase, he _____ (drop) it on his foot.

16.- _____ (you / do) your homework on the bus while you _____ (come) to school?

17.- The students _____ (read) the article when the last class _____ (finish).

18.- When I _____ (arrive) at the cinema, my friends _____ (wait) for me.

19.- _____ (you / listen) to the teacher when she _____ (explain) this exercise?

20.- Susan _____ (play) the piano while Mary _____ (sing).

READING COMPREHENSION

Ancient Egyptian Civilization

Pre-reading Warm-up Questions:

- State some of what you know about the ancient Egyptian civilization.
- What is the most interesting/surprising thing you know about that civilization?

Read the following text then answer the questions below.

The civilization of Ancient Egypt is known for its obvious achievements in many fields, including art, architecture, engineering, medicine and statecraft. Its great buildings on the banks of the River still amaze whoever see them. The civilization of Ancient Egypt was one of the earliest in world history.

Government

The Ancient Egyptian civilization produced the first government to rule the unified kingdom of Egypt which was covering an entire country. The Pharaoh was the ruler of Ancient Egypt. The Pharaoh was in charge of the army and would go to war when his lands were threatened.

An elaborate organization of officials, scribes and overseers, helped the Pharaoh in governing the land. Pharaoh himself was surrounded in his palace by high officials, ministers and courtiers. For much of Ancient Egypt's history the Pharaoh was served by a powerful chief minister called a Vizier. He represented the Pharaoh in the administration of the land, treasury and legal system.

Religion

The ancient Egyptians worshipped many gods and goddesses. These included Ra, the sun god; Isis, the goddess of nature and magic; Horus, the god of war; and Osiris, the god of the dead. The pantheon of gods and goddesses gradually changed over time, as new gods became more important, and some less so. The rise and fall of gods and goddesses seem to have mirrored the political fortunes of the different temples. For example, when the kings of Thebes were ruling all Egypt, the god Amun became the chief god, and was united with Ra to become Amun-Ra.

Society

As in all societies of the ancient world, farmers made up the majority of the population. However, the land was owned by the Pharaoh, or by one of the temples, which were extremely wealthy, or by a noble family. Farmers were also paying a labor tax and were at times required to work on public projects such as irrigation or construction works.

Craftsmen seem to have had a higher status than farmers. Most of these were working for temples or for the state. Scribes and officials were of high rank in the ancient Egyptian society. This elite group also included priests, physicians and engineers; and from them were drawn the leading priests, ministers and courtiers.

At the very top was the royal family, below which was a powerful class of landowners (nobles). Slavery was known in ancient Egypt, but its extent is unclear. Most slaves seem to have been used as domestic servants in wealthy families. By law, slaves were able to buy and sell, like other people, or work their way to freedom.

Women seem to have had a high status in Egyptian society. Like men, they could own and sell property, make contracts, marry and divorce, receive inheritance, and pursue legal disputes in court. Married couples could own property jointly.

Art

Much of the art which has come down to us is funerary art – art designed for the tomb. The Ancient Egyptians believed that life could continue into the afterlife, and so the dead were accompanied in their graves by everyday and luxury goods – including art objects – to help them enjoy their new life.

Architecture

The Ancient Egyptians built some of the most inspiring structures the world has ever seen, such as the Pyramids of Giza. The construction of pyramids was in fact restricted to the earlier days of Egyptian civilization. Later monumental architecture can be seen most clearly in the temples and giant statues of the Valley of the Kings and Abu Simbel.

The average Egyptian lived in a simple mud, wood or brick house, while the elite had large multi-room houses with richly painted walls, decorated floors, and courtyards built around.

Technology

The Ancient Egyptians developed high levels of mathematical skills to enable them to build their pyramids and temples with remarkably simple tools. Ancient Egyptian funerary practices, which involved embalming the dead, did not lead to detailed knowledge of human anatomy. Nevertheless, Egyptian medicine acquired an excellent reputation in the Ancient World. Ancient Egyptian doctors could stitch up wounds, repair broken bones and amputate infected limbs.

Questions

❖ *Based on what you have read, try to answer the following questions:*

- 1) In which fields can you find the achievements of the ancient Egyptian civilization?
- 2) What was the contribution of the ancient Egyptian civilization to government?
- 3) What were the missions of the pharaoh?
- 4) Who assisted the pharaoh in governing Egypt?
- 5) What are the tasks of the Vizier?
- 6) Write short notes on the religion in the ancient Egyptian civilization.
- 7) Why did some gods of Ancient Egypt fall while others rise?
- 8) Explain the belief of the afterlife in Ancient Egyptian Civilization.
- 9) Describe the status of the farmers in Ancient Egypt.
- 10) Discuss the system of slavery in Ancient Egypt.
- 11) How was the status of Woman in Ancient Egypt?
- 12) What about art and technology in Ancient Egypt?

❖ *Translate the following passage into Arabic:*

As in all societies of the ancient world, farmers made up the majority of the population. However, the land was owned by the Pharaoh, or by one of the temples, which were extremely wealthy, or by a noble family. Farmers were also paying a labor tax and were at times required to work on public projects such as irrigation or construction works.

❖ *Write a paragraph on one of the following topics:*

- The contribution of the Ancient Egyptian Civilization in the field of government.
- Have you ever wished to live in Ancient Egypt? Why? Why not?

Chapter 2

Objectives

By the end of this lesson, you should be able to:

- Identify the form and uses of the present perfect tense.
- Write well-developed sentences/ paragraphs using the present perfect tense.
- Infer the meaning of unfamiliar words from the context of the reading passage.

GRAMMAR

Present Perfect Tense (1)

The present perfect is used to indicate a link between the present and the past. The time of the action is **before now but not specified**, and we are often more interested in the **result** than in the action itself.

Form:

Subject + have OR has + Past Participle + Complement

❖ Affirmative

Subject	to have	past participle
---------	---------	-----------------

She	has	visited.
-----	-----	----------

❖ Negative

Subject	to have + not	past participle
---------	---------------	-----------------

She	has not	visited.
-----	---------	----------

(hasn't)

❖ Interrogative

to have

subject

past participle

Has

she

visited?

❖ Negative interrogative

to have + not

subject

past participle

Hasn't

she

visited?

Affirmative

Negative

Interrogative

I have walked

I haven't walked

Have **I** walked?

You have walked

You haven't walked.

Have **you** walked?

He, she, it has walked

He, she, hasn't walked

Has **he, she, it** walked?

We have walked

We haven't walked

Have **we** walked?

You have walked

You haven't walked

Have **you** walked?

They have walked

They haven't walked

Have **they** walked?

Use:

THE PRESENT PERFECT IS USED TO DESCRIBE

- **An action or situation that started in the past and continues in the present.**

I have lived in Bristol since 1984 (= and I still do.)

- **An action performed during a period that has not yet finished.**

*She **has been** to the cinema twice this week (= and the week isn't over yet.)*

- **A repeated action in an unspecified period between the past and now.**

*We **have visited** Portugal several times.*

- **An action that was completed in the very recent past, expressed by 'just'.**

*I **have just finished** my work.*

- **An action when the time is not important.**

*He **has read** 'War and Peace'. (= the result of his reading is important)*

ACTIONS STARTED IN THE PAST AND CONTINUING IN THE PRESENT

- They ***haven't lived*** here for years.
- She ***has worked*** in the bank for five years.
- We ***have had*** the same car for ten years.
- ***Have you played*** the piano since you were a child?

WHEN THE TIME PERIOD REFERRED TO HAS NOT FINISHED

- ***I have worked*** hard ***this week***.
- It ***has rained*** a lot ***this year***.
- We ***haven't seen*** her ***today***.

ACTIONS REPEATED IN AN UNSPECIFIED PERIOD BETWEEN THE PAST AND NOW.

- They ***have seen*** that film six times
- It ***has happened*** several times already.
- She ***has visited*** them frequently.
- We ***have eaten*** at that restaurant many times.

ACTIONS COMPLETED IN THE VERY RECENT PAST (+JUST)

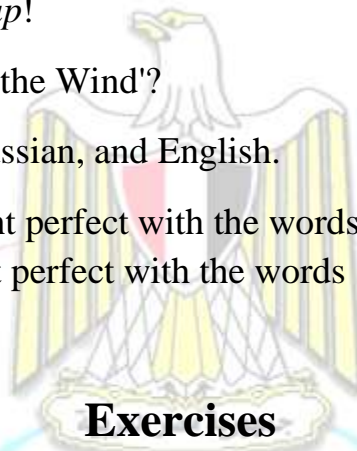
- ***Have you just finished*** work?
- ***I have just eaten***.
- We ***have just seen*** her.

- ***Has he just left?***

WHEN THE PRECISE TIME OF THE ACTION IS NOT IMPORTANT OR NOT KNOWN

- Someone ***has eaten*** my soup!
- ***Have you seen*** 'Gone with the Wind'?
- ***She's studied*** Japanese, Russian, and English.

Read more about using the present perfect with the words "ever", "never", "already", and "yet", and about using the present perfect with the words "for" and "since".



Exercises

Complete these sentences by putting the verbs into the present perfect.

- 1 She (just go out)
- 2 This is the nicest restaurant I (see)
- 3 Three people the company this week. (leave)
- 4 I three letters already. (write)
- 5 We two holidays this year. (have)
- 6 There a revolution in San Serif. (be)
- 7 I that film. (see)
- 8 Someone your front gate! (knock down)
- 9 It's the first time I here. (be)
- 10 Indonesian food? (you ever eat)
- 11 your homework yet? (you do)
- 12 This is the fourth time he my car. (damage)
- 13 You a shave! (have)
- 14 She's got the best voice I (ever hear)
- 15 He here since eight o'clock. (be)

READING COMPREHENSION

China's One Child Policy

Pre-reading Warm-up Questions:

- What do you know about China?
- State some of the countries that have over populations.

Read the following passage, then answer the questions below.

China's present population is approximately 1.2 billion, which is about one fifth of the earth's entire population. In 1949, the population on the mainland was about 541.67 million people. By 1969, the population was 806.71 million. The birth rate then was very high, about 34.11 per thousand. The family planning program had begun already, but due to a lack of understanding about the seriousness of the problem and a lack of a clear policy, there were no major effects. In 1979, a stronger program was made to control the increasing population. That program is what is followed today.

The one-child policy has been introduced to control the population. The 'one child' policy indicates that each couple living in the cities should have only one child, unless one or both of the couple are from an ethnic minority. Couples must receive a birth coupon giving them permission to have a child before pregnancy. An unauthorized birth causes high fines. This child is also not counted as part of the population and is thus not eligible for medical care, school, and employment.

Government officials said the policy has been a great success, preventing at least 250 million births since 1980. The 'one child' policy has generally worked in the cities, slightly lessening some problems such as housing. The China Youth Daily said the 'one child' had also allowed many children in the countryside to get a better education.

On the other hand, critics of the policy say it has led in some cases to the killing of female infants because of the traditional preference for boys. The number of men is thought to outnumber women in China by more than 60 million. Twenty five percent of women of reproductive age have had at least one abortion. Women who proceed with an unapproved pregnancy are known to avoid receiving obstetric services because they fear they will face pressure to have an abortion or fines for violating the one-child policy. In addition, children are needed in the country to work in the fields. Also, parents in the country need children to support them when they are older, unlike parents in the city who receive retirement pensions and do not need their children to support them.

State whether the following sentences are true or false.

- The people of the world are only five times more than china's population.
- The family planning program was successful in China.
- The Chinese couples from ethnic minorities are allowed to have more than one child.
- Chinese women avoid having obstetric services because there is not good medical care.
- Chinese women may be forced to have abortion.

Answer the following questions:

- Why was the increasing population a serious problem in China?
- Why did China start a stronger population program in 1979?
- What is the One Child policy?
- What happens if a Chinese couple have an unauthorized child?
- What are the disadvantages of the one child policy?
- In China, how do parents in the countryside differ from parents in the cities?
- What is your opinion about China's one child policy? Give reasons.

Translate the following passage into Arabic.

On the other hand, critics of the policy say it has led in some cases to the killing of female infants because of the traditional preference for boys. The number of men is thought to outnumber women in China by more than 60 million. Twenty five percent of women of reproductive age have had at least one abortion. Women who proceed with an unapproved pregnancy are known to avoid receiving obstetric services because they fear they will face pressure to have an abortion or fines for violating the one-child policy. In addition, children are needed in the country to work in the fields. Also, parents in the country need children to support them when they are older, unlike parents in the city who receive retirement pensions and do not need their children to support them.

Write a paragraph on one of the following topics:

- How can countries benefit from their overpopulation?
- How many children would you like to have? Why?

Chapter 3

Objectives

By the end of this lesson, students should be able to:

- Spot the key ideas and minor ideas in the tackled texts.
- Differentiate between the present perfect tense and the past simple tense.
- Practice speaking in English using the conversation strategies presented in the text.

GRAMMAR

Exercises on Present Perfect vs. Past Simple

Complete the sentences with the appropriate form of the verbs in brackets.

- 1.- They _____ (write) their exams yesterday.
- 2.- They _____ (start) building their new house 18 months ago.
- 3.- I _____ (meet) the company manager two weeks ago.
- 4.- I _____ (be born) in 1964.
- 5.- That was the best concert I _____ ever _____ (see).
- 6.- I _____ (not eat) anything since breakfast.
- 7.- I _____ (study) English for 10 years.
- 8.- You _____ (change) your address recently.
- 9.- When I was 15 I _____ (go) to Dublin.
- 10.- My students _____ (raise) a lot of money for charity.
- 11.- We _____ (not go) to the cinema last night.
- 12.- My uncle _____ (arrive) in Lisbon last night but he _____ (not call).
- 13.- We _____ (not see) Pedro Almodovar's new film yet.
- 14.- _____ (you go) abroad this year?
- 15.- The shop is probably closed because they _____ (go) for lunch.
- 16.- When I _____ (be) at school I _____ (not like) Maths.
- 17.- What's the matter with your brother? He _____ (lose) his mobile.
- 18.- Mark Spitz _____ (win) seven Olympic gold medals in 1972.

- 19.- Why are you crying? Because I _____ (cut) my finger.
- 20.- When Mary was young she _____ (love) skiing.
- 21.- There _____ (be) a lot of accidents last year,
and there _____ (be) a lot this year, too.
- 22.- My students _____ (not study) hard
last term, but they _____ (study) hard this term.
- 23.- When my niece _____ (be) at school, she
_____ (play) in a handball team.
- 24.- After I _____ (leave) school, I _____ (take) a job on the
library.
- 25.- I'm afraid the last train _____ (leave) an
hour ago.
- 26.- Thank you for your offer but I _____ (decide) not to accept.
- 27.- Yesterday I _____ (lose) my wallet.
- 28.- We _____ (not speak) to your sister for a
long time.
- 29.- When we _____ (reach) the cinema, there
_____ (not be) any tickets left.
- 30.- Take your umbrella with you. It _____ (start) raining.

READING COMPREHENSION

Strategies of Conversation

Pre-reading Warm-up Questions:

- Are you a good listener/speaker? Why/ why not?
- What do you do when you cannot understand someone's point in a conversation?

