

English Language

Prepared By:

Dr.Mahmoud Gaber Abdelfadeel

Dr.Badr Abdelfattah Abdelkafy

Dr.Dina Sayed Nasr

Faculty of Education

Ain Shams University

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Contents

Course Description	7
Course Overview	8
Teacher's Guide	11
References	15
Section One: Reading Strategies	
Before Reading Strategies	16
During Reading Strategies	19
After Reading Strategies	26
Section Two: Grammar and Reading Comprehension	
First Semester	
Chapter One	31
Chapter Two	38
Chapter Three	46
Chapter Four	55
Chapter Five	61
Chapter Six	68
Chapter Seven	74
Chapter Eight	80
Second Semester	
Chapter Nine	88
Chapter Ten	95
Chapter Eleven	99
Chapter Twelve	105
Chapter Thirteen	110
Chapter Fourteen	115
Chapter Fifteen	121
Chapter Sixteen	126

توصيف مقرر دراسي

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

2- هدف المقرر:	To be able to read and understand English texts in the common fields in general and in the student's field of specialty in particular
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3- المستهدف من تدريس المقرر	Students of Technical Health Institutes
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<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> Identify basic terminologies related to the medical field Recognize the basic structure of the English sentence Spot the key ideas and minor ideas in the tackled texts Identify the different parts of speech in English Differentiate between the different forms of the major English tenses Apply the major English tenses in different real life situations 	أ. المعلومات والمفاهيم :
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<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> Analyze the English sentence into its basic elements Combine different parts of speech into correct sentences Compare / contrast the structure of the statement and that of the question Express one's point of view regarding the handled topics of the course in correct English 	ب- المهارات الذهنية :
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<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> Use medical terminologies in communicative and functional situations Pronounce medical terms in a correct way Practice reading in the field of specialty Write memos and short notes skillfully in the field of specialty 	ج- المهارات المهنية الخاصة بالمقرر :
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<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 the use of the functions of language 	د- المهارات العامة :
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appropriately <ul style="list-style-type: none"> Write about related medical topics in an academic way 	
Section One: Basic Medical Terminologies Section Two: Reading Comprehension Passages: The First Semester: Lesson One: How to Develop Your English Lesson Two: Health Problems Lesson Three: Facebook Lesson Four: First Aid Lesson Five: Non- Verbal Communication Lesson Six: Medical ethics Lesson Seven: Reading Literature Lesson Eight: Obesity Lesson Nine: African Weddings Lesson Ten: Depression The Second Semester: Lesson Eleven: Culture diversity Lesson Twelve: Addiction Lesson Thirteen: Giving a good speech Lesson Fourteen: Perfumes in Hospitals Lesson Fifteen: Non-Ethical Use of Science Lesson Sixteen: Zika Virus Lesson Seventeen: Wild Animals Lesson Eighteen: Myopia Lesson Nineteen: setting goals Lesson Twenty: Volunteering and Life Expectancy Section Three: English Grammar The First Semester: <ul style="list-style-type: none"> Parts of Speech: General Introduction Structure of The English Sentence Nouns, Pronouns and Verbs Present Simple Tense: Affirmative Present Simple Tense: Negative and Question Present Continuous: Affirmative Present Continuous Tense: Negative and Question The Second Semester: <ul style="list-style-type: none"> Past Simple Tense: Affirmative Past Simple Tense: Negative and Question Expressing The Future General Drills 	4- محتوى المقرر:
<ul style="list-style-type: none"> Lectures Active learning (discussion) Pair work (activities) Group work 	5- أساليب التعليم والتعلم
<ul style="list-style-type: none"> Individual guidance Individual feedback 	6- أساليب التعليم والتعلم للطلاب ذوى القدرات المحدودة

<ul style="list-style-type: none"> Remedial programs 	
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 I	ب- كتب ملزمة
<ul style="list-style-type: none"> <i>Face 2 Face: Pre Intermediate</i>, Cambridge University Press <i>Interchange 2(4TH Edition)</i> , Cambridge University Press <i>Oxford Advanced Learner Dictionary</i>, Oxford University Press <i>New Grammar Practice for Pre Intermediate Students</i>, Longman <i>Career Paths: Medical</i> by Virginia Evans, Jenny Dooley, and Trang Tran. Published by Express publishing www.emedicinehealth.com/medical-dictionary-definitions www.meriam-Webster.com/medical 	ج- كتب مقترحة
NHS choices UK Wikipedia .org www.breakingnewEnglish .com www.voanews.com www.bbc.co.uk/learningenglish	د- دوريات علمية أو نشرات الخ

Course Description

This course aims to enable students to read and understand English texts in the common fields in general and in the student's field of specialty in particular and to understand the basic structure of the English sentence and be able to produce it in the simple proper tenses.

Core Knowledge

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

- recognize the basic structure of the English sentence.
- identify the different parts of speech in English.
- differentiate between the different forms of the major English tenses.
- spot the key ideas and minor ideas in the tackled texts.
- recognize the mechanics of writing.
- understand how to translate a text from English to Arabic
- know the rules of punctuation.

Core Skills

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

- analyze the English sentence into its basic elements.
- combine different parts of speech into correct sentences.
- compare / contrast the structure of the statement and that of the question.
- pronounce the medical terms in a correct way.
- write memos and short notes skillfully in the field of specialty.
- apply the major English tenses in different real-life situations.
- use English communicatively to express oneself in different life situations.
- write about different topics in an academic way.
- express one's point of view regarding the handled topics of the course in correct English.

Course Overview

ID	Topics	Methods of Teaching / Training with Number of Total Hours per Topic				
		Interactive Lecture	Field Work	Class Assignments	Research	Lab
1	Chapter one	3		1		
2	Chapter two	1		1		
3	Chapter three	2		2		
4	Chapter four	3		1		
5	Chapter five	1		1		
6	Chapter six	3		1		
7	Chapter seven	1		1		
8	Chapter eight	1		1		
9	Chapter nine	3		1		
10	Chapter ten	1		1		
11	Chapter eleven	3		1		
12	Chapter twelve	2		2		
13	Chapter thirteen	1		1		
14	Chapter fourteen	1		1		
15	Chapter fifteen	1		1		
16	Chapter sixteen	2		2		
TOTAL HOURS (48)		29		19		

Methods of Teaching	<ul style="list-style-type: none"> • Lectures • Active learning (discussion) • Pair work (activities) • Group work
Methods of Teaching of less concentrated students	<ul style="list-style-type: none"> • Individual guidance • Individual feedback • Remedial programs
Students' Evaluation:	
Methods of Evaluation	<ul style="list-style-type: none"> • Assignments • Quizzes • Midterm • Final exam
Time of Evaluation	<ul style="list-style-type: none"> • Assignments (occasionally) • Periodic quizzes (week 5,11) • Midterm (week 8) • Final exam (At the end of the semester)
Distribution of Marks	<ul style="list-style-type: none"> • Year work (20 pts) includes • Assignments 15% • Periodic quizzes 45% • Midterm 40% • Final exam (80 pts)
List of Books and References	

Compulsory Books	English Language (1)
Suggested Books	<ul style="list-style-type: none"> • <i>Face 2 Face</i>: Pre Intermediate, Cambridge University Press • <i>Interchange 2</i> (4TH Edition) , Cambridge University Press • <i>Oxford Advanced Learner Dictionary</i>, Oxford University Press • <i>New Grammar Practice for Pre Intermediate Students</i>, Longman • <i>Career Paths: Medical</i> by Virginia Evans, Jenny Dooley, and Trang Tran. Published by Express publishing • www.emedicinehealth.com/medical-dictionary-definitions • www.meriam-Webster.com/medical

Websites	NHS choices UK Wikipedia .org www.breakingnewEnglish .com www.voanews.com www.bbc.co.uk/learningenglish
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Teacher's Guide

To the teacher,

This is the English language course textbook for Health Technical Institutes, First 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:

- recognize the basic structure of the English sentence.
- identify the different parts of speech in English.
- differentiate between the different forms of the major English tenses.
- spot the key ideas and minor ideas in the tackled texts.
- recognize the mechanics of writing.
- understand how to translate a text from English to Arabic
- recognize the rules of punctuation.

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

- analyze the English sentence into its basic elements.
- combine different parts of speech into correct sentences.
- compare / contrast the structure of the statement and that of the question.
- pronounce the medical terms in a correct way.
- write memos and short notes skillfully in the field of specialty.
- apply the major English tenses in different real-life situations.
- use English communicatively to express oneself in different life situations.
- write about different topics in an academic way.
- express one's point of view regarding the handled topics of the course in correct English.

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

Section one: Reading Strategies

In this section, students are introduced to a detailed overview of reading skills in general with a special focus on the skills they are going to be engaged in section two that deals partially with reading comprehension passages that require students to practice their own reading skills. These skills are subdivided into three major categories: before reading, during reading, and after reading strategies with the aim to guide the student step by step to the process of reading in its different stages. It is highly recommended that the teacher tackles each group of strategies in a separate lecture with much emphasis on the application of these skills on the reading activities provided after each category. He should also refer to these skills every now and then

when he is teaching the reading comprehension passages in Section Two.

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 the next ones. 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.

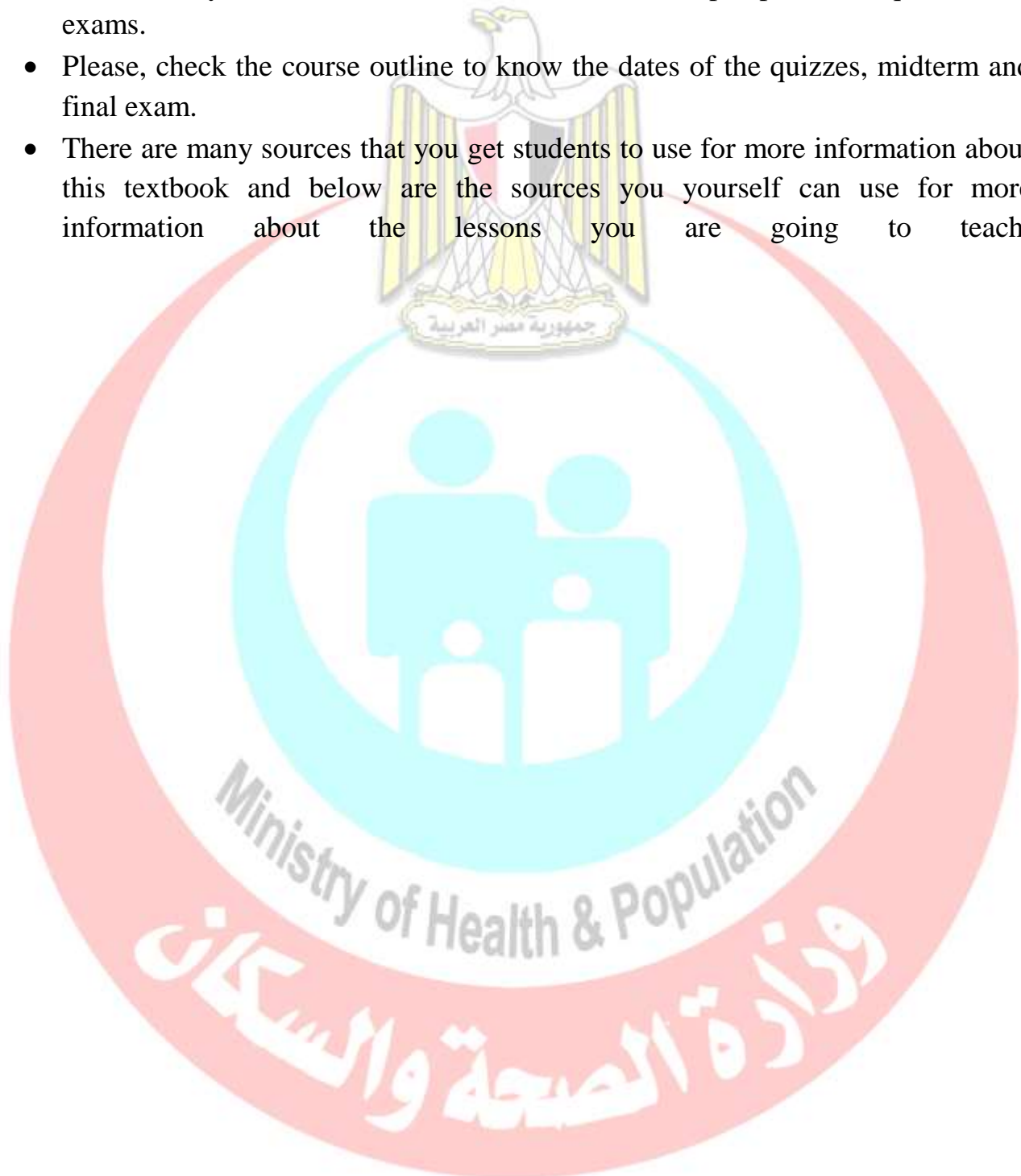
Tips for teaching this section

- You always need to inform students of 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 2, 5, 7, 8, 10, 13, 14, 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 14 minutes to share their answers with their neighbors. Then you select some of them to say their answers aloud. Do not forget to correct and give feedback.
- If appropriate, you can give your students a comfortable break for three minutes as 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 parts of speech, and you are now about to start the first reading lesson on How to develop Your English, a good link between the two lessons is to ask your students to extract the words they know their meaning very well in English and then let them to identify the part of speech of each word they can recognize its meaning in the reading passage. Or you can give them some words mentioned in the passage, and they identify their

parts of speech. In chapter 3, after introducing the structure of the English sentence, you are about to start the reading lesson entitled Facebook, you can ask them to analyze two or three sentences from this passage in terms of the structure of the English sentence. In chapter 4, after introducing the present simple and you are about to start the reading lesson entitled First Aid, you can ask them to recognize three sentences that are formed with the present simple tense from the passage.