Conversation strategies are the strategies speakers use to manage conversations; for example, ways to show or check understanding, to start and end conversations, or to involve other speakers in a conversation, etc. Conversations should be like a game of ping pong. You wait for the ball to come over the net, then you hit it back to the person on the other side. Then you do it all over again—and on it goes. In a good conversation, there is both give and take. This is something we have intentionally tried to pass on to our own children. Some strategies for Good Conversation are the following.

Ask Follow-up Questions

The ability to ask the right questions is an extremely important conversation skill. It allows you to establish a meaningful connection with the other person and involve him/her in conversation. The best listeners I know never stop with just one question. Like peeling an onion, they ask follow-up questions, going deeper each time. This is where you learn the most and where you tap into the possibility to add real value to the other person. One question I like to ask is this, "How did it make you feel when that happened?". You should consider the following:

- * Good questions are clear, relevant, and specific.
- * Good questions are open-ended, requiring more than a simple yes or no response.
- * Good questions should encourage personal reflection on past experiences and facilitate the self-discovery of answers.

Listen Actively

The people I value most are those who know how to listen. Active listening, and making sure you understand the other's response, is essential for the success of any conversation. Active listening includes these basic elements:

* **Pay attention:** Give your partner your full attention rather than thinking about what you want to say while he is still talking.

* **Use body language and facial expressions:** Show you are listening by giving nonverbal cues - nod your head in agreement, smile, make good eye contact. Also,

provide clear verbal clues to your partner that you are tuned in (you might, for example, say, "Uh-huh, I see," and so on to let your partner know that you are actively listening.

* **Ask for clarification:** Restating what you heard for clarification ("So, you're saying that ...", "Are you saying...?" "Did you mean...?" "So it sounds like you feel...") reinforces listening and avoids making assumptions. It makes you sure that you really understand what is being said.

* **Acknowledge feelings:** Don't be afraid to acknowledge strong feelings when you hear them ("It sounds like you were really frustrated"). This is another way to show that you are listening, and it helps you better understand what is really going on. Pay attention to hesitancy, pausing or tone of voice - clues that something is not being said - and ask further, if appropriate ("I'm wondering why that bothered you so much ...").

Check Understanding

Check understanding to know how far the other is following and understanding what you say. You can ask, "Are you following?, You know what I mean?, You understand my point?"

Answer the following questions:

- What is meant by conversation strategies?
- Why should you ask your partner questions during conversation? Give examples of some questions.
- Why do you think active listening is important for the success of a conversation?
- How can you be an active listener?
- State two examples of facial expressions; two examples of body language and two examples of verbal responses that you can use in a conversation.

Translate the following passage into Arabic

Conversation strategies are the strategies speakers use to manage conversations; for example, ways to show or check understanding, to start and end conversations, or to involve other speakers in a conversation, etc. Conversations should be like a game of ping pong. You wait for the ball to come over the net, then you hit it back to the person on the other side. Then you do it all over again—and on it goes. In a good conversation, there is both give and take. This is something we have intentionally tried to pass on to our own children. Some strategies for Good Conversation are the following.

Write a paragraph on one of the following topics:

- Some strategies I use while speaking with others.
- A misunderstanding that once happened in a conversation I had.



Chapter 4

Objectives:

By the end of this lesson, students should be able to:

- Identify the form and uses of the present perfect continuous tense.
- Activate their prior knowledge and reflect their personal experiences on the read text.
- Practice translating from English to Arabic.

GRAMMAR

Present Perfect Continuous Tense

➤ Present Perfect Continuous Forms:

The present perfect continuous is formed using *has/have* + *been* + **present participle**. Questions are indicated by inverting the subject and *has/have*. Negatives are made with *not*.

- Statement: You **have been waiting** here for two hours.
- Question: **Have you been waiting** here for two hours?
- Negative: You **have not been waiting** here for two hours.

EXAMPLE: PRESENT PERFECT CONTINUOUS, TO LIVE

Affirmative	Negative	Interrogative
I have been living	I haven't been living	Have I been living?
You have been living	You haven't been living	Have you been living?

Affirmative	Negative	Interrogative
He, she, it has been living	He hasn't been living	Has she been living?
We have been living	We haven't been living	Have we been living?
You have been living	You haven't been living	Have you been living?
They have been living	They haven't been living	Have they been living?

➤ Present Perfect Continuous Uses

- **USE 1 Duration from the Past Until Now**



We use the present perfect continuous to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the present perfect continuous.

Examples:

- They **have been talking** for the last hour.
- She **has been working** at that company for three years.
- What **have you been doing** for the last 30 minutes?
- James **has been teaching** at the university since June.
- We **have been waiting** here for over two hours!
- Why **has Nancy not been taking** her medicine for the last three days?

- **USE 2 Recently, Lately**



You can also use the present perfect continuous WITHOUT a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

Examples:

- Recently, I **have been feeling** really tired.
- She **has been watching** too much television lately.
- **Have you been exercising** lately?
- Mary **has been feeling** a little depressed.
- Lisa **has not been practicing** her English.
- What **have you been doing**?

IMPORTANT

Remember that the present perfect continuous has the meaning of "lately" or "recently." If you use the present perfect continuous in a question such as "Have you been feeling alright?", it can suggest that the person looks sick or unhealthy. A question such as "Have you been smoking?" can suggest that you smell the smoke on the person. Using this tense in a question suggests you can see, smell, hear or feel the results of the action. It is possible to insult someone by using this tense incorrectly.

REMEMBER Non-Continuous Verbs/ Mixed Verbs

It is important to remember that non-continuous verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for mixed verbs cannot be used in continuous tenses. Instead of using present perfect continuous with these verbs, you must use present perfect.

Examples:

- Sam **has been having** his car for two years. *Not Correct*
- Sam **has had** his car for two years. *Correct*

ADVERB PLACEMENT

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You have **only** been waiting here for one hour.

- Have you **only** been waiting here for one hour?

ACTIVE / PASSIVE

Examples:

- Recently, John **has been doing** the work. *Active*
- Recently, the work **has been being done** by John. *Passive*

NOTE: Present perfect continuous is less commonly used in its passive form.

Exercises

❖ Using the words in parentheses, complete the text below with the appropriate tenses:

Robin: I think the waiter (forget) us. We (wait) here for over half an hour and nobody (take) our order yet.

Michele: I think you're right. He (walk) by us at least twenty times. He probably thinks we (order, already) .

Robin: Look at that couple over there, they (be, only) here for five or ten minutes and they already have their food.

Michele: He must realize we (order, not) yet! We (sit) here for over half an hour staring at him.

Robin: I don't know if he (notice, even) us. He (run) from table to table taking orders and serving food.

Michele: That's true, and he (look, not) in our direction once.

❖ Using the words in parentheses, complete the text below with the appropriate tenses.

1. It is already 9:30 PM and I (wait) here for over an hour. If John does not get here in the next five minutes, I am going to leave.
2. I was really angry at John yesterday. By the time he finally arrived, I (wait) for over an hour. I almost left without him.
3. Did you hear that Ben was fired last month? He (work) for that import company for more than ten years and he (work) in almost every department. Nobody knew the company like he did.
4. I (see) many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small.
5. Sarah (climb) the Matterhorn, (sail) around the world, and (go) on safari in Kenya. She is such an adventurous person.
6. Sarah (climb) the Matterhorn, (sail) around the world and (go) on safari in Kenya by the time she turned twenty-five. She (experience) more by that age than most people do in their entire lives.
7. When Melanie came into the office yesterday, her eyes were red and watery. I think she (cry) .

READING COMPREHENSION

Technology and Foreign Language Learning

Pre-reading Warm-up Questions:

- What technologies do you use in your daily life?
- Do you think that more technologies make people's life better?

Read the following passage then answer the questions below.

Technology has become more central in our everyday lives than ever before. It helps us in every aspect of our lives, from health and fitness to creativity and social communication. Most people live their lives through technology. They are hungry for more. Therefore, we can guide the natural enthusiasm we have for technology by embedding it purposefully into foreign languages learning.

Incorporating new technologies as an integral part of foreign language learning allows learners to foster the four c's: communication, creativity, collaboration and critical thinking. These technologies let learners easily draw on authentic resources that promote understanding and interact with virtual peers in real non-fabricated contexts.

Technology also lends itself very well to personalized and independent learning where students can work at their own pace, complete interactive exercises in class or at home and receive immediate feedback. Gaining points for their efforts and being able to compare their scores with their classmates is motivating for them too and adds an element of engaging to their learning.

But how can students benefit from today's technologies in the four language skill areas to make their learning as successful as possible? Find out below.

Reading

With the rise of iPads, tablets and e-readers like the Kindle, we can get lots of interactive reading experience, which is a wonderful feature for English learners. Functions like click-to-define, vocabulary builders, and downloading whole texts at the touch of a button are all beneficial to learners looking for a fun and effective way to improve their reading and writing. It can help to expand your vocabulary and expose you to different sentence structures.

Writing

One of the most well-known technological advancements for writing is the word processor. Simple tools such as a dictionary and a thesaurus help writers expand their vocabulary, while spelling- and grammar-checkers are helpful to find and correct errors. Also, the internet and online forums are a widely used channel for learners to communicate and learn from one another using the written word. This is also a great alternative for those who don't have the opportunity to converse with a native speaker face to face. Publishing learners' writings on a blog or wiki gives them a real audience for their work, facilitates peer assessment through commenting and encourages them to raise their standards.

Listening

When it comes to improving both comprehension and speaking skills, extensive listening is highly recommended. Listening to and reading text at the same time is a great way to start and Kindle's Whispersync for Voice technology is designed for just this purpose. It includes audio with selected books, so you can listen and follow the text as you read. Podcasts are also becoming more popular with English learners as they can listen to English anytime, anywhere. English language podcasts are a great way to improve your listening skills. Here are some popular podcasts to try: Listen to English by Peter Carter, Elementary Podcasts by the British Council and Luke's English Podcast.

Speaking

Skype and FaceTime are examples of technological advancement that give learners the advantage of communicating in real-time conversations with English speakers. Tools such as video-conferencing also offer teachers the opportunity to link to other classes around the world, also gaining support from other teachers and students.

There are many new applications on the market for speaking with other learners, such as CoffeeStrap and HelloTalk – meaning you can converse with native speakers right from your phone.

These technological advancements can help you advance in your English learning; you just need to take advantage of them and they are right at your fingertips.

Synonym match: Match the following synonyms from the article.

Aspect	Make use of
Enthusiasm	Root, fix in
embed	helpful
Incorporate	dictionary
Foster	Interest, excitement
Draw on	side
beneficial	enhance
thesaurus	Include, integrate

Discuss the meaning of the following expressions:

Hungry for (paragraph one), lends itself (paragraph three), at the touch of a button (paragraph five), at your fingertips (paragraph ten).

Match the words to the definitions.

Authentic resources	e-reader	online forum	blog	wiki	podcast
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- _____ is also called an e-book reader or e-book device. It is any mobile electronic device that is designed to display text on a screen for the purpose of reading digital e-books and periodicals.
- _____ is a website on which users modify content and structure collaboratively.
- _____ is an episodic series of digital audio or video files which a user can download and listen to.
- _____ is also called a message board. It is an online discussion site where people can have conversations in the form of posted messages.
- _____ is a discussion or informational website published on the World Wide Web consisting of discrete, often informal diary-style text entries ("posts").
- _____ are language materials that are designed not for language students, but for the speakers of the language. They provide real-life examples of language used in everyday situations.

Answer the following questions:

- Have you ever tried to improve your English through technology? How?
- How can technology help people learn English without having to attend formal classes?
- How can online publishing enhance language learning?

Translate the following passage into Arabic.

Technology also lends itself very well to personalized and independent learning where students can work at their own pace, complete interactive exercises in class or at home and receive immediate feedback. Gaining points for their efforts and being able to

compare their scores with their classmates is motivating for them too and adds an element of engaging to their learning.

Write a paragraph on a language learning experience that you had.



Chapter 5

Objectives:

By the end of this lesson, students should be able to:

- Identify the form and use of the past perfect tense.
- Read for detail to answer the questions following the reading comprehension passage.
- Write a well-built and punctuated paragraph.

GRAMMAR

Past Perfect Tense

Form:

➤ **Affirmative:** had + past participle

➤ **Negative Sentences in the Past Perfect Simple Tense**

Subject	Helping Verb	Past Participle	Rest of Sentence
I / You / We / They He / She / It	hadn't (had not)	driven	a car before then
	had never	driven	a car before then

1. I **had not eaten** at that restaurant before today.
2. Samantha **hadn't had** time to explain her side of the story.

3. My friends **hadn't ever gone** to France.
4. My friends **had never gone** to the USA either.

➤ **Yes/No Questions in the Past Perfect Simple**

Helping Verb	Subject	PastParticiple	Rest of Sentence
Had	I / you / we / they he / she / it	had	time to rehearse you're the song
Had	he / she / it	eaten	there before

1. **Had** you **cleaned** up the mess by the time they came home?
2. **Had** Adam ever **spoken** to the CEO before he was fired?

➤ **Wh-Questions in the Past Perfect Simple**

Wh- Word	Auxiliary Verb	Subject	Verb in V3 (Past Participle)	Rest of Sentence
What	had	I / you / we / they he / she / it	taught	before leaving education
Why	had		changed	the subject

1. **What had** they **said** that made him so angry?
2. **Why had** he **agreed** to work for that salary?
3. **How much had** he **drunk** before you got to him?

Use:

✓ **Past perfect is used to talk about finished actions that happened before a certain time in the past.**

- I had finished lunch when they arrived.
- You had left by the time they got here.
- He didn't want to come with us because he had already seen the film.

Pronunciation:

See the phonemic chart for IPA symbols used below.

1. If *had* is not completely contracted, it is usually reduced to its weak form in affirmative sentences and questions, sometimes with elision and intrusion.

- We had already arrived:
/wi: həd/ or /wi:jəd/ (the /h/ sound is elided and the /j/ sound intrudes)
- You had tried many times:
/ju: həd/ or /u:wəd/ (the /h/ sound is elided and the /w/ sound intrudes)
- Had they eaten? /həd/

2. *Been* is usually reduced to its weak form in past perfect continuous.

- We'd been driving for a long time: /bɪn/

READING COMPREHENSION

Life Balance

Pre-reading Warm-up Questions:

- How often do you have free time?
- What do you do at your free time?

Work-life balance refers to the balance between a person's work and his personal life. Work-life balance refers to the idea that you need time for both work and other aspects of life. Other aspects of life can be personal interests, family and social or leisure activities. Many people work longer hours and use fewer vacation days, in part because of globalization, outsourcing, and a loss of job security. As a result, employees have less time for personal interests, personal development, and family. Reduced productivity, depression, high levels of stress, and burnout result from such an imbalance.

Although the employee makes the choice to work longer hours, companies should educate their workers on the importance of a healthy work-life balance. Employers can promote work-life balance in the office. For example, it is helpful to provide flex time, maternity leave, telecommuting, or even recreation or exercise facilities. If they don't, people will become money-rich, time-poor.

When employees feel a greater sense of control and ownership over their own lives, they tend to feel more motivated and less stressed out at work, which thereby increases company productivity and reduces the number of conflicts among employees and managers.