- 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. You can link between this part and section one on how to read.
- 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 about 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.

- 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, featuring an eagle with a shield on its chest and wings spread. Below the eagle is a stylized blue icon of a family (two adults and a child) inside a circle. The text "Ministry of Health & Population" is written in English in a grey arc below the icon. At the bottom, the Arabic name "وزارة الصحة والسكان" is written in white on a red background.

Section One: Reading Skills

Before Reading Strategies

Reading is an interactive process. Comprehension is the result of the interaction between the reader and the text. Effective readers know that when they read, what they read is supposed to make sense. They are good at monitoring their understanding. They know when they understand what they read and when they do not; and when they lose the meaning of what they are reading, they often select and use reading strategies to "fix" problems in their understanding. Good readers use appropriate reading strategies to understand what they read before, during, and after reading. In this part and the following parts, you will learn how to practice these strategies to read texts and understand them in a better way.

Before Reading Strategies

- **Set a goal:** Determining your goal will help you read in a better way and choose suitable strategies that help you achieve your goal. If your goal is to answer specific questions about the text, you will read with the purpose of answering these questions. If your goal is to summarize the text, you will identify main and supporting details which help you write a summary, and so on.
- **Activate prior knowledge to think about the topic:** What we already know determines to a great extent what we will pay attention to, learn, remember, and forget. Think of what you already know about the topic and make a personal connection with the topic so that you can integrate the new knowledge in the text with your prior knowledge. When you read about something you already know about, you can understand easily.
- **Previewing the text:** Most texts include a variety of visual, graphic and text features to organize information, illustrate key concepts, highlight important details, and point to supporting information. Features may include titles, subtitles, tables, bulleted lists, sidebars, footnotes, illustrations, pictures, diagrams, charts, graphs, captions, italicized words or passages, and boldface words or sections. Preview and examine the features of a text before you read the content. This will give you a general idea about the text and facilitate your reading.

Before-Reading Practice

- Preview the following text. Look at pictures, titles, subtitles, etc. What do you think the text is about?
- Activate your prior knowledge about the text. What do you already know about its topic? Think of what you already know, then share it with your colleagues.
- Fill in the first two columns of the following KWL chart. What you KNOW and what you WANT to know about the topic of the text.

What I Know	What I Want to know	What I Learnt

- Do you have any personal experience, memory or thoughts related to the topic of the text? If yes, discuss it with your colleagues.

Eating a Balanced Diet

Eating a balanced diet means choosing a wide variety of foods and drinks from all the food groups. It also means eating certain things in moderation, namely saturated fat, cholesterol, refined sugar, and salt. The goal is to take



in nutrients you need for health at the recommended levels.

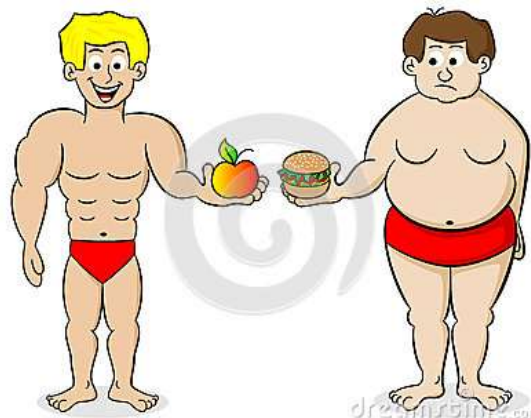


Proteins are the major components of our immune system and hormones. They are necessary to the building, maintenance, and repair of body tissue like our skin, muscles, and internal organs. When choosing protein-rich foods, pay attention to what

else you are getting with that selection. Foods that are high in saturated fats will raise your blood cholesterol levels putting you at risk of heart disease or stroke. Vegetable sources of protein, such as nuts, beans, and whole grains are great choices and offer vitamins, minerals and healthy fibers. The best protein choices are poultry and fish.

Developing healthy eating habits is not as confusing or as restrictive as you may imagine. The first principle of a healthy diet is simply to eat a wide variety of foods. This is important because different foods make different nutritional contributions.

Fruits, vegetables, grains, and legumes—foods high in complex carbohydrates, fiber, vitamins, and minerals, low in fat and free of cholesterol—should make up the bulk of the calories you consume. The rest should come from low-fat dairy products, lean meat and poultry, and fish.



During reading strategies

- **Monitor your understanding:** This means to check your understanding while reading and determine whether you have any problem or not. If you have a problem, try to solve it using the following monitoring strategies:

Reread: Look back through the text and reread. This may help you understand and focus on details that lead you to clarify meaning.

Talk to yourself: Self-talk helps you identify where the problem occurs, what the problem is and how it can be solved. You can say, for example, “I cannot understand this line. I think I need to look up the meaning of this word. Or let me go back to the previous line, perhaps I may understand better”.

Stop and adjust reading rate. Evaluate your understanding. If you cannot understand properly, you should stop. Stop and reread or stop and read slower. This helps you concentrate more and have a better focus.

Ask questions: Ask yourself questions like, “Am I following? Do I understand? Does the writer mean.....? So, this idea is....?”. This helps you monitor your understanding and identify any difficulty you may face.

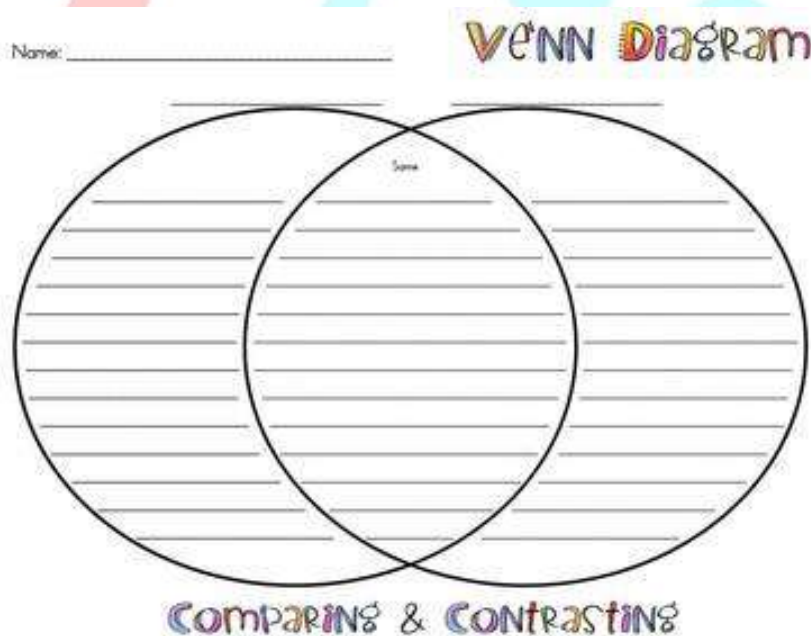
- **Find Signal Words:** Writers use signal words and phrases (also called transition words or connectors) to link ideas and help the reader follow the flow of the information. Examples of transition words are the following: also, furthermore, however, unlike, in case, generally, hence, thus, soon, namely, such as, etc. When you find and understand signal words, you can better understand the meaning and the structure of the text.
- **Skim :** Skimming means that when you read a text for the first time, you read it quickly to get a general idea of what the text is about. Your eyes follow the text from start to finish without reading every single word. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text.

- **Scan:** When you scan, you move your eyes quickly down a page or list to find one specific detail. Scanning allows you to locate quickly a specific piece of information, date, name, number, or word in a text without trying to read or understand the rest of the text.
- **Use Context to Find Meaning:** Good readers use contextual clues which exist in the text to guess and identify the meanings of unfamiliar words and concepts. The following table shows some of these clues.

Clues for Using Contexts to Find Meaning		
Clue	Description	Example
Definition	The unfamiliar word is defined in the sentence, or in the preceding or following sentences.	<ul style="list-style-type: none"> • Camouflage is the way that the color or shape of an animal or plant appears to mix with its natural environment to prevent it from being seen by attackers. • According to <u>Pure Earth</u>, a non-profit environmental organization, toxic pollution affects more than 200 million people worldwide..
Example	The unfamiliar word is illustrated by one or more examples.	<ul style="list-style-type: none"> • Celestial bodies, including the sun, moon, and stars, have always fascinated man. • Amphibians, such as frogs can live both in water and on land.
Description	Characteristics or features of the unfamiliar word are described.	<ul style="list-style-type: none"> • The dudden – a short-stemmed pipe made of clay – is found in Irish folk tales.
Illustration	The unfamiliar word is shown in a diagram, picture or map.	<ul style="list-style-type: none"> • “see figure 2.1” • graphic features on the page
Clarification	The meaning of the unfamiliar word is restated in slightly different language, summarized, or paraphrased.	<ul style="list-style-type: none"> • He has another appointment on Thursday. In other words, I don't think he'll attend our meeting.
Parenthetical note	The meaning of the unfamiliar word is provided in parentheses directly following the word.	<ul style="list-style-type: none"> • Indigo (a bluish purple color) is the sixth color of the rainbow.
Comparison	The meaning of the unfamiliar word is provided by contrasting or comparing it to another word, phrase or concept.	<ul style="list-style-type: none"> • When the light brightens, the pupils of the eyes contract; however, when it becomes darker, they dilate.
Elaboration	Additional information about	<ul style="list-style-type: none"> • Crocodiles are carnivores, which mean they

	the unfamiliar word is provided in the following sentences.	eat only meat. In the wild, they feast on fish, birds and frogs. At the zoo, they eat small animals that have already been killed for them, such as rats, fish or mice.
Word analysis	Roots, prefixes and suffixes explain the meaning of an unfamiliar word.	<ul style="list-style-type: none"> The movie was a bit predictable. (can be predicted). This practice is illegal. (not legal).
Typography and design	Design features draw attention to important words and concepts, and to their definitions.	<ul style="list-style-type: none"> Important words or concepts are bold, italic, underlined or colored.

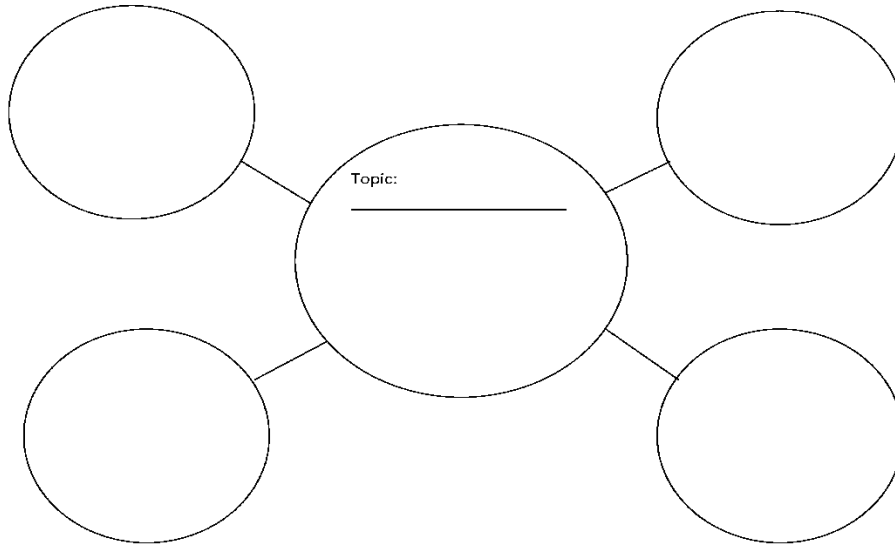
- **Organize ideas using graphic organizers:** It is a way to visually organize your understanding of information. Graphic organizers help you identify main ideas, sub-ideas and supporting details and see the relationships among ideas. The following are examples of graphic organizers.