Answer the following questions:

- Were you surprised by any of the information in the article? Why/not?
- What are the possible reasons for work-life imbalance?
- What are the bad outcomes of work-life imbalance?
- How can employers enhance work-life balance?
- Does work-life balance have positive effects for companies? How?

State whether the following sentences are true or false.

- People work longer hours because they are worried about their jobs. T / F
- Employees might ignore personal interests if there is a poor work-life balance. T / F
- Only the company is responsible for overwork. T/F
- All employees should have flex time and recreation facilities. T/F

Translate the following passage into Arabic.

Work-life balance refers to the balance between a person's work and his personal life. Work-life balance refers to the idea that you need time for both work and other aspects of life. Other aspects of life can be personal interests, family and social or leisure activities. Many people work longer hours and use fewer vacation days, in part because of globalization, outsourcing, and a loss of job security. As a result, employees have less time for personal interests, personal development, and family. Reduced productivity, depression, high levels of stress, and burnout result from such an imbalance.

Write a paragraph on one of the following topics:

- What working environment you will like to have in the future?
- The importance of work-life balance.



Chapter 6

Objectives

By the end of this lesson, students should be able to:

- Differentiate between the past simple tense and the past perfect tense.
- Read for details.
- Distinguish between facts and opinions.

GRAMMAR

Exercises on past perfect vs. past simple

Complete the sentences with the Past Simple or Past Perfect of the verbs in brackets.

- 1.- My aunt flew to Paris last year. She _____ (never / go) on a plane before that.
- 2.- We didn't need to queue because my wife _____ (already / buy) the tickets
- 3.- The thieves had already spent the money when the police _____ (catch) them.
- 4.- Helen _____ (split up) with John before she met Paul.
- 5.- We _____ (know) her address because she _____ (tell) us.
- 6.- The children _____ (not eat) for days so they _____ (be) extremely hungry.
- 7.- Everyone _____ (hug) each other after they _____ (finish) their exams.
- 8.- She didn't want to go to the cinema because she _____ (already / see) the film.
- 9.- I _____ (just / buy) a dress when a thief _____ (steal) my bag.
- 10.- My niece _____ (go) to London three times by the time she _____ (be) sixteen.
- 11.- My students _____ (raise) some money after they _____ (see) a documentary on TV about Africa.

- 12.- It was half past three and we still _____ (not / eat) lunch.
- 13.- Our teacher _____ (give) us extra homework because we _____ (not finish) our essays.
- 14.- My father _____ (lose) his glasses and he couldn't read the newspaper.
- 15.- The car stopped because we _____ (run) out of petrol.
- 16.- He _____ (feel) very ill because he _____ (not sleep) well.
- 17.- By the time I met John, he _____ (leave) college.
- 18.- When I _____ (ask) her to help me, she _____ (agree).
- 19.- I thought I _____ (read) that book before, but I hadn't.
- 20.- I knew I _____ (see) her somewhere before.
- 21.- I was sure I _____ (not lock) the door.
- 22.- When we _____ (get) home my wife realized she _____ (lose) her purse.
- 23.- When we arrived at my parent's house, they _____ (leave)
- 24.- After I _____ (buy) my new computer, I discovered that I _____ (not have) enough money.
- 25.- The Vikings _____ (sail) to North America a thousand years ago.

READING COMPREHENSION

Sleeping Tricks

Pre-reading Warm-up Questions:

- How many hours do you sleep? Do you think this is enough for you?
- Do you have any special tricks which help you fall asleep easily? What are they?

Sleep. It's technically a daily habit that should come naturally to us. Yet somehow, it's hard to get it right. One night you're tossing and turning for hours, hoping that your mind will eventually shut down. The next, you're asleep as soon as your head hits the pillow, sleeping through your alarm and spending all day in a haze. There's nothing worse than trying to plow through a full day at work when all you want to do is crawl under your desk and steal a nap.

Having trouble falling and staying asleep is not only frustrating, but it can also affect your mental and physical health. Poor sleep can have negative effects on many parts of your body and brain, including learning, memory, mood, emotions and various biological functions. Healthy sleep habits can make a big difference in your quality of life. Having healthy sleep habits is often referred to as having good sleep hygiene. It helps you feel good and makes your body and brain function properly.

Try to keep the following sleep practices which may help you fall asleep as fast as possible.

- 1. Lower the Room Temperature:** Your body temperature changes as you fall asleep. If your room is too warm, you might have a hard time falling asleep.
- 2. Get on a Schedule:** Waking up and going to bed at the same times each day can help your internal clock keep a regular schedule. Once your body adjusts to this schedule, it will be easier to fall asleep and wake up around the same time every day.
- 3. Experience Both Daylight and Darkness:** During the day, exposing your body to bright light tells it to stay alert. At night, darkness promotes feelings of sleepiness. Darkness boosts the production of melatonin, an essential hormone for sleep .

4. Watch What and When You Eat: The food you eat before bed may affect your sleep. For example, even though a high-carb diet can get you to fall asleep faster, it will not be restful sleep. Instead, high-fat meals could promote a deeper and more restful sleep.

5. Listen to Relaxing Music: Music can significantly improve quality of sleep. It can even be used to improve chronic sleep disorders like insomnia.

6. Exercise During The Day: Physical activity is often considered beneficial to healthy sleep. Exercise can boost the production of serotonin in the brain and decrease levels of cortisol, the stress hormone.

7. Get Comfortable: Having a comfortable mattress and bedding can have a remarkable effect on the depth and quality of sleep.

8. Turn Off All Electronics: It is recommended that you disconnect all electronics, computers and mobile phones so you can ensure a quiet place, free of distractions.

9. Try Aromatherapy: Aromatherapy involves the use of essential oils. It may help with relaxation.

10. Limit Caffeine and Drink a Soothing Beverage: Although the effects of caffeine vary from person to person, it is recommended that you refrain from consuming caffeine at least six hours before bedtime.

Answer the following questions:

- Do you have troubles sleeping? How long does it take you to sleep?
- What is meant by “sleep hygiene”? Why is it important?
- Mention some good sleep habits.
- Why should you go to bed at the same time every day?
- What is the advantage of night sleep?
- How can exercise contribute to the quality of your sleep?

Translate the following passage into Arabic.

Having trouble falling and staying asleep is not only frustrating, but it can also affect your mental and physical health. Poor sleep can have negative effects on many parts of your body and brain, including learning, memory, mood, emotions and various biological functions. Healthy sleep habits can make a big difference in your quality of life. Having healthy sleep habits is often referred to as having good sleep hygiene. It helps you feel good and makes your body and brain function properly.

Write a paragraph on one of the following topics:

- The importance of sleep.
- How to develop good sleep habits.

Chapter 7

Objectives

By the end of this lesson, you should be able to:

- Revise some grammatical points tackled before.
- Read for specific information.
- Read for getting the main and sub ideas.

GRAMMAR

General Exercises

❖ *Simple Present / Present Continuous*

1. Every Monday, Sally (drive) her kids to football practice.
2. Usually, I (work) as a secretary at ABT, but this summer I (study) French at a language school in Paris. That is why I am in Paris.
3. Shhhhh! Be quiet! John (sleep) 4. Don't forget to take your umbrella. It (rain)
5. I hate living in Seattle because it (rain, always) 6. I'm sorry I can't hear what you (say) because everybody (talk) so loudly.
7. Justin (write, currently) a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.
8. Do you want to come over for dinner tonight. Oh, I'm sorry, I can't. I (go) to a movie tonight with some friends.
9. The business cards (be, normally) printed by a company in New York. Their prices (be) inexpensive, yet the quality of their work is quite good.
10. This delicious chocolate (be) made by a small chocolatier in Zurich, Switzerland.

❖ *Simple Past / Past Continuous*

1. A: What (you, do) when the accident occurred?

B: I (try) to change a light bulb that had burnt out.

2. After I (find) the wallet full of money, I (go, immediately) to the police and (turn)..... it in.

3. The doctor (say) that Tom (be) too sick to go to work and that he (need)..... to stay at home for a couple of days.

4. Sebastian (arrive) at Susan's house a little before 9:00 pm, but she (be, not)..... there. She (study, at the library) for her final examination in French.

5. Sandy is in the living room watching television. At this time yesterday, she (watch, also) television. That's all she ever does!

6. A: I (call) you last night after dinner, but you (be, not) there. Where were you?

B: I (work) out at the fitness center.

7. When I (walk) into the busy office, the secretary (talk) on the phone with a customer, several clerks (work, busily) at their desks, and two managers (discuss, quietly)..... methods to improve customer service.

8. I (watch) a mystery movie on T.V. when the electricity went out. Now I am never going to find out how the movie ends.

9. Sharon (be) in the room when John (tell)..... me what had happened, but she didn't hear anything because she (listen, not)

10. It's strange that you (call) because I (think, just) about you.

11. The Titanic (cross) the Atlantic when it (strike) an iceberg.

12. When I entered the bazaar, a couple of merchants (bargain, busily) and (try) to sell their goods to naive tourists who (hunt) for souvenirs. Some young boys (lead)..... their donkeys through the narrow streets on their way home. A couple of men (argue)..... over the price of a leather belt. I (walk) over to a man who (sell) fruit and (buy) a banana.

13. The firemen (rescue) the old woman who (be) trapped on the third floor of the burning building.

14. She was so annoying! She (leave, always) her dirty dishes in the sink. I think she (expect, actually) me to do them for her.

15. Samantha (live) in Berlin for more than two years. In fact, she (live) there when the Berlin wall came down.



READING COMPREHENSION

Overcoming Stress

Pre-reading Warm-up Questions:

- What causes you stress?
- How can you overcome stress?

Read the following text written by a newspaper columnist which talks about the causes of stress and some possible solutions, then answer the questions below.

I recently went to the doctor with an inexplicable stomach pain that had persisted for several days. After a brief examination, he provided his diagnosis: "It's probably stress". I have to admit that I was disappointed with the verdict, as I was hoping that he would find a more concrete cause that could be easily resolved with prescription drugs. Instead, I was going to have to take a look at my life-style and try to make some changes.

I began by reading some on-line articles about the causes of stress. According to my research, the main sources of stress in adults are money problems, job worries, relationships, and family problems. I do have a demanding new boss, and I have recently had a slight disagreement with a sibling, but I hadn't really considered myself to be stressed about either issue. When I think about it, I don't really know anybody who doesn't suffer from at least one of the four major causes of stress. Does that mean we are all stressed to a certain degree?

My reading seemed to confirm that this is indeed the case. We all have problems that can make us feel stressed, but the difference is in how we manage that stress. Apparently, some of us are better at taking charge of our thoughts, feelings, schedule, and the way we deal with problems than others. Some people are able to remain calm and in control, despite the demands and pressures of everyday life. So how could I become one of those people?

I went to talk to a life-style counsellor, who presented me with several suggestions. Firstly, I could try to take control of my environment by eliminating unnecessary stresses. Clearly, I wouldn't be able to eradicate my boss or my brother. However, I could avoid travelling in a cramped train carriage every morning by getting up 10 minutes earlier and catching a bus to work. I tried it for a few days, and surprisingly enough I already felt a little more in control.

Secondly, I should try to adopt a healthier life-style. We all know that a healthy diet and regular exercise make us thinner and fitter, but I wasn't aware that they could also help to eliminate stress. I decided to start with some small changes, such as cutting out sweets and desserts, and taking the stairs instead of the lift. Again, I immediately felt that these small changes were making a positive difference.

Perhaps the most important advice of all was to learn to accept the things that I couldn't change. I started to think of my challenges as opportunities for personal growth. Neither my boss nor my brother was going to back down, so I had to learn to compromise. I would start to expect less of people and accept that no one is perfect, least of all myself.

A couple of days ago, I met with my best friend Sandra and told her of the changes I had made to try to conquer my stress. She thought about it for a while before responding: "So, it now takes you longer to get to work, you don't allow yourself any treats, your boss and your brother are still problematic; yet you feel less stressed?". To be honest, as I hadn't really known that I was stressed in the first place, it was hard to compare my stress levels with what they had been before. But one thing was for sure; talking and laughing about it with Sandra made me feel far better than any of my other actions. Maybe it's OK to be stressed as long as there is a friend to share it with.

Questions

A) Reading Comprehension Questions

Complete sentences 1-5 with a word, phrase or number from the text (maximum 3 words). Write the word, phrase, or number in the space provided.

1. The writer felt _____ the doctor's diagnosis as he had wanted to be prescribed some medication.
2. Although everybody suffers from stress, some people are better at keeping _____ in difficult situations.
3. The writer decided to start avoiding a daily stressful situation by _____ to work.
4. The life-style counsellor recommended that the writer began to _____ that were beyond his control.
5. Sandra found it hard to believe that the steps the writer had taken would make him _____.

B) Discuss the following questions in pairs.

- a) Do you agree with the advice given by the life-style counsellor? Why/ why not?
- b) On a scale of 1 to 10, how stressed do you think you are? What are the causes of your stress and what do you do to manage it?
- c) What life-style changes could you make to try to reduce your stress levels?

Translate the following passage from the above text into Arabic.

I recently went to the doctor with an inexplicable stomach pain that had persisted for several days. After a brief examination, he provided his diagnosis: "It's probably stress". I have to admit that I was disappointed with the verdict, as I was hoping that he would find a more concrete cause that could be easily resolved with prescription drugs. Instead, I was going to have to take a look at my life-style and try to make some changes.

Writing

Write a paragraph on what makes you stress and how can you overcome that.

Chapter 8

Objectives:

By the end of this lesson, you should be able to:

- Answer exercises on some previously tackled grammar points.
- Identify the main and sub ideas of the text.
- Reflect the ideas of the reading text on your life and personal experiences.

GRAMMAR

General Exercises

❖ *Simple Past / Present Perfect*

1.A: Did you like the movie "Star Wars"?

B: I don't know. I (see, never) that movie.

2. Sam (arrive) in San Diego a week ago.

3. My best friend and I (know) each other for over fifteen years. We still get together once a week.

4. Stinson is a fantastic writer. He (write) ten very creative short stories in the last year. One day, he'll be as famous as Hemingway.

5. I (have, not) this much fun since I (be) a kid.

6. Things (change) a great deal at Coltech, Inc. When we first (start) working here three years ago, the company (have, only) six employees. Since then, we (expand) to include more than 2000 full-time workers.

7. I (tell) him to stay on the path while he was hiking, but he (wander) off into the forest and (be) bitten by a snake.

-
8. Listen Donna, I don't care if you (miss) the bus this morning. You (be) late to work too many times. You are fired!
9. Sam is from Colorado, which is hundreds of miles from the coast, so he (see, never) the ocean. He should come with us to Miami.
10. How sad! George (dream) of going to California before died, but he didn't make it. He (see, never) the ocean.
11. In the last hundred years, traveling (become) much easier and very comfortable. In the 19th century, it (take) two or three months to cross North America by covered wagon. The trip (be) very rough and often dangerous. Things (change) a great deal in the last hundred and fifty years. Now you can fly from New York to Los Angeles in a matter of hours.
12. Jonny, I can't believe how much you (change) since the last time I (see) you. You (grow) at least a foot!
13. This tree (be) planted by the settlers who (found) our city over four hundred years ago.
14. This mountain (be, never) climbed by anyone. Several mountaineers (try) to reach the top, but nobody (succeed, ever) The climb is extremely difficult and many people (die) trying to reach the summit.
15. I (visit, never) Africa, but I (travel) to South America several times. The last time I (go) to South America, I (visit) Brazil and Peru. I (spend) two weeks in the Amazon, (hike) for a week near Machu Picchu, and (fly) over the Nazca Lines.