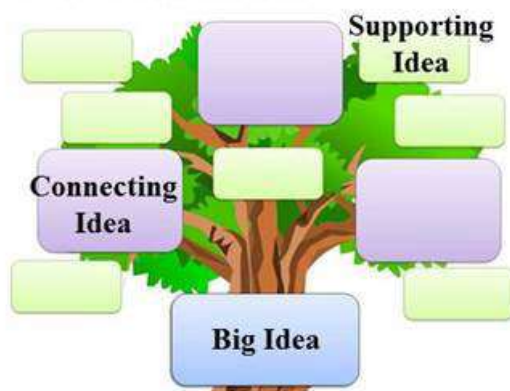
Name: _____

Date: _____

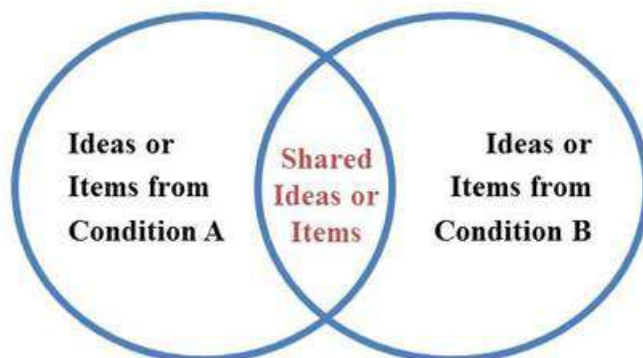
Bubble Map Graphic Organizers Worksheet



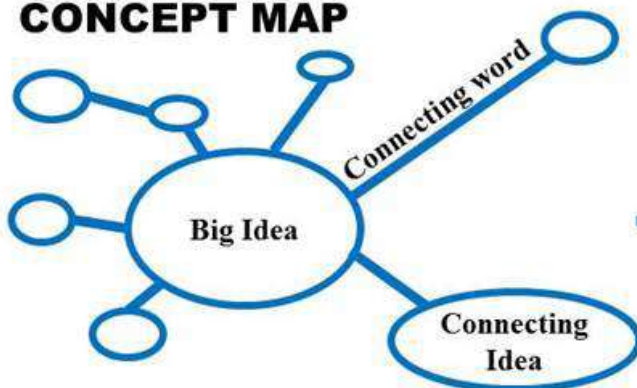
TREE CHART



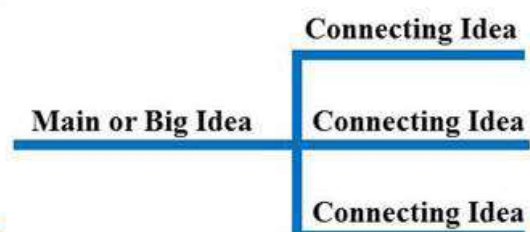
VENN DIAGRAM



CONCEPT MAP



E CHART



While- Reading Practice

- Skim the following text to identify the topic and spot the key ideas. What is the text about? What are the main ideas included?

Pollution is the process of making land, water, air or other parts of the environment dirty and not safe or suitable to use. This can be done when a contaminant (i.e., a substance that makes water or air unclean or poisonous) comes into a natural environment, but the contaminant doesn't need to be tangible. Things as simple as light, sound and temperature can be considered pollutants when introduced artificially into an environment. There are different types of pollution.

Water pollution happens when chemicals or dangerous substances are introduced to water, including chemicals, sewage, pesticides and fertilizers from agricultural runoff, or metals like lead or mercury. According to the [United Nations](#), 783 million people do not have access to clean water and around 2.5 billion do not have access to adequate sanitation. Adequate sanitation helps to keep sewage and other contaminants from entering the water supply.

The air we breathe has a very exact chemical composition; 99 percent of it is made up of nitrogen, oxygen, water vapor and inert gases. **Air pollution** occurs when things that aren't normally there are added to the air. A common type of air pollution happens when people release particles into the air from burning fuels. Another common type of air pollution is dangerous gases, such as sulfur dioxide, carbon monoxide, nitrogen oxides and chemical vapors. These can take part in further chemical reactions once they are in the atmosphere, creating acid rain and smog. Finally, air pollution can take the form of greenhouse gases, such as carbon dioxide or sulfur dioxide, which are warming the planet through the greenhouse effect. The greenhouse effect is when gases absorb the infrared radiation that is released from the Earth, preventing the heat from escaping. This is a natural process that keeps our atmosphere warm. If too many gases are introduced into the atmosphere, though, more heat is trapped and this can make the planet artificially warm.

Noise pollution is another type of pollution. Even though humans can't see or smell noise pollution, it still affects the environment. Noise pollution happens when the sound coming from planes, industry or other sources reaches harmful levels. [There](#) are direct links between noise and health, including stress-related illnesses, high blood pressure, speech interference, hearing loss.

Most people can't imagine living without the modern convenience of electric lights. For the natural world, though, lights have changed the way that days and nights

work. For example, as a result of **light pollution**, some birds sing at unnatural hours in the presence of artificial light. Also, plant's flowering and developmental patterns can be entirely disrupted by artificial light.

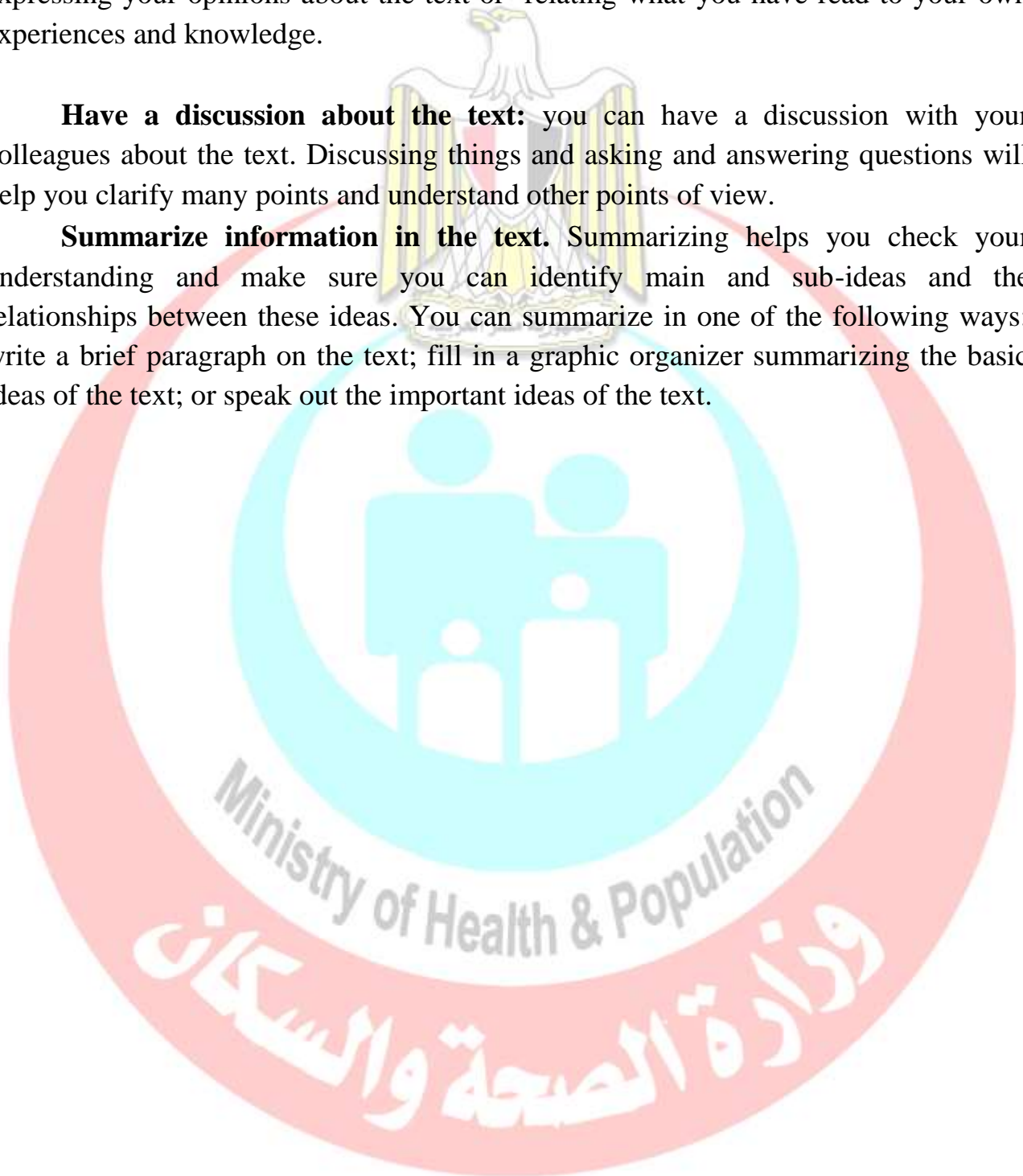
- What are the text features that you examined while skimming (e.g. subtitles, bold or italic words, etc.)?
- Scan the text to find the answers for the following two questions:
 - How many people don't have access to clean water?
 - How noise pollution can affect health?
- Circle three connectors or transition words. Explain how they helped you to understand the text better.
- Read the third paragraph in detail to identify three examples of air pollution.
- Find in the text examples of the following contextual clues:
 - A word explained by its definition.
 - A word explained by a parenthetical note.
 - A word/phrase explained by an example.
 - An idea which is further explained by elaboration.
 - Typography features which draw your attention to basic ideas.
- Draw a concept map to summarize the information in the text.

After reading strategies

• **Reflect on the ideas and information in the text:** This can be done through expressing your opinions about the text or relating what you have read to your own experiences and knowledge.

- **Have a discussion about the text:** you can have a discussion with your colleagues about the text. Discussing things and asking and answering questions will help you clarify many points and understand other points of view.

- **Summarize information in the text.** Summarizing helps you check your understanding and make sure you can identify main and sub-ideas and the relationships between these ideas. You can summarize in one of the following ways: write a brief paragraph on the text; fill in a graphic organizer summarizing the basic ideas of the text; or speak out the important ideas of the text.



After-Reading Practice

- **Read the following text, then answer the questions below.**



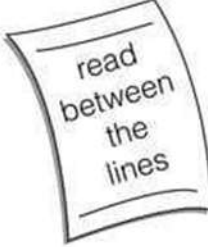



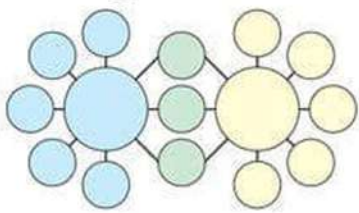

Have you thought about what you want to be doing in the next five years? Do you have clear objectives of your study/work at the moment? Do you know what you want to have achieved by the end of today?

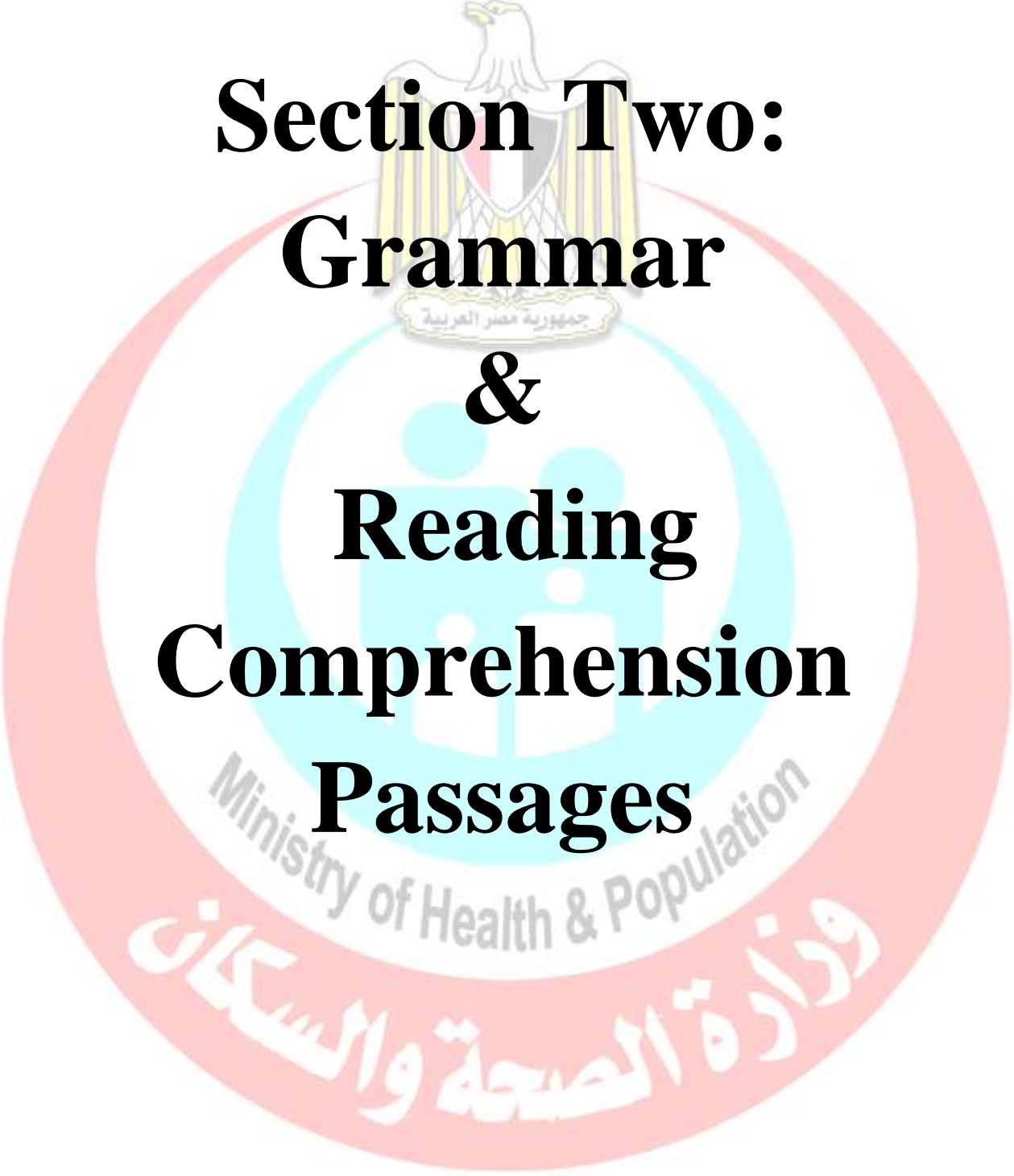
If you want to succeed, you need to set goals. Without goals you lack focus and direction. Goal setting not only allows you to take control of your life's direction; it also provides you a criterion for determining whether you are actually succeeding. To accomplish your goals, however, you need to know how to set them. You can't simply say, "I want" and expect it to happen. Goal setting is a process that starts with careful thinking of what you want to achieve, and ends with a lot of hard work to actually do it. In between, there are some very well-defined steps. Knowing these steps will allow you to formulate goals that you can accomplish.

Set goals that motivate you. When you set goals for yourself, it is important that they motivate you: this means making sure that they are important to you, and that there is value in achieving them. If you are not interested in some goals, you will not work hard to achieve them. Motivation is key to achieving goals.