Simple Past / Present Perfect / Past Perfect

1. When I (arrive) home last night, I discovered that Jane (prepare) a beautiful candle-lit dinner.

-
2. Since I began acting, I (perform) in two plays, a television commercial and a TV drama. However, I (speak, never even) publicly before I came to Hollywood in 1985.
3. By the time I got to the office, the meeting (begin, already) without me. My boss (be) furious with me and I (be) fired.
4. When I (turn) the radio on yesterday, I (hear) a song that was popular when I was in high school. I (hear, not) the song in years, and it (bring) back some great memories.
5. Last week, I (run) into an ex-girlfriend of mine. We (see, not) each other in years, and both of us (change) a great deal. I (enjoy) talking to her so much that I (ask) her out on a date. We are getting together tonight for dinner.
6. When Jack (enter) the room, I (recognize, not) him because he (lose) so much weight and (grow) a beard. He looked totally different!
7. The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture (disappear, virtually) by the time Europeans first (arrive) in the New World.
8. I (visit) so many beautiful places since I (come) to Utah. Before moving here, I (hear, never) of Bryce Canyon, Zion, Arches or Canyonlands.



READING COMPREHENSION

Benefitting from Your Mistakes

Pre-reading Warm-up Questions:

- What is the latest mistake that you made?
- How do you generally try to avoid mistakes?

Do you like making mistakes?

I certainly don't.

Making mistakes is inevitable. Wouldn't it be wonderful if we could be at ease with them? Perhaps there is a way to think of them differently and see their benefits. We often handle mistakes and failure in an unpleasant way. It can be a challenge to overcome the fear of making mistakes. The secret to handling mistakes is to:

- Expect them as part of the process of growth and development
- Have an experimental mentality
- Think in evolutionary rather than fixed way.

When we accept change as the natural structure of the world, we are able to work with the ebb and flow of life. When we recognize the inevitability of mistakes as part of the ongoing experiment which life is, then we can relax more. In doing so we may make fewer mistakes. It also helps to keep in mind that trial and error is a natural way of living. It is how we have evolved over time. It is better to be with our natural evolution than to fight it and make life harder.

When we adopt an evolutionary mentality and see ourselves as part of the ongoing human experiment, we can appreciate that all that has been built up over time which includes the many mistakes our ancestors have made over thousands of years. Each one of us today is a part of that human tradition of learning and experimenting,

Mistakes are part of the trial and error, experimental nature of life. The more you adopt the experimental, evolutionary frame, the easier it becomes to handle mistakes. Handling mistakes well can help you relax and enjoy all aspects of life more.

Here is a list of ways to think of the mistakes you make for your benefit.

1. Point us to something we did not know
2. Deepen our knowledge
3. Tell us something about our skill levels
4. Help us see what matters and what does not
5. Inform us more about our values
6. Teach us more about others
7. Let us recognize changing circumstances
8. Show us when someone else has changed
9. Keep us connected to what works and what doesn't work
10. Remind us of our humanity
11. Spur us to want to better work which helps us all
12. Teach us to value forgiveness
13. Help us to pace ourselves better
14. Invite us to better choices
15. Can teach us how to experiment
16. Can reveal an new insight
17. Can suggest new options we had not considered
18. Can serve as a warning
19. Prompt us to learn more about ourselves
20. Make us more humble
21. Show us where to create more balance in our lives
22. Tell us when the time to move on has occurred
23. Expose our true feelings
24. Point us in a more creative direction
25. Slow us down when we need to
26. Can hasten change

Synonym match: Match the following synonyms from the article.

inevitable	Examination, experiment
Handle	Step, walk
Evolutionary	Cannot be avoided
Ebb and flow	modest
Ongoing	changing
Trial and error	Speed something
pace	Ups and downs
Humble	continuous
hasten	Deal with

Answer the following questions:

- How can you think of mistakes as a natural part of human development?
- How can you handle mistakes in an easier way?
- What are some benefits of making mistakes?

Translate the following passage into Arabic.

When we accept change as the natural structure of the world, we are able to work with the ebb and flow of life. When we recognize the inevitability of mistakes as part of the ongoing experiment which life is, then we can relax more. In doing so we may make fewer mistakes. It also helps to keep in mind that trial and error is a natural way of living. It is how we have evolved over time. It is better to be with our natural evolution than to fight it and make life harder.

Write a paragraph on one of the following topics:

- A big mistake that I made and affected me and my life.
- How people should deal with their mistakes.

The logo of the Ministry of Health & Population of the Arab Republic of Egypt is a large circular emblem. At the top is the national coat of arms of Egypt, featuring a golden eagle with a shield on its chest and a banner below it with the text 'جمهورية مصر العربية' (Arab Republic of Egypt). The central part of the logo is a light blue circle containing a stylized white icon of a family (a man, a woman, and a child). Below this icon, the text 'Ministry of Health & Population' is written in English, and 'وزارة الصحة والسكان' (Ministry of Health and Population) is written in Arabic. The entire emblem is set against a light pink background.

Second Semester

Chapter 9

Objectives:

By the end of this lesson, students should be able to:

- Identify the forms of the first and second types of conditional if.
- Differentiate between the uses of the two conditionals.
- Spot the main and sub ideas of the reading text.

GRAMMAR

Conditional If: First and Second Types

There are three main types of conditional. These are usually described as the first, second and third conditionals.

The first conditional

FORM

if + present simple, future

If you drop it, it'll break.

If you come at ten, we'll be ready.

If you phone me, I'll pick you up later.

or future *if* + present simple

It'll break if you drop it.

We'll be ready if you come at ten.

I'll pick you up later if you phone me.

USE

- The first conditional refers to the future. It is used when there is a possibility that the if-event might happen.

If it rains, we'll go to the cinema. (= It might rain: it might not).

If the sun shines, we'll go to the beach. (= The sun might shine: it might not)

Note: *going to* is sometimes used in the first conditional to describe a future plan:

If it rains, we're going to visit my mother.

Practice

Write these sentences, putting the verbs in brackets into the present simple or the future simple.

1. If the train's late, we (walk).

If the train's late, we'll walk.

2. She (call) you if she (have) time.

She'll call you if she has time.

3. If it costs too much, I (buy) a smaller one.

4. If the doctor can't see me, I (go) somewhere else.

5. If the class (be) full, we (find) another one.

6. What will we do if the taxi (not come)?

7. Will you phone me if there (be) any problems?

8. If you (study) hard, you (succeed).

9. I (go) next week, if I (can) get a train ticket.

10. If I (have) to, I (complain) to the manager.

11. If he (see) me here, he (be) really angry.

12. Mary (be) worried if you don't come to the airport.

13. If it (snow) this winter, we (go) skiing.

14. I (lend) them some money if they (ask) me.

15. If you (visit) Oxford, you (see) some interesting old buildings.

The second conditional

FORM

if + past simple *would/could/might* + infinitive

If I lived by the sea, I would do a lot of swimming.

If they asked me to work for them, I might accept.

or *would/could/might* + infinitive *if* + past simple

I would do a lot of swimming if I lived by the sea.

I might accept if they asked me to work for them.

Notes

The 'past' here is actually the subjunctive, which is the same as the past simple except for **two** forms - **I** and **he/she** + **were**:

If I were you, I'd change my job.

If John were here, he wouldn't be very happy.

• In conventional English, these two forms can be replaced by the past:

If I was you, I'd change my job.

If John was here, he wouldn't be very happy.

• *would* is often shortened to 'd.

USE

• The second conditional refers to the present or future.

The *if-event* is either:

a) hypothetical;

If I worked in that factory, I'd soon change things, (but I don't work in that factory).

If I spoke French, my job would be a lot easier, (but I don't speak French).

b) unlikely:

If she left her husband, she might be happier, (but I don't think she's going to leave her husband).

Practice

Write these sentences, putting the verbs in brackets into the correct tense.

1. If you drove more carefully, you (not have) so many accidents.
If you drove more carefully, you wouldn't have so many accidents.
2. If he (get up) earlier, he'd get to work on time.
If he got up earlier, he'd get to work on time.
3. If we (have) more time, I could tell you more about it.
4. If you (sell) more products, you'd earn more money.
5. I could help you if you (trust) me more.
6. His car would be a lot safer if he (buy) some new tyre.
7. The children would be better swimmers if they (go) swimming more frequently.
8. I wouldn't mind having children if we (live) in the country.
9. If I (be) you, I wouldn't worry about going to university.
10. If I (have) any money, I'd give you some.
11. Your parents (be) a lot happier if you phoned them more often.
12. Where would you like to live if you (not live) in Paris?
13. What would you do if you suddenly (win) half a million pounds?
14. Would you mind if I (not give) you the money I owe you today?
15. If I had to go to hospital, (not go) to this one.

First and second conditional

CONTRAST

Some students get confused by the difference between the first and second conditional.

Look at these two sentences;

- a) *If she works harder, she'll pass her exams.*
- b) *If she worked harder, she'd pass her exams.*

The difference between the two sentences can be found by asking the question, 'Is she going to work harder?' In sentence a) the answer is, 'Maybe - and maybe not'. The answer to sentence b) is, 'Probably not'. The difference is the idea in the speaker's mind of what is going to happen. The if-event in a first conditional sentence is more likely to happen than the if-event in a second conditional.

Check

Circle the correct answer to the questions below.

1. 'If Mary found out what was happening, she'd be very angry.'

Is Mary going to find out what's happening?

(A) Maybe (B) Probably not

2. 'If Mary finds out what's happening, she'll be very angry.'

Is Mary going to find out what's happening?

(A) Maybe (B) Probably not

3. 'If they sacked him, the factory would go on strike.'

Are they going to sack him?

(A) Maybe (B) Probably not

4. 'If they sack him, the factory will go on strike.'

Are they going to sack him?

(A) Maybe (B) Probably not

5. 'What would you do if someone told us to leave?

Is someone going to tell us to leave?

(A) Maybe (B) Probably not

6. 'What will you do if someone tells us to leave?'

Is someone going to tell us to leave?

(A) Maybe (B) Probably not

7. 'If they don't agree with me, I'll go to the director.'

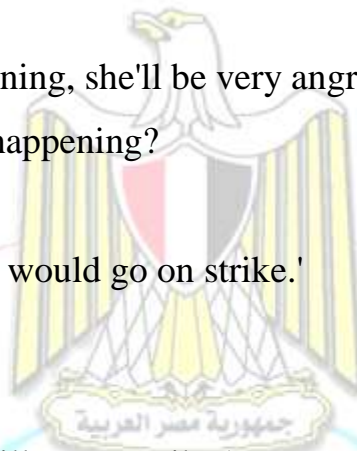
Are they going to agree with me?

(A) Maybe (B) Probably not

8. 'If I don't like your ideas, I'll say so.'

Am I going to like your ideas?

(A) Maybe not (B) Probably



READING COMPREHENSION

Time Management

Pre-reading Warm-up Questions:

- Do you have problems managing your time?
- Can you do more than one thing at the same time?

Have you ever wondered why some people seem to have enough time to do everything that they want to, whereas others are always rushing from task to task, and never seem to finish anything? Is it just that the former has less to do? No, it's much more likely that they are using their time more effectively and practicing good time management skills. Time management is not very difficult as a concept, but it's surprisingly hard to do in practice. It requires the investment of a little time upfront to prioritize and organize yourself.

The Key to Good Time Management:

Understanding the Difference Between Urgent and Important

'**Urgent**' tasks demand your immediate attention, but whether you actually give them that attention may or may not matter. '**Important**' tasks matter, and not doing them may have serious consequences for you or others.

For example:

- **Answering the phone is urgent.** If you don't do it, the caller will ring off, and you won't know why they called. It may, however, be an automated voice telling you that you may be eligible for compensation for having been mis-sold insurance. That's not important.
- **Going to the dentist regularly is important** (or so we're told). If you don't, you may get gum disease, or other problems. But it's not urgent. If you leave it too long, however, it may become urgent, because you may get toothache.
- **Picking your children up from school is both urgent and important.** If you are not there at the right time, they will wait in the playground or the classroom, worrying about where you are.
- **Reading funny emails or checking Facebook is neither urgent nor important.**

This distinction between urgent and important is the key to prioritizing your time and your workload, whether at work or at home. Remember, too, that you and your health are important. Just because you have lots to do doesn't mean that doing some exercise, going for a 10-minute walk or making time to eat properly is not important. You should not ignore your physical or mental health in favor of more 'urgent' activities.

Further Principles of Good Time Management:

Keep Tidy

For some of us, clutter can be both a real distraction and genuinely depressing. Tidying up can improve both self-esteem and motivation. You will also find it easier to stay on top of things if your workspace is tidy. If you have a system where everything is stuck on the fridge or notice board pending action, then take off anything that doesn't need action and/or has been dealt with! That way, you'll be able to see at a glance what needs doing, and you'll be less likely to miss anything.

Pick Your Moment

All of us have times of day that we work better. It's best to schedule the difficult tasks for those times. However, you also need to schedule in things that need doing at particular times, like meetings, or a trip to the post office. Another useful option is to have a list of important but non-urgent small tasks that can be done in that odd ten minutes between meetings: might it be the ideal time to send that email confirming your holiday dates?

Don't Procrastinate, but Do Ask Why You're Tempted

If a task is genuinely urgent and important, get on with it. If, however, you find yourself making excuses about not doing something, ask yourself why. You may be doubtful about whether you should be doing the task at all. Perhaps you're concerned about the ethics, or you don't think it is the best option. If so, you may find that others agree. Talk it over with colleagues or your manager, if at work, and family or friends at home, and see if there is an alternative that might be better.

Don't Try To Multi-task

Generally, people aren't very good at multi-tasking, because it takes our brains time to refocus. It's much better to finish off one job before moving onto another. If you do have to do lots of different tasks, try to group them together, and do similar tasks consecutively.

Stay Calm and Keep Things in Perspective

Perhaps the most important thing to remember is to stay calm. Feeling overwhelmed by too many tasks can be very stressful. Remember that the world will probably not end if

you fail to achieve your last task of the day, or leave it until tomorrow, especially if you have prioritized sensibly. Going home or getting an early night, so that you are fit for tomorrow, may be a much better option than meeting a self-imposed or external deadline that may not even matter that much. Take a moment to pause and get your life and priorities into perspective, and you may find that the view changes quite substantially!

Questions

❖ *Based on what you have read, try to answer the following questions:*

- ❖ Why do some people seem to have enough time to do everything that they want to, whereas others are always rushing from task to task, and never seem to finish anything?
- ❖ What is it that is so difficult about time management?
- ❖ May you give some examples to show the difference between “urgent” and “important” tasks?
- ❖ What is the importance of exercising in any time management program?
- ❖ How can keeping tidy help one effectively manage one’s time/
- ❖ What is meant by “pick your moment” strategy?
- ❖ What is the danger of procrastinating?
- ❖ Are you that type of person that can accomplish many tasks at one time?
- ❖ What is meant by “stay calm” strategy?
- ❖ Can you suggest other strategies for effective time management?

❖ *Translate the following passage into Arabic:*

Have you ever wondered why some people seem to have enough time to do everything that they want to, whereas others are always rushing from task to task, and never seem to finish anything? Is it just that the former has less to do? No, it’s much more likely that they are using their time more effectively and practicing good time management skills. Time management is not very difficult as a concept, but it’s surprisingly hard to do in practice. It requires the investment of a little time upfront to prioritize and organize yourself.

❖ *Write a paragraph on one of the following topics:*

- The importance of time management
- Effective skills for time management

Chapter 10

Objectives:

By the end of this lesson, students should be able to:

- Identify the forms of the third conditional and the zero conditional of if.
- Practice how to use if conditional in different contexts.
- Read for detail.

GRAMMAR

Conditional If: Third Conditional and Zero Conditional

Third Conditional

FORM

if... + past perfect... + would + perfect.

*If you **had taken** a taxi, you **would have got** here in time.*

*If I'd **phoned** to renew the books, I **wouldn't have had** to pay a fine.*

*The man **would have died** if the ambulance hadn't arrived so quickly.*

*We'd **have gone** to the talk if we'd **known** about it.*

(= We **would** have gone if we **had** known.)

USE

Here the past perfect refers to something unreal, an imaginary past action. *If you had taken a taxi* means that you didn't take one. It talks about the past. It is used to describe a situation that didn't happen, and to imagine the result of this situation.

- If she **had studied**, she **would have passed** the exam (but, really we know she didn't study and so she didn't pass)
- If I **hadn't eaten** so much, I **wouldn't have felt** sick (but I did eat a lot, and so I did feel sick).
- If we **had taken** a taxi, we **wouldn't have missed** the plane
- She **wouldn't have been** tired if she **had gone** to bed earlier
- She **would have become** a teacher if she **had gone** to university
- He **would have been** on time for the interview if he **had left** the house at nine

Practice

Complete the Conditional Sentences (Type III) by putting the verbs into the correct form.

1. If you (study) for the test, you (pass) it.
2. If you (ask) me, I (help) you.
3. If we (go) to the cinema, we (see) my friend Jacob.
4. If you (speak) English, she (understand) .
5. If they (listen) to me, we (be) home earlier.
6. I (write) you a postcard if I (have) your address.
7. If I (not / break) my leg, I (take part) in the contest.
8. If it (not/ start) to rain, we (walk) to the museum.
9. We (swim) in the sea if there (not / be) so many sharks there.
10. If she (take) the bus, she (not / arrive) on time.

Zero conditional

There is another conditional which is often called zero conditional.

FORM

if + present simple, present simple.

If you press the button, the machine switches off.

If you go in the best seats, you get a free drink.

or present simple + *if* + present simple.

The machine switches off if you press this button.

You get a free drink if you go in the best seats.

USE

• *If* has the same meaning as *when* here. The zero conditional is used:

a) for instructions:

If you select reverse gear, the car goes backwards.

If the camera is on, a red light appears.

b) for general truths:

If he's got no money, he doesn't go out.

If you boil water, it evaporates.

Practice

Put the verbs into the correct tense.

1. Water (freeze) if the temperature falls below zero.

Water freezes if the temperature falls below zero,

2. If he's angry, his face always (go) bright red.

3. If you put your money in a savings account, you (get) ten per cent interest.

4. If the microphone isn't working, you (can not) hear what he's saying.

5. The radio (not work) if the batteries are flat.

6. If there (be) only a few students, we usually close one of the classes.

7. The machine (not work) if it doesn't have enough oil.

8. If a balloon is filled with hot air, it (rise).

9. If water (boil), it changes into steam.

10. The machine stops automatically if something (go) wrong.

READING COMPREHENSION

Human Needs

Pre-reading Warm-up Questions:

- What are the basic needs of man?
- What do you need mostly in life?



Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on.

Physiological needs - these are biological requirements for human survival, e.g. air, food, drink, shelter, clothing, warmth, sex, sleep.

If these needs are not satisfied the human body cannot function optimally. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.

Safety needs - protection from elements, security, order, law, stability, freedom from fear.

Love and belongingness needs - after physiological and safety needs have been fulfilled, the third level of human needs is social and involves feelings of belongingness. The need for interpersonal relationships motivates behavior

Examples include friendship, intimacy, trust, and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work).

Esteem needs - which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige).

Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self-esteem or dignity.

Self-actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. A desire “to become everything one is capable of becoming”



Educational applications

Maslow's hierarchy of needs theory has made a major contribution to teaching and classroom management in schools. Rather than reducing behavior to a response in the environment, Maslow adopts a holistic approach to education and learning. Maslow looks at the complete physical, emotional, social, and intellectual qualities of an individual and how they impact on learning.

Applications of Maslow's hierarchy theory to the work of the classroom teacher are obvious. Before a student's cognitive needs can be met, they must first fulfill their basic physiological needs. For example, a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential.

Maslow suggests students must be shown that they are valued and respected in the classroom, and the teacher should create a supportive environment. Students with a low self-esteem will not progress academically at an optimum rate until their self-esteem is strengthened.

Questions

❖ Based on what you have just read, try to answer the following questions:

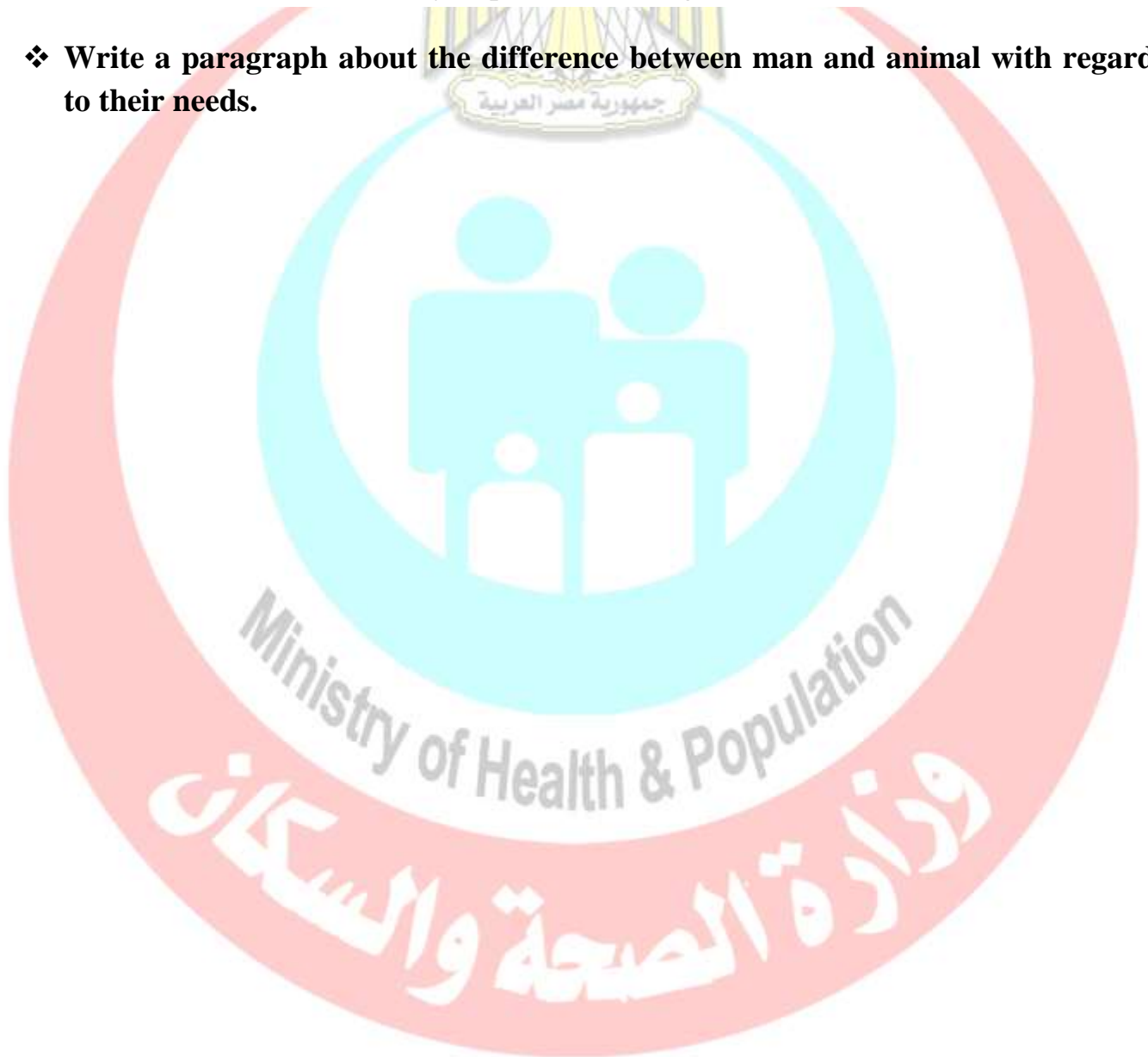
- What do you know about Maslow?
- What is meant by biological needs?
- What is meant by safety needs?
- Why does man need to love and be loved?
- What makes a man seek high self-esteem?
- Do you feel that you are self-actualized? Why? Why not?

- What is meant by the needs of humanity?
- How can we apply Maslow's hierarchy of needs in classroom?

❖ **Translate the following passage into Arabic:**

Maslow's hierarchy of needs theory has made a major contribution to teaching and classroom management in schools. Rather than reducing behavior to a response in the environment, Maslow adopts a holistic approach to education and learning. Maslow looks at the complete physical, emotional, social, and intellectual qualities of an individual and how they impact on learning.

- ❖ **Write a paragraph about the difference between man and animal with regard to their needs.**



Chapter 1

Objectives:

By the end of this lesson, you should be able to:

- Identify the form and meaning of the passive voice.
- Spot the key ideas and minor ideas in the tackled texts.
- Read for details.
- Practice translating from English to Arabic.

GRAMMAR

Passive Voice

FORM

noun/pronoun + to be + past participle

The verb *to be* in the passive sentences is conjugated in the same tense as the verb in the active sentences. Look how the various tenses appear in the passive:

Tense Passive Sentences

Present Simple: The house is destroyed by the soldiers.

Past Simple: The house was destroyed by the soldiers.

Present Perfect: The house has been destroyed by the soldiers.

Past Perfect: The house had been destroyed by the soldiers.

Present Continuous: The house is being destroyed by the soldiers.

Past Continuous: The house was being destroyed by the soldiers.

Future: The house will be destroyed by the soldiers.

Future Perfect: The house will have been destroyed by the soldiers.

Examples:

Active: *Someone washes the car every week.*

Passive: *The car is **washed** every week.*

Active: *They make these televisions in Japan.*

Passive: *These televisions **are made** in Japan.*

Active: *Someone painted the house last week.*

Passive: *The house **was painted** last week.*

Active: *They taught the children to be polite.*

Passive: *The children **were taught** to be polite.*

USE

- The passive is used to describe actions in the following cases:

a) when we don't know who does, or did the action:

My briefcase was stolen last night. (I don't know who stole it).

b) when it is not important to know who does, or did the action:

The cars are taken to Europe every week. (It doesn't matter who takes them).

These televisions are made in Japan. (It doesn't matter who makes them).

Practice

Rewrite the following active sentences as passive sentences. Keep the same tense.

1. A storm destroyed the cottage.
2. Did Columbus discover the New World?
3. They will buy our house.
4. My grandmother has baked the cakes.
5. Phil is cutting the bread.
6. Sergio was selling the newspapers.
7. Has Iris taken the money?
8. She will kiss the baby.

9. Is Max building the fence?
10. Her brother forgot the map.

Complete these sentences in the passive using *is, are, was or were* and a word from the box.

Grown cut taught locked sent
Explained killed given built driven

1. His father ***was killed*** in the war.
2. The grass never in the winter.
3. When these houses ?
4. You can't go into the school. The gates always at 4.30.
5. these potatoes in your garden?
6. I a beautiful gold watch.
7. We take the bus to work during the week so the car only at weekends.
8. The problem to us very clearly.
9. This letter never
10. Children not any languages at primary school now.

Rewrite the following passive sentences in the active voice.

1. Glenda is kissed by Stuart.
2. She was spoiled by her parents.
3. My eyes are tested in the clinic.
4. They were arrested for a crime.
5. Sam is awarded a medal.
6. The treasure was buried on an island.
7. The dog is punished again.
8. Was the old barn burned down?

Rewrite the passive sentences below in the present perfect tense.

1. We were punished by Father.

2. The men are taken prisoner.
3. She is thanked by the happy tourists.
4. I was beaten by a robber.
5. The car was not washed again.
6. Tony is examined by the doctor.
7. They are surrounded by the enemy.
8. Was your sister fired from her job?
9. Was the baby carried to his bedroom?
10. She is congratulated by her boss.



READING COMPREHENSION

Bad Parenting Habits

Pre-reading Warm-up Questions:

- Do you think you are/ will be a good parent?
- In your opinion, what makes a good parent?

Parenting doesn't come with a handbook. It's all on-the-job training. But the same is true for kids trying to grow into adults. No guidelines, just lots of unwritten rules that restrict who our children think they want to be. Ultimately, both parties want the same outcome: the kids' independence. Parents just tend to want to attach a couple of modifiers to that: responsible, successful independence.

Parenting isn't just a job; it's a lifelong commitment. And when you're caught up in the day-in, day-out adventures of raising kids for around two decades, it's easy to fall into habitual behavior. Unfortunately, some of those habits are counterproductive. In the following, we'll look at some common bad habits parents fall into, often without realizing it. Read on to learn their symptoms, as well as tips for breaking them.

1. Complaining

When you complain around your kids, you are letting negativity get into their lives. When you complain about your kids, you are creating that negativity. A negative mind will never give you a positive life. Work on only building your child up. If we are always thinking about negative things, we are going to lead a negative life. Teach your children early about the power of positive thought and finding the good in every situation. This will give them a great head start that will help them for the rest of their lives.

2. Being Unorganized

An unorganized life is asking for chaos. We demand organization from others in all walks of life, yet we don't require it for ourselves. Would you go to a movie theater that didn't have showtimes? When you have a child, organization is a must. Your children crave structure and having that organized structure will allow them to keep clearer heads. When you make a habit of constantly looking for and implementing new ways to make your life more organized, you will have a much happier time in life including better parenting. Keeping your home clean is a great example of one way you can stay organized.

You'll be worry-free when friends & family unexpectedly visit and you won't be overwhelmed when your to-do lists get filled.

3. Procrastinating

The more you don't do today, the more you have to do tomorrow, which leads to you not wanting to do anything, and nothing ever gets done. Many experts that have overcome procrastination say the best way is to do the most distasteful thing first. Just wake up, do it and get it over with. You'll be free of that burden forever and you can continue the pattern until all tasks are complete. When your children see that you are not procrastinating, they will learn the same skills. They will tackle chores and difficult assignments with ease. You'll even notice an improvement in your professional life as well.

4. Breaking Promises

Your kids depend on you for a lot. No matter their age, you need to make sure that you are going to be there for them no matter what. Don't make promises you don't intend on keeping and don't break the ones you set. Otherwise, they won't be able to trust you or feel like they can count on you. Not only that, your word loses its power and you won't even believe the words you say anymore, creating a sort of internal distrust that's not even worth having. Therefore, it is important that you always keep your promises that you make to your children. In addition, let your kids know that it is important to keep promises and explain why. Set a good example for your kids by always keeping your word.