- What are some of the reading strategies that you used to read the previous texts?
 - State two difficulties that you had while reading the previous text. How did you deal with them?
 - State the main ideas of the second and third paragraphs in only one sentence each.
 - What do you think about setting goals? Do you agree with what you read in the text? Express your opinion and support it.
 - Draw a concept map (or any other graphic organizer) and use it to summarize the main and sub-ideas in the text.
 - Think of a goal that you want to achieve in the future, or a goal that you already succeeded to achieve. Reflect on your experience and share it with your colleagues.
 - Summarize the previous text in only three lines.
-
- **Look at and examine the chart below. Do you know all the reading strategies included in this chart? Which one do you use most? Think of other reading strategies that you can add to the chart.**

Reading Comprehension Strategies

<p>Re-read the Text</p> <p>more information = more understanding</p>	<p>Activate Prior Knowledge</p> 	<p>Use Context Clues</p> 
<p>Infer Meaning</p> 	<p>Think Aloud</p> 	<p>Summarize the Story</p> <p>Characters</p> <p>↳ Setting</p> <p>↳ Problem</p> <p>↳ Solution</p>
<p>Locate Key Words</p> 	<p>Make Predictions</p> <p>think → pair → share</p>	<p>Use Word Attack Strategies</p> <p>rereading</p> <p>re · read · ing</p> <p>prefix root suffix</p>
<p>Visualize</p> 	<p>Use Graphic Organizers</p> 	<p>Evaluate Understanding</p> 



Section Two: Grammar & Reading Comprehension Passages



First Semester

Chapter 1

Objectives:

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

- identify the different parts of speech in English.
- use different parts of speech to effectively form correct sentences.
- recognize the position and function of each part of speech within the sentence.
- spot the main and the minor ideas in the read texts.

GRAMMAR

Parts of Speech (1)

What is a Part of Speech?

One of the traditional categories of words intended to reflect their functions in a grammatical context

We can categorize English words into **9 basic types** called "parts of speech" or "word classes". It's quite important to recognize parts of speech. This helps you to analyse sentences and understand them. It also helps you to construct good sentences.

Parts of Speech Table

PART OF SPEECH	FUNCTION	EXAMPLE WORDS	EXAMPLE SENTENCES
Noun	thing or person	pen, dog, work, music, town, London,	This is my dog . He lives in my house . We live in London .

PART OF SPEECH	FUNCTION	EXAMPLE WORDS	EXAMPLE SENTENCES
		teacher, John	
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. She is beautiful.
Verb	action or state	(to) be, have, do, like, work, sing, can, must	<i>EnglishClub</i> is a web site. I like <i>EnglishClub</i> .
Adjective	describes a noun	good, big, red, well, interesting	My dogs are big . I like big dogs.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.
Preposition	links a noun to another word	to, at, after, on, but	We went to school on Monday.
Determiner	limits or "determines" a noun	a/an, the, two, some, many	I have two dogs and some rabbits.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well , I don't know.

Parts of Speech Examples

Here are some examples of sentences made with different English parts of speech:

verb					
Stop!					
noun	verb				
John	works.				
noun	verb	verb			
John	is	working.			
pronoun	verb	noun			
She	loves	animals.			
noun	verb	noun	adverb		
Tara	speaks	English	well.		
noun	verb	adjective	noun		
Tara	speaks	good	English.		
pronoun	verb	preposition	determiner	noun	adverb
She	ran	to	the	station	quickly.

❖ Words with More Than One Job

Many words in English can have more than one job, or be more than one part of speech.

- In the table below you can see a few examples:

word	part of speech	example
work	Noun	My work is easy.
	Verb	I work in London.
but	conjunction	John came but Mary didn't come.
	preposition	Everyone came but Mary.
well	Adjective	Are you well ?
	Adverb	She speaks well .
	interjection	Well! That's expensive!
afternoon	Noun	We ate in the afternoon .
	noun acting as adjective	We had afternoon tea.

READING COMPREHENSION

How to Develop Your English

Pre-Reading Warm-Up Questions:

1. What do you do to develop your English?
2. What do your friends do to improve their English?

Read the following passage. Then answer the questions that follow:

There are many reasons why people from all over the world might need to improve their English: for business, for pleasure or because they have gone to live in an English-speaking country. It's easy to feel like your English skills are at a standstill. With a little diligence, however, you can be talking like a near-native in no time. Here are some simple tips that can help you in the regard:

1. Label things in your house. Even if you already know the simple stuff, label it in English anyway. Just thinking of these things in English *before* you think of it in your native tongue will get you thinking faster and when it takes less effort, you'll feel the progress you're making.

2. Keep a notebook. As you go about your day, there's bound to be some English words that you run into that you don't fully understand. This is when you whip out your handy dandy notebook! Scribble down the word and then when you go home, you can look it up. Instead of thinking, "Gosh, what was that word I saw on the menu at the cafe?" you'll flip right to the page and learn a new word!

3. Read children's magazines and books. They are attractive, they tend to have many short articles or simple plot lines, and they come in many subjects (science, literature, self-improvement). But more importantly, they are well-illustrated. The pictures will allow you to understand many words without having to use a dictionary. You'll go faster and get more enjoyment out of it!

4. Figure out how you learn. Everyone has their own learning style. Some people learn with their hands, some with their eyes, some with their ears, and some are a combination of the three. Your best friend may be able to recite English poetry after hearing it once when you need to see it to understand. Once you figure out how *you* learn, you can cater your studying habits to your abilities.

And what's more, you can stop wasting time on methods that don't work for you. If your teacher talks and talks and you remember nothing, you can start taking notes. If

you're reading a book and can't remember a thing, you can start reading it aloud to yourself. There's ways around everything!

5. Read English language newspapers. Some newspapers use more complex language than others, so choose the right one for you. Remember that you can start with the headlines and then progress to reading the articles as you gain confidence. You can go at your own pace and pick the articles that are interesting. At least read the comics!

6. Don't be afraid to make mistakes. Making mistakes is crucial. If you don't, you won't learn what's right and wrong, you won't take risks, and you won't truly grasp the concepts you're learning. It's unfortunate, it is, but it's necessary. This is why most people stop learning and plateau. They're afraid to talk to native speakers, they're afraid to go outside their comfort zone, they're afraid to truly expand and grow.

7. Use the Internet. You can listen to the radio online, watch TV clips, read articles, and even play games to improve your English. You can even chat with people! There are also many pages on the web dedicated to teaching English as a foreign language. Real people are better, but the Internet is still a great tool. There are also dozens of websites that offer worksheets, articles, word problems, and stories at graded levels.

8. Use "correcting" websites. If you're not in a class or don't have a native speaker at your disposal, it may seem pretty hard to get better at writing. How do you know if you're doing it correctly? Simple! Use websites that will correct your work! Search through Google to find websites that assist in correcting your grammar - many which are free of charge. Again, no excuses!