Questions

❖ **Based on what you have read, answer the following questions:**

- 1) Why is it important to set a good model for your children to imitate?
- 2) Why is procrastinating considered a bad parenting habit?
- 3) What is meant by the phrase "Be up to your word"?
- 4) What is the danger of breaking your promises to your children?
- 5) Is it important to be organized in everything and why?
- 6) How can complaining destroy the character of your children?
- 7) How to enforce the strong character of children?
- 8) Mention two other bad parenting habits you know other than the ones mentioned in the passage and discuss them.

Translation

Translate the following passage from the above text into Arabic.

The more you don't do today, the more you have to do tomorrow, which leads to you not wanting to do anything, and nothing ever gets done. Many experts that have overcome procrastination say the best way is to do the most distasteful thing first. Just wake up, do it and get it over with. You'll be free of that burden forever and you can continue the pattern until all tasks are complete. When your children see that you are not procrastinating, they will learn the same skills. They will tackle chores and difficult assignments with ease. You'll even notice an improvement in your professional life as well.

Writing

Write a paragraph on “Good parenting habits”.



Chapter 12

Objectives:

By the end of this lesson, students should be able to:

- Identify the different forms and uses of adjectives.
- Use adjectives correctly when writing paragraphs.
- Spot key ideas and sub ideas in the reading text.
- Infer meanings of unfamiliar words from context while reading.

GRAMMAR

Adjectives

Adjectives

- Adjectives are words like *short, old, cheap, happy, nice, electric*. We use adjectives to describe nouns. An adjective always has the same form. There are no endings for number or gender.

*an **old** man, an **old** woman, **old** people*

- Most adjectives can be used **in front of a noun**:

*They have a **beautiful** house.*

*We saw a very **exciting** film last night.*

or after a **link verb** like *be, look* or *feel*:

*Their house **is** **beautiful**.*

*That film **looks** **interesting**.*

- A lot of adjectives are made from verbs by adding *-ing* or *-ed*:

-ing adjectives

The commonest *-ing* adjectives are:

amusing	frightening
annoying	tiring
boring	shocking
disappointing	surprising
exciting	worrying
interesting	



-ed adjectives

The commonest *-ed* adjectives are:

annoyed	excited
bored	frightened
closed	tired
delighted	worried
disappointed	

Adjectives in *ing* express the effect something has on us.
*The delay was **annoying**.*

Adjectives in *ed* express how we feel.

*The passengers were **annoyed**.*

If you say something is *interesting*, you mean it *interests* you:

*I read a very **interesting** article in the newspaper today.*

If you say something is *terrifying*, you mean it *terrifies* you:

*That Dracula film was absolutely **terrifying**.*

If something *terrifies* you, you can say you are *terrified*.

*I didn't really enjoy the Dracula film. Most of the time I was **terrified**.*

If something *bores* you, you can say you feel *bored*.

*We had nothing to do. We were really **bored**.*

➤ **The + adjective**

We can use *the* + adjective for a social group. We use adjectives such as young, old, blind, deaf, poor, rich, unemployed, illiterate, etc. with the definite article to describe groups of people in terms of age or status. In this case, the adjectives are not followed by nouns and the verb of the sentence is usually in the plural.

*There's no work for **the unemployed**.*

*Who looks after **the old** and **the sick**? (= old people and sick people).*

Comparatives and Superlatives

Comparatives

We use the comparative for comparing two things.

- Adjectives with one syllable (*tall, great, short, etc.*) add *er*:
tall —> *taller*; *great* —> *greater*; *short* —> *shorter*
- Adjectives that end with *e* just add *r*: *wide* --> *wider*
- If the word ends in one vowel + consonant, double the consonant:
thin —> *thinner*; *hot* --> *hotter*; *big* —> *bigger*
- If the word ends in two vowels + consonant, do not double the consonant:
great —> *greater*; *poor* --> *poorer*
- If the word ends in *e*, just add *r*:
large —> *larger*
- Note the irregulars:
good —> *better*; *bad* —> *worse*
- Adjectives with three syllables or more (*comfortable, beautiful expensive, etc.*) add *more*:
comfortable —> *more comfortable*; *beautiful* —> *more beautiful*;
expensive —> *more expensive*
- When making comparisons, use *than*:
Mary is taller than John.
John is shorter than Mary.
The big television is more expensive than the small one.
This chair is more comfortable than that one.

Superlatives

Superlatives are used to compare one thing with several others.

- Adjectives with one syllable add *est*:
great —> *greatest*; *small* --> *smallest*; *old* —> *oldest*
 - Adjectives with two syllables use *most*:
careful --> *most careful*; *patient* --> *most patient*
- But two syllable adjectives ending in *er, y* or *oxv*, add *est*:
clever —> *cleverest*; *happy* --> *happiest*; *pretty* --> *prettiest* (*y* changes to *i*);

narrow --> narrowest

- Adjectives with three syllables or more use **most**:

*expensive —> **most** expensive; dangerous --> **most** dangerous;*

*comfortable —> **most** comfortable*

- **Note:** The irregulars:

bad --> worst

good —> best

little --> least

- Superlatives are used with **the** ... *in*, or **the** ... *of*; sometimes they are used with just **the**

*This is **the** longest river in the world.*

*This is **the** most expensive car of them all.*

*This is **the** most expensive car here.*

Positive	Comparative	Superlative
rich	richer	richest
lovely	lovelier	loveliest
beautiful	more beautiful	most beautiful

Certain adjectives have irregular forms in the comparative and superlative degrees:

Irregular Comparative and Superlative Forms		
good	better	best
bad	worse	worst
little	less	least
much many some	more	most
far	further	furthest

Practice

Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big) than yours.
2. This flower is (beautiful) than that one.
3. This is the (interesting) book I have ever read.
4. Non-smokers usually live (long) than smokers.
5. Which is the (dangerous) animal in the world?
6. A holiday by the sea is (good) than a holiday in the mountains.
7. It is strange but often a coke is (expensive) than a beer.
8. Who is the (rich) woman on earth?
9. The weather this summer is even (bad) than last summer.
10. He was the (clever) thief of all.
11. My sister thinks she's (intelligent) than me, but I don't agree!
12. *Avatar* is probably (bad) film I've seen!
13. What is (wet) month of the year in England?
14. Do you think the *Harry Potter* films are (good) than the books?
15. Who is (powerful) person in your country?
16. I think *Men in Black 1* was (funny) than *Men in Black 3*.
17. Is Angelina Jolie (old) than Sandra Bullock?
18. John is (nice) person that I know.

READING COMPREHENSION

The Sun

Pre-reading Warm-up Questions:

- What do you know about the sun?
- What is the name of the galaxy that our sun belongs to?

The sun is a star. The sun is at the center of the solar system. The sun is the largest object in the solar system. It is more than 99.8% of the mass of the solar system. More than one million earths could fit inside the sun!

From earth, the sun looks like a yellow ball in the sky. A long time ago, people didn't know what the sun was. Many people told stories about the sun. People in many countries told stories about the sun. In some stories, people said the sun was a god. Some people gave names to the sun. The Greeks named it Helios. The Romans named it Sol. The name *Solar System* comes from the Roman name Sol.

The sun is very hot. On the surface, it is about $5,510^{\circ}$ Celsius. That's equal to about $11,000^{\circ}$ Fahrenheit. The inside of the sun is even hotter. The core of the sun is $15,000,000^{\circ}\text{C}$! That's $27,000,000^{\circ}\text{F}$!

The light from the sun is very bright. People must not look directly at the sun. Looking directly at the sun will hurt your eyes.

People need the sun's heat and light to live. Animals need the sun's heat and light to live. Plants need the sun's heat and light to live. Plants make food with sunlight. People and animals eat the plants. Plants also use the sun to make oxygen. People and animals need to breathe oxygen.

Today people do not tell stories about the sun. Today people do not think the sun is a god. But, people know that the sun is necessary for life on earth.

Questions

1. According to the passage, which of the following statements is/are true?

I) The sun is over a million times brighter than the earth.

II) Some people used to think the sun was a god.

III) The sun's surface is cooler than its core.

A) I only

B) II only

C) III only

D) I and II only

E) II and III only

2. The main idea of the second paragraph is to explain

A) what the sun is.

B) what the sun looks like.

C) how people reacted to the sun.

D) who the Greeks and Romans were.

E) who did not know what the sun was.

3. In line 10, *core* most closely means

A) center

B) gas

C) oxygen

D) surface

E) temperature

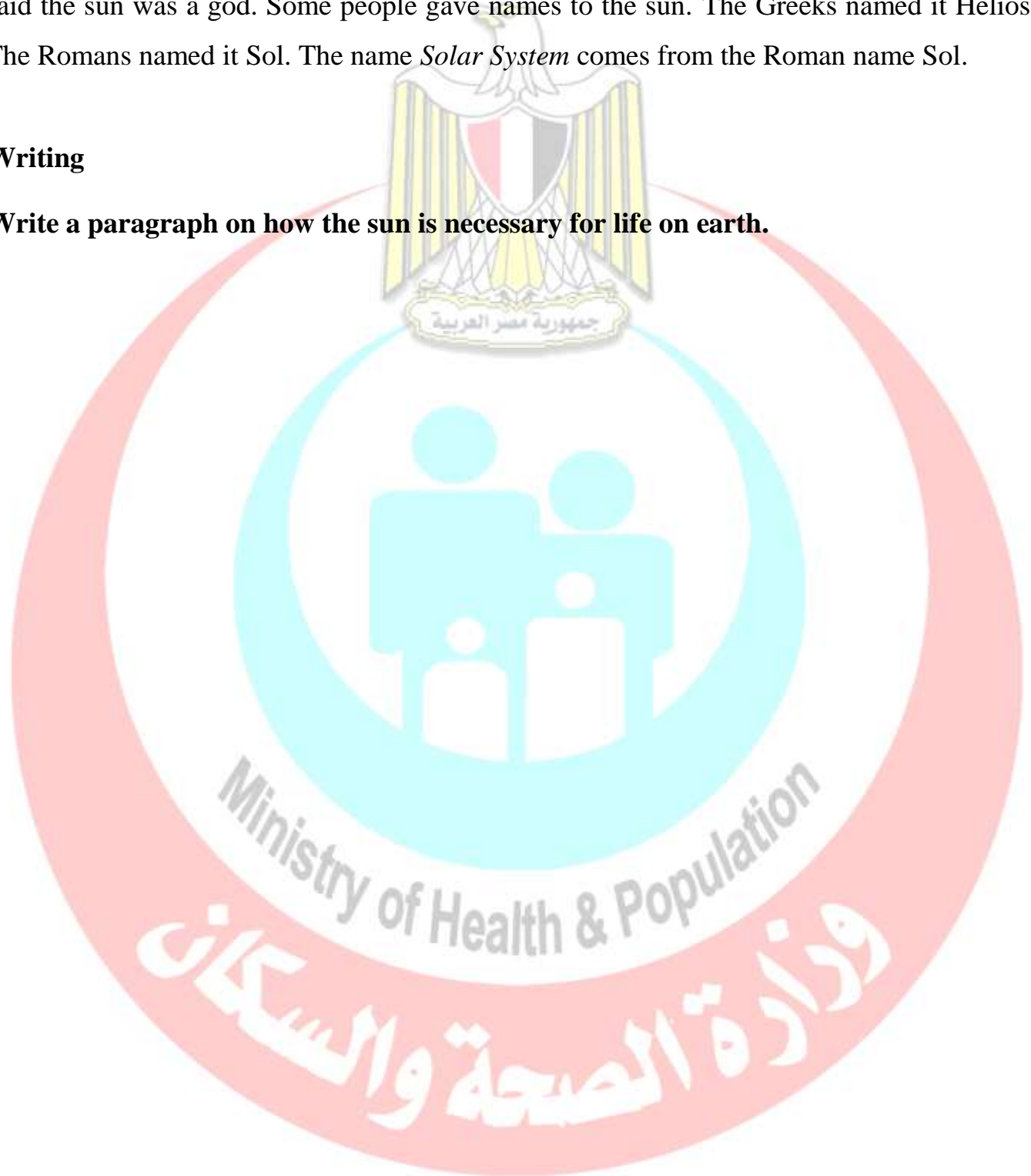
Translate the following passage from the above text into Arabic.

The sun is a star. The sun is at the center of the solar system. The sun is the largest object in the solar system. It is more than 99.8% of the mass of the solar system. More than

one million earths could fit inside the sun! From earth, the sun looks like a yellow ball in the sky. A long time ago, people didn't know what the sun was. Many people told stories about the sun. People in many countries told stories about the sun. In some stories, people said the sun was a god. Some people gave names to the sun. The Greeks named it Helios. The Romans named it Sol. The name *Solar System* comes from the Roman name Sol.

Writing

Write a paragraph on how the sun is necessary for life on earth.



Chapter 13

Objectives:

By the end of this lesson, you should be able to:

- Identify the form and functions of adverbs.
- Use adverbs correctly when writing paragraphs.
- Spot the key ideas and minor ideas in the tackled texts.
- Read for details.

GRAMMAR

Adverbs

➤ What is an Adverb?

An adverb is a word that is used to describe or qualify the meaning of an **adjective**, a **verb**, or another **adverb**.

- She is extremely beautiful. (An adverb describes an adjective).
 - He runs quickly. (An adverb describes a verb).
 - He runs very quickly. (An adverb describes another adverb).
- **Form:** Adverbs are often formed by adding the letters “-ly” to adjectives. This makes it very easy to identify adverbs in sentences. There are many exceptions to this rule; everywhere, nowhere, and upstairs are a few examples.
- **Functions:** Adverbs perform a wide variety of functions, which makes it difficult to treat them as a single, unified category. Adverbs normally carry out these functions by answering questions such as:
- When? She *always* arrives early.
 - How? He drives *carefully*.

- Where? They go *everywhere* together.
 - In what way? She eats *slowly*.
 - To what extent? It is *terribly* hot.
- There are many rules for using adverbs, and these rules often depend upon which type of adverb you are using. Remember these basics, and using adverbs to make sentences more meaningful will be easier for you.
- Adverbs can always be used to modify verbs. Notice that the second of these two sentences is much more interesting simply because it contains an adverb:
 - The dog ran. (You can picture a dog running, but you don't really know much more about the scene.)
 - The dog ran *excitedly*. (You can picture a dog running, wagging its tail, panting happily, and looking glad to see its owner. You can paint a much more interesting picture in your head when you know how or why the dog is running.)
 - An adverb can be used to modify an adjective and intensify the meaning it conveys. For example:
 - He plays tennis well. (He knows how to play tennis and sometimes he wins.)
 - He plays tennis *extremely* well. (He knows how to play tennis so well that he wins often.)

As you read the following adverb examples, you'll notice how these useful words modify other words and phrases by providing information about the place, time, manner, certainty, frequency, or other circumstances of activity denoted by the verbs or verb phrases in the sentences.

Examples of Adverbs

As you read each of the following adverb examples, note that the adverbs have been italicized for easy identification. Consider how replacing the existing adverbs with different ones would change the meaning of each sentence.

1. She was walking *rapidly*.
2. The kids love playing *together* in the sandbox.
3. Please come inside *now*.
4. His jokes are always *very* funny.
5. You don't *really* care, do you?

Practice

Choose the best answer to complete each sentence.

1. The driver stopped the bus _____.
A. Financially
B. Exactly
C. Abruptly
D. Now
2. During autumn, colorful leaves can be seen falling _____ from trees.
A. Everywhere
B. Very
C. Gently
D. Loudly
3. My grandmother always smiled _____.
A. Cheerfully
B. Sadly
C. Never
D. Yesterday
4. After the party, confetti was strewn _____.
A. Blandly
B. Everywhere
C. Later
D. Carefully
5. It's time to go _____.
A. Before
B. Now
C. Yesterday
D. Lightly

Find the adjective in the first sentence and fill the gap with the adverb.

1. Joanne is happy. She smiles .
2. The boy is loud. He shouts .
3. Her English is fluent. She speaks English .
4. Our mum was angry. She spoke to us .
5. My neighbor is a careless driver. He drives .
6. The painter is awful. He paints .
7. Jim is a wonderful piano player. He plays the piano .
8. This girl is very quiet. She often sneaks out of the house .
9. She is a good dancer. She dances really .

10. This exercise is simple. You have to put one word in each space.

READING COMPREHENSION

The Ecosystem

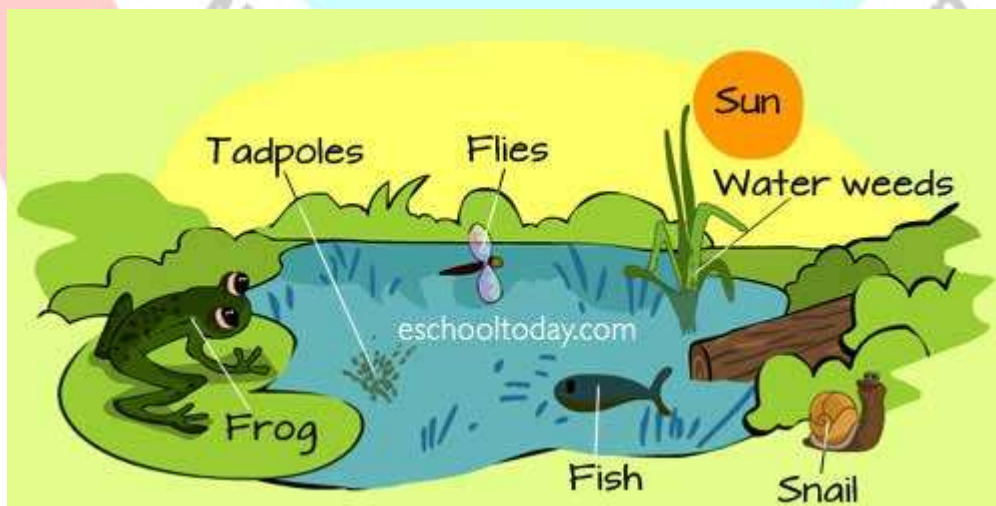
Pre-reading Warm-up Questions:

- Where do you live? Describe the natural scene at your place.
- Do you think there are relationships between animals and plants living at the same place?

An ecosystem is a community which includes all of the living things (plants, animals and organisms) in a given area, interacting with each other, and also with their non-living environments (weather, earth, sun, soil, climate, atmosphere).

In an ecosystem, each organism has its own role to play. Usually, biotic (living) members of an ecosystem, together with their abiotic (non-living) factors depend on each other. This means the absence of one member or one abiotic factor can affect all parties of the ecosystem.

Consider a small puddle at the back of your home. In it, you may find all sorts of living things, from microorganisms to insects and plants. These may depend on non-living things like water, sunlight, turbulence in the puddle, temperature, atmospheric pressure and even nutrients in the water for life.



All these living organisms and their environment live in very complex, wonderful interaction with each other. For instance, in an ecosystem where there are both rabbits and foxes, these two creatures are in a relationship where the fox eats the rabbit in order to

survive. This relationship has a knock on effect with the other creatures and plants that live in the same or similar areas. For instance, the more rabbits that foxes eat, the more the plants may start to thrive because there are fewer rabbits to eat them.

Ecosystems are incredibly diverse! Not only can ecosystems vary in size, but they can also differ in types. Ecosystems can be small, such as the tide pools found near the rocky shores of many oceans, or very large, such as the Amazon Rainforest in South America. Ecosystems can be huge, with many hundreds of different animals and plants all living in a delicate balance, or they could be relatively small. In some harsh places in the world, such as the North and South Poles, the ecosystems are relatively simple because there are only a few types of creatures that can resist the freezing temperatures and harsh living conditions.

Ecosystems also differ in type. They can be marine (ocean, such as shallow water, deep water, warm water, cold water), aquatic (freshwater, such as ponds and rivers), or terrestrial (land-based, such as forests, savannas and deserts). Ocean ecosystems are most common on Earth, as oceans and the living organisms they contain cover 75% of the Earth's surface. Freshwater ecosystems are the rarest, covering only 1.8% of the Earth's surface. Terrestrial, land, ecosystems cover the remainder of Earth.

Anytime a 'stranger' (living thing(s) or external factor such as rise in temperature) is introduced to an ecosystem, it can be disastrous to that ecosystem. This is because the new organism (or factor) can distort the natural balance of the interaction and harm or destroy the ecosystem.

Unfortunately, ecosystems have been disrupted, and even destroyed by natural disasters such as fires, floods, storms and volcanic eruptions. Other disturbances are the result of human activities (such as acid rainfall, deforestation and the introduction of invasive species). Different ecosystems may respond differently to the same disturbance; one may recover rapidly, and another may recover more slowly—or not at all.

Answer the following questions

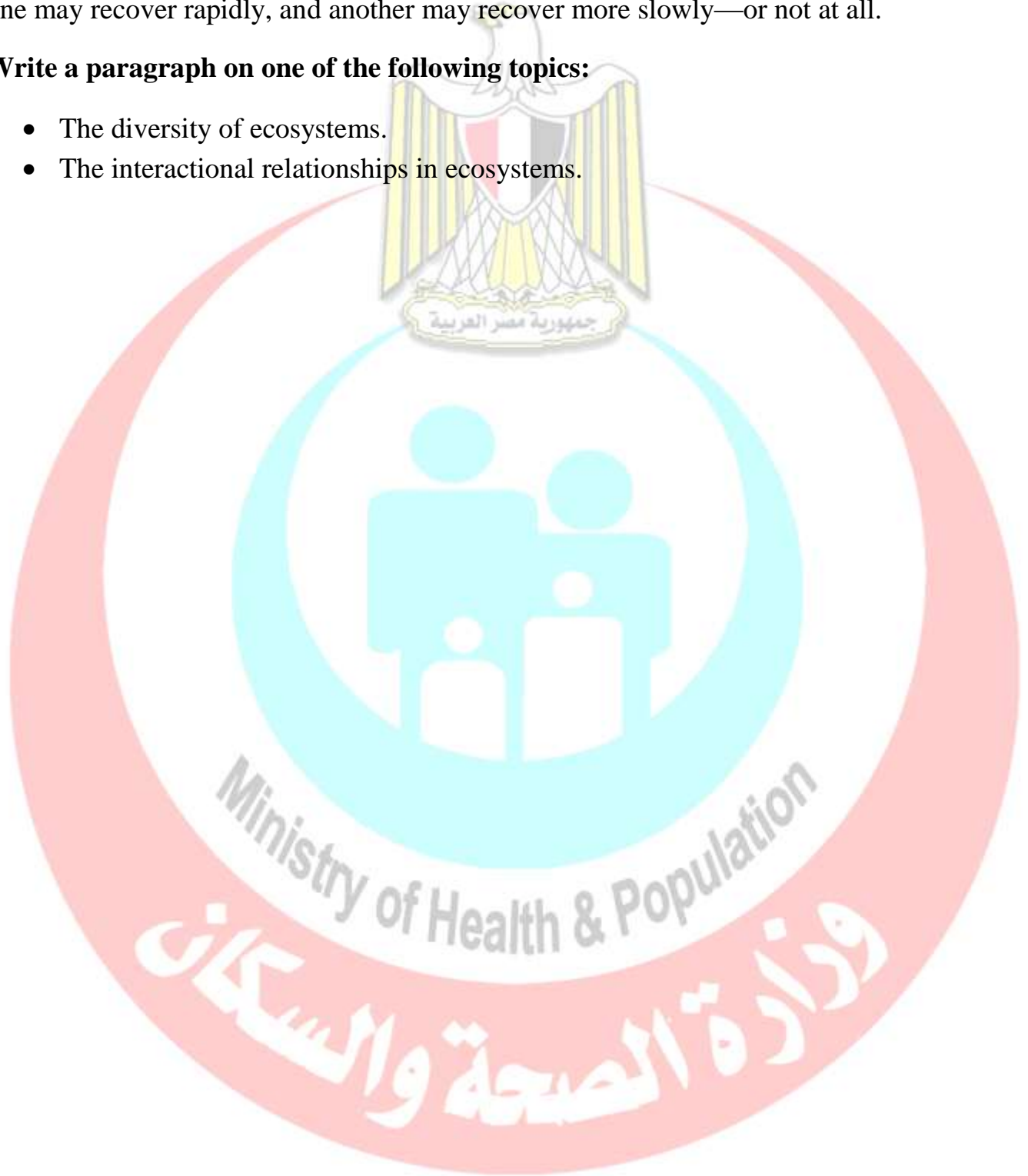
- Provide a sub-title for each paragraph in the passage.
- Consider the information in the passage. What have you already known and what is the new information that you have learnt?
- How do living creatures and non-living factors influence one another in an ecosystem?
- How diverse are ecosystems?
- What can cause imbalances of ecosystems?

Translate the following passage into Arabic.

Unfortunately, ecosystems have been disrupted, and even destroyed by natural disasters such as fires, floods, storms and volcanic eruptions. Other disturbances are the result of human activities (such as acid rainfall, deforestation and the introduction of invasive species). Different ecosystems may respond differently to the same disturbance; one may recover rapidly, and another may recover more slowly—or not at all.

Write a paragraph on one of the following topics:

- The diversity of ecosystems.
- The interactional relationships in ecosystems.



Chapter 14

Objectives:

By the end of this lesson, you should be able to:

- Write various compound and complex sentences correctly.
- Write a well-built paragraph using different types of sentences.
- Read for details.
- Distinguish between facts and opinions.

GRAMMAR

Compound and Complex Sentences

➤ Types of Clauses

A **clause** is a group of related words; which has a subject and a finite verb. A finite verb is a conjugated verb. It is not an infinitive; it is not a gerund. There are two types of clauses: (1) independent clauses (main clauses), and (2) dependent clauses (subordinate clauses). An **independent clause/ main clause**, along with having a subject and verb, expresses a complete thought and can stand alone as a coherent sentence. In contrast, a **subordinate** or **dependent clause** does not express a complete thought and therefore is not a sentence. A subordinate clause standing alone is a common error known as a sentence fragment.

Examples of independent (main) clauses:

- *He saw her.*
- *The children hurried home.*
- *I ate a chocolate.*

Examples of dependent (subordinate clauses):

- *When I was young*
- *After she finished her study*
- *While they were playing tennis*

➤ **Types of Sentences:** There are three types of sentences:

- A simple **sentence** consists of only one main/ independent clause.
- A **compound sentence** consists of two or more independent clauses. These independent clauses can be joined by using coordinating conjunctions (*and, but, for, nor, or, so, and yet*) or by using semicolons. The most important thing to remember is that an independent clause *can* stand alone as a complete sentence.

Compound Sentence ---→ She cooked and he cleaned.

Independent clause ---→ She cooked.

Independent clause ---→ He cleaned.

Coordinating conjunction ---→ and

- A **complex sentence** has at least one independent clause plus at least one dependent clause. These clauses can be joined by using subordinating conjunctions (e.g. before, if, because, since, while, who, etc.). The most important thing to remember is that a **subordinate clause** cannot stand by itself. It *depends* on something else in the sentence to express a complete thought, which is why it's also called a **dependent clause**.

Complex Sentence ---→ My mom smiled when I made dinner.

Independent clause ---→ My mom smiled.

Subordinate clause ---→ When I made dinner.

Subordinating conjunction ---→ when

Practice

State whether the following sentences are simple, compound or complex. To do this, follow the steps below:

1. Identify how many clauses in the sentence. You can do this by counting the number of finite verbs (conjugated verbs, not gerunds, not infinitives).
2. Determine the type of each clause (dependent or independent).
3. Determine the type of the sentence: A simple sentence has only one independent clause. A compound sentence has two or more independent clauses. A complex sentence has at least one independent clause and at least one subordinate clause.

State whether the following sentences are simple, compound or complex.

1. We met rather few people who spoke English.
2. I have been on rather too many planes and trains recently.
3. We drove right up to Helsinki in two days.
4. I don't care how expensive it is.
5. Two minutes ago the child was fast asleep, but now he is wide awake.
6. He is not tall enough to be a soldier.
7. I guess she just doesn't respect you.
8. I have got four sisters and each of them is quite different from the others.
9. You can either come with me now or walk home.
10. He will never leave home because he hasn't got the courage to.
11. When all else fails, read the user manual.
12. It was Sam who paid for the drinks.

State which of the following sentences are compound and which are complex.

1. The house was destroyed in the fire, but the whole family was saved.

2. Walking through the wood, he saw a fox that was following him.
3. If I do not get this job, I will start a business.
4. He said that he was so disappointed that he would not try again.
5. The men who rule the world with their pens are mightier than those who rule the world with their swords.
6. The evil that men do lives after them.
7. All that glitters is not gold.
8. Neither the color nor the design of this cloth appeals to me.



READING COMPREHENSION

Once in a Blue Moon

Pre-reading Warm-up Questions:

- State some idioms and funny expressions used in your lay language.
- Mention one interesting English idiom that you know.

Have you ever heard someone use the phrase “once in a blue moon?” People use this expression to describe something that they do not do very often. For example, someone might say that he tries to avoid eating sweets because they are unhealthy, but will eat chocolate “once in a blue moon.” Or someone who does not usually like to go to the beach might say “I visit the shore once in a blue moon.” While many people use this phrase, not everyone knows the meaning behind it.

The first thing to know is that the moon itself is never actually blue. This is just an expression. The phrase “blue moon” actually has to do with the shape of the moon, not the color.

As the moon travels around the earth, it appears to change shape. We associate certain names with certain shapes of the moon. For example, when we can see a small part of the moon, it is called a **crescent moon**. A crescent is a shape that looks like the tip of a fingernail. When we cannot see the moon at all, it is called a new moon. When we can see the entire moon, it is called a full moon. Usually, there is only one full moon every month. Sometimes, however, there will be two full moons in one month. When this happens, the second full moon is called a “blue moon.”

Over the next 20 years, there will only be 15 blue moons. As you can see, a blue moon is a very rare event. This fact has led people to use the expression “once in a blue moon” to describe other very rare events in their lives.