9. Practice speaking English wherever you can. Take every tiny opportunity. If you live in an English-speaking country then this is easier, but if not then you can talk to visitors. Don't be shy, and don't worry about making mistakes - just have a go! Even saying, "A cup of coffee, please," will help remove your nerves for when a true debate breaks out! You can create opportunities, too! If you see someone you think speaks English that's taking a photo, ask them if they'd like you to take it for them. If you go to a restaurant that has an English menu, ask for it. It's these little things that truly set mediocre English speakers apart from the more natural ones!

10. Record yourself. You probably know how it should sound, but how does it sound when the words come out of your mouth? Probably a bit different. So record yourself! Then you can go back and notice your strengths and weaknesses. It's a little hard listening to your own voice at first (you may feel self-conscious), but it does go away. And it's a surefire way to see your progress!

Questions

- 1) Why do people all over the world need to learn English?
- 2) Why is “labeling things in English” important for your development in language learning?
- 3) Is it important to have a notebook with you all the time? Why? Why not?
- 4) How can reading children’s magazines help you in learning English?
- 5) What is meant by “figure out how you learn”?
- 6) What is meant by “comics”?
- 7) Why are mistakes in learning a foreign language always welcomed?
- 8) How can one use the Internet for developing one’s language?
- 9) What is meant by the “correcting” websites?
- 10) How can one create opportunities for himself to speak English?
- 11) Why is recording one’s voice so important for learning a language?

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

Don't be afraid to make mistakes. Making mistakes is crucial. If you don't, you won't learn what's right and wrong, you won't take risks, and you won't truly grasp the concepts you're learning. It's unfortunate, it is, but it's necessary. This is why most people stop learning and plateau. They're afraid to talk to native speakers, they're afraid to go outside their comfort zone, they're afraid to truly expand and grow.

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

- The importance of learning English
- The use of modern technology in learning English

Chapter 2

Objectives:

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

- identify the different parts of speech in English.
- use different parts of speech to effectively form correct sentences.
- recognize the position and function of each part of speech within the sentence.
- spot the main and the minor ideas in the read texts.

GRAMMAR

Parts of Speech (2)

Exercises

❖ Choose the correct part of speech for each underlined word:

1. I bought a beautiful dress at the mall.

- ☐ preposition
- ☐ adjective
- ☐ noun

2. What did she ask you to do?

- ☐ conjunction
- ☐ preposition
- ☐ pronoun

3. I left my shoes under the kitchen table.

- ☐ adjective
 - ☐ preposition
 - ☐ pronoun
4. If we finish our work **quickly** we can go to the movies.
- ☐ adverb
 - ☐ conjunction
 - ☐ verb
5. On Saturdays I **work** from nine to five.
- ☐ verb
 - ☐ preposition
 - ☐ adverb
6. I want to go to a **university** in the United States.
- ☐ adjective
 - ☐ preposition
 - ☐ noun
7. I'm sure I've **met** your girlfriend before.
- ☐ verb
 - ☐ preposition
 - ☐ interjection
8. **Well**, I don't think I'll be home before 6.
- ☐ interjection
 - ☐ preposition
 - ☐ pronoun
9. Andy knocked on the door **but** nobody answered.
- ☐ adverb
 - ☐ adjective
 - ☐ conjunction
10. **After** lunch let's go out for a coffee.
- ☐ pronoun
 - ☐ preposition
 - ☐ verb

❖ Choose the correct answer.

1. Which one of the following words is a concrete noun?
a) run b) car
c) speed d) to
2. Which one of the following words is an action verb?
a) jump b) is
c) in d) cat
3. Which one of the following words is a helping verb?
a) hug b) robot
c) have d) her
4. Which of the following words is an adverb?
a) tall b) beautifully
c) quick d) should
5. Which one of the following words is an adjective?
a) noisy b) noisily
c) noise d) been
6. Which one of the following words is a preposition?
a) ouch b) will
c) over d) cat
7. Which one of the following words is an interjection?
a) through b) pencil

- a) run b) car
c) speed d) to

- a) jump b) is
c) in d) cat

- a) hug b) robot
c) have d) her

- a) tall b) beautifully
c) quick d) should

- a) noisy b) noisily
c) noise d) been

- a) ouch b) will
c) over d) cat

- a) through
- b) pencil

- c) me d) please

8. Which one of the following words is a pronoun?

- a) Torrence b) inside
c) would d) him

❖ **Examine the specified words and determine what part of speech they are.**

The new teacher quickly gave the students homework.

1. What part of speech is the word **new** acting as in the above sentence?

- a) verb b) noun
c) adverb d) adjective

2. What part of speech is the word **teacher** acting as in the above sentence?

- a) preposition b) pronoun
c) noun d) predicate

3. What part of speech is the word **quickly** acting as in the above sentence?

- a) noun b) verb
c) adjective d) adverb

4. What part of speech is the word **gave** in the above sentence?

- a) verb b) pronoun
c) adverb d) preposition

Hey! You should get my phone. It is under the chair.

5. What part of speech is the word **Hey** acting as in the above sentence?

- a) preposition b) pronoun
c) interjection d) helping verb

6. What part of speech is the word **should** acting as in the above sentence?

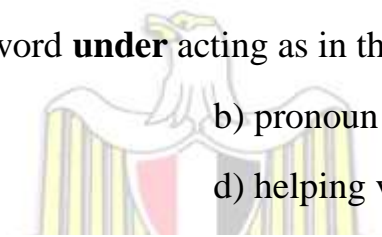
- a) action verb b) helping verb
c) pronoun d) preposition

7. What part of speech is the word **get** acting as in the above sentence?

- a) preposition
- b) pronoun
- c) helping verb
- d) action verb

8. What part of speech is the word **under** acting as in the above sentence?

- a) preposition
- b) pronoun
- c) interjection
- d) helping verb











READING COMPREHENSION













Health Problems

Pre-Reading Warm-Up Questions:

1. Do you know anybody who suffers from a health problem? What is it?
2. What does he or she do to overcome his health problem?

Read each sentence carefully. Then choose the best option to complete the sentences about health problems:

			
1. Patients with cancer undergo..... treatment a. chemistry b. chemotherapy c. physiotherapy	2. Henry broke his arm, so he needs a..... a. spin b. swing c. sling	3. make the heart to work better. a. Peacemakers b. Pacemakers c. Piecemakers	4. Sally can't speak; she was born a. dumb b. blind c. crippled
			
5. saved his life after the accident. a. Resuscitation b. Resurrection c. Resucitation	6. Peter needs glasses due to his a. eyelash b. eyestrain c. short eye	7. Alzheimer's causes serious damage. a. Blood b. Head c. Brain	8. Clean your teeth to prevent tooth..... a. dismay b. decay c. dismiss

			
<p>9. People who can't walk use</p> <p>a. stretches b. rocking chairs