Questions

- 1) Which of the following would be a good example of someone doing something “once in a blue moon”?
- A. Mary likes to go to the mountains every weekend. Mary goes to the mountains once in a blue moon.
 - B. Tom rarely remembers to take out the trash. Tom takes out the trash once in a blue moon.
 - C. Cindy hates to wash the dishes. Nevertheless, she does it every day. Cindy washes the dishes once in a blue moon.
 - D. Ming sometimes forgets to do his homework. Ming forgets to do his homework once in a blue moon.
- 2) When does a blue moon happen in nature?
- A. when there are two full moons in one month
 - B. when the moon has a blue color
 - C. when we cannot see the moon at all
 - D. when we can only see a small part of the moon
- 3) Using the passage as a guide, it can be understood that which of the following sentences does not contain an **expression**?
- A. Thomas has lost his mind.
 - B. An apple a day keeps the doctor away.
 - C. I'll mow the grass after I finish my homework.
 - D. It's never a bad time to start something new.
- 4) As described in paragraph 3, what is another example of something that has a **crescent** shape?
- A. your thumb
 - B. a distant star
 - C. the letter “C”
 - D. the letter "H"

- 5) In the final paragraph, the author states: "Over the next 20 years, there will only be 15 blue moons." This means that over the next 20 years, a blue moon will happen
- A. once a year
 - B. less than once a year
 - C. more than once a year
 - D. not enough information is provided
- 6) As used in the final paragraph, which is the best antonym for **rare**?
- A. common
 - B. strange
 - C. colorful
 - D. infrequent
- 7) In the final paragraph the author writes, "As you can see, a blue moon is a very rare event." The purpose of this statement is to
- A. answer an earlier question
 - B. provide an example
 - C. support an upcoming conclusion
 - D. challenge a previous statement

Translate the following passage from the above text into Arabic.

As the moon travels around the earth, it appears to change shape. We associate certain names with certain shapes of the moon. For example, when we can see a small part of the moon, it is called a crescent moon. A crescent is a shape that looks like the tip of a fingernail. When we cannot see the moon at all, it is called a new moon. When we can see the entire moon, it is called a full moon. Usually, there is only one full moon every month. Sometimes, however, there will be two full moons in one month. When this happens, the second full moon is called a "blue moon."

Writing

Write a short story that begins with the phrase "once in a blue moon".

Chapter 15

Objectives:

By the end of this lesson, you should be able to:

- Revise some previously tackled grammatical points.
- Spot the key ideas and minor ideas in the tackled texts.
- Read for details.
- Practice translating and writing.

GRAMMAR

General Exercises

General Exercises on Conditional If

➤ Complete the Conditional Sentences with the correct form (Type I, II or III).

- If I stronger, I'd help you carry the piano.
- If we'd seen you, we .
- If we him tomorrow, we'll say hello.
- He would have repaired the car himself if he the tools.
- If you drop the vase, it .
- If I hadn't studied, I the exam.
- I wouldn't go to school by bus if I a driving license.
- If she him every day, she'd be lovesick.
- I to London if I don't get a cheap flight.
- We'd be stupid if we him about our secret.
- If we (listen) to the radio, we (hear) the news.
- If you (switch) on the lights, you (fall / not) over the chair.
- She (come) to our party if she (be / not) on holiday.

- If he (try) harder, he (reach) his goals.
- I (buy) these shoes if they (fit) .
- It (surprise / not) me if he (know / not) the answer.
- If you (go) out with your friends tonight, I (watch) the football match on TV.
- I (earn) a lot of money if I (get) that job.
- If she (hurry / not) , we (miss) the bus.
 - If I had time, I shopping with you.
 - If you English, you will get along with them perfectly.
 - If they had gone for a walk, they the lights off.
 - If she to see us, we will go to the zoo.
 - I would have told you, if I him.
 - Would you mind if I the window?
 - If they me, I wouldn't have said no.
 - My friend me at the station if he gets the afternoon off.
 - 16) The river (freeze) if it (be) very cold.
 - If I it, nobody would do it.
 - If my father me up, I'll take the bus home.
 - If they (have) time at the weekend, they will come to see us.
 - If we sneak out quietly, nobody (notice) .
 - If we (know) about your problem, we would have helped you.
 - If you (heat) ice, it (melt).
 - If I (be) you, I would not buy that dress.
 - We (arrive) earlier if we had not missed the bus.
 - If I didn't have a mobile phone, my life (not / be) complete.
 - Okay, I (get) the popcorn if you buy the drinks.
 - If I (tell) you a secret, you would be sure to leak it.
 - She (go) out with you if you had only asked her.
 - I would not have read your diary if you (not hide) it in such an obvious place.
 - If you (mix) water and electricity, you (get) a shock.

General exercises on the active/ passive voice.

➤ Rewrite the sentences in passive voice.

1. John collects money. -
2. Anna opened the window. -
3. We have done our homework. -
4. I will ask a question. -
5. He can cut out the picture. -
6. The sheep ate a lot. -
7. We do not clean our rooms. -
8. William will not repair the car. -
9. Did Sue draw this circle? -
10. Could you feed the dog? -

➤ Change the following sentences from active to passive voice.

They make these cars in Japan. in Japan.

You must not drop litter in the street. in the street.

Someone smashed our window last night. last night.

They have already mended the TV set.

People will need public transport.

They are decorating the wall.

You should not replace the roof.

People are spending less money this year. this year.

They had cooked the meal before 10 o'clock. before 10 o'clock.

Someone was building the wall when I was there. when I was there.

They sell this food in every shop. in every shop.

People send more parcels last year. last year.

READING COMPREHENSION

Traits of Successful People

Pre-reading Warm-up Questions:

- Do you think you are successful in your life? How?
- Mention one trait of successful people.

Attaining success is not simply a matter of luck. It's a matter of taking the time to learn a trade, applying your knowledge and sticking with it -- even in the face of adversity and potential failure along the way. While successful people come in all shapes and sizes and work in many different fields, they tend to share key character traits which help them get and stay ahead. Here are five traits of successful people. Cultivate these traits and make them part of your daily habits and you will see improved success in your own life and career.

1. Aspiration

Successful people have clear-cut goals. Instead of vague goals like "become rich," their goals will be specific, like "expand from one to three stores within the next two years." By gaining clarity on their goals, they actually make attaining them far more possible. First, the goals become specific motivating factors, which keep them going when times get tough. Second, these goals provide a blueprint for their career. They have something specific to work toward. With their idea of success is defined, they can break down the goals into more manageable milestones which can be worked toward incrementally.

2. Drive

One of the most defining traits of successful people is their drive. After all, setting clear goals is one thing. However, successful people must have a strong drive to actually attain their goals. It's that so-called "*fire in the belly*" that motivates them to succeed. It gives them a laser focus so that they can devote all of their attention and efforts toward furthering their progress toward their dreams. A successful person with a strong sense of drive is able to work tirelessly, because they believe in their abilities and truly want to attain their goals.

3. Willingness to learn.

One of the most important traits of successful people is a genuine desire and willingness to learn. Successful people typically aren't know-it-alls. They keep an open mind. They try to learn from everyone and every situation they come across. Every experience offers an opportunity to grow. They can admit when they don't know something...and will be motivated to improve their knowledge when they realize they have room to learn something new.

4. Patience

As much as we all want things to happen right now, success takes time. Anything that is worth attaining is worth waiting for. People who are bound to achieve great things recognize this, and they're willing to take it slow but steady to win the race. Patience allows them to persist even in the face of adversity because they have the foresight to learn from mistakes and see that they will pay off in the future. Being patient is not always fun. It can be challenging. But in the long run, you'll be rewarded with longevity and steadiness in your career if you can cultivate the trait of patience.

5. Discipline

Success rewards consistency. To be consistent, you have to have discipline. Working hard for a week and then slacking off isn't going to yield incredible results. Many of the most successful people find that establishing a routine is one of the keys to making their dreams a reality, as it allows them to be consistent in their efforts. Everyone's routine will be a little different; it will vary from individual to individual. However, some common routines of successful people might involve waking up early to get everyday tasks out of the way and filter through emails before the workday begins or taking 30 minutes to read each day to increase their knowledge base and prowess in their chosen field. By being consistent and disciplined and devoting yourself to grow, you'll reap many rewards in work and in life.

Questions

❖ **Based on what you have read, answer the following questions:**

- 1) Do you want to succeed in life? Why? Why not?
- 2) What are the criteria of success for you?
- 3) What is meant by "aspiration"?
- 4) What is the relationship between aspiration and drive?
- 5) Why is patience so important for success?
- 6) How do you see yourself: patient or impatient? Why?
- 7) How does discipline play an important role in success?

- 8) Which of the previous traits you think you are endowed with?
- 9) Do you know any other traits of success? Mention any if you know?
- 10) Why do you think success is important in life?

Translation

Translate the following passage from the above text into Arabic.

As much as we all want things to happen right now, success takes time. Anything that is worth attaining is worth waiting for. People who are bound to achieve great things recognize this, and they're willing to take it slow but steady to win the race. Patience allows them to persist even in the face of adversity because they have the foresight to learn from mistakes and see that they will pay off in the future. Being patient is not always fun. It can be challenging. But in the long run, you'll be rewarded with longevity and steadiness in your career if you can cultivate the trait of patience.

Writing

Write a paragraph on the following topic:

My life-long plan to be a successful person

Chapter 16

Objectives:

By the end of this lesson, you should be able to:

- Revise some previously tackled grammatical points.
- Infer meanings of unfamiliar words in the reading text.
- Read for details.

GRAMMAR

General Exercises

General exercises on adjectives and adverbs

➤ Write down the correct form of the words in brackets (adjectives or adverbs).

1. Liza is (quick) . She walks .
2. Nancy is a (careless) girl. She drives her car .
3. The man is (nice) . He behaves .
4. He was (bad) injured. He had a accident.
5. They can do the Math problems (easy) . They think Math is an school subject.
6. Marie is a (good) writer. She writes .
7. It's a (beautiful) drawn picture. it looks .
8. Drivers must drive (slow) in this road. It is a (dangerous) road?
9. She smiled (happy) . She had a face.

10. I did the homework (complete) by myself. I'm an (autonomous) student.

➤ **Put the adjectives between brackets in the correct form**

1. My brother has a (tidy) room than me.
2. Australia is (big) than England.
3. I'm (good) now than yesterday.
4. She's got (little) money than you, but she doesn't care.
5. He thinks Chinese is (difficult) language in the world
6. Valencia played (bad) than Real Madrid yesterday.
7. Cats are not (intelligent) as dogs.
8. Show me (good) restaurant downtown.
9. (hot) desert of all is the Sahara and it's in Africa.
10. Who is (talkative) person in your family?

General exercises on types of sentences

➤ **Combine the following sentences with a coordinating conjunction (for, and, nor, but, or, yet, so).**

- 1) She went to work. She did not want to go.
- 2) The scientists trained him well. They helped him find a job when his training was through.
- 3) Polar bears are fierce, territorial animals. Grizzly bears are the same.
- 4) Mark told me not to come with him. He looked longingly at me as I left.
- 5) I will not give in to you. I will not let you treat me rudely.
- 6) He loves to drive during the day. They will let him drive before 9pm.
- 7) My cat was hungry. It had not eaten since breakfast.
- 8) They couldn't think of anything better to do. They decided to baby-sit for the family.

9) A book can be a lot of fun to read. A book can be boring.

10) That movie looks great! I would love to come see it with you.

- **Combine the following sentences with a subordinating conjunction (after all, although, because, before, however, while, therefore). This may require a semicolon!**

11) They made plans to go. They ended up not being able to make it.

12) Some say that dogs are friendlier than cats. Cats can also be extremely loving.

13) What we've accomplished is great. Let's celebrate our success.

14) Dr. Johnson ate a big meal. He went to work afterward.

15) I simply cannot get out of bed. I am too tired.

16) Don't give me a hard time. We've been close friends for so long.

17) We don't believe the way you do. Our culture is very different from yours.

18) I can't believe that you would do something so crazy. If I were you I might do the same.

19) They were playing tennis. Their mom was cooking dinner.

20) I refused to talk about it. I was put in jail.

READING COMPREHENSION

More People Die from Selfies than Shark Attacks

Pre-reading Warm-up Questions:

- Do you like selfies? Why/why not?
- What was your last selfie?

Travelers and phone camera lovers need to note a new danger that has recently come to light. This new life-threatening hazard has sprung up in the past few years and is now a ubiquitous part of life. It is also proving to be twice as lethal as being killed by a shark. What is this potential new menace? Well, it is the selfie. Yes – love 'em or hate 'em, the desire to take a photo of yourself in front of a world-famous site or to strike a pose and pout with a friend has resulted in more deaths in 2015 than shark attacks. It has been reported that so far this year, 12 people have died as a result of trying to take a selfie. This compares to just six deaths due to unprovoked shark attacks.

Selfie-related accidents can happen in all manner of circumstances. The website Wikipedia.com has detailed the twelve deaths seen this year. They include two Russian men who were killed while taking a selfie with a hand grenade; three Indian students who were killed by an oncoming train while taking selfies on train tracks; and an American woman who fell to her death while taking a selfie with her boyfriend on a cliff in South Africa. The latest death came last month when a Japanese tourist died falling down the stairs while trying to get a shot of himself at the TajMahal in India. There may be more. A Russian government spokeswoman told reporters that in July, there were, "dozens of selfie-related deaths" in Russia alone.

Questions

True / False

- a) The article said a new danger is enlightening. T / F
- b) The article says the new danger is now very common in our lives. T / F
- c) The new danger has been twice as deadly as shark attacks this year. T / F
- d) Sharks have killed six people in unprovoked attacks this year. T / F
- e) Wikipedia outlined the way in which 12 people died because of selfies. T / F
- f) Three Russians died taking a selfie with a hand grenade. T / F
- g) An American man died after he fell off a cliff in South Africa. T / F
- h) A Russian government spokeswoman said 6 people died in Russia. T / F

Synonym Match

- | | |
|------------------|----------------|
| 1. note | a. deadly |
| 2. hazard | b. consider |
| 3. ubiquitous | c. most recent |
| 4. lethal | d. very common |
| 5. resulted in | e. situations |
| 6. circumstances | f. danger |
| 7. death | g. journalists |
| 8. latest | h. exclusively |
| 9. reporters | i. lead to |
| 10. alone | j. end |

Discussion

- a) What do you think about what you read?
- b) How important are selfies to you?
- c) What's the favorite photo you have of yourself?
- d) Why is the world selfie-crazy?
- e) What safety instructions should be on selfie sticks?
- f) Should selfie sticks be banned?
- g) How dangerous are selfies?
- h) Do you like photos of yourself?

Translate the following passage from the above text into Arabic.

Travelers and phone camera lovers need to note a new danger that has recently come to light. This new life-threatening hazard has sprung up in the past few years and is now a ubiquitous part of life. It is also proving to be twice as lethal as being killed by a shark. What is this potential new menace? Well, it is the selfie. Yes – love 'em or hate 'em, the desire to take a photo of yourself in front of a world-famous site or to strike a pose and pout with a friend has resulted in more deaths in 2015 than shark attacks. It has been reported that so far this year, 12 people have died as a result of trying to take a selfie. This compares to just six deaths due to unprovoked shark attacks.

Writing

Write a paragraph about the following topic: Selfie sticks should be banned.

Sources

This textbook has been compiled and adapted from the following websites:

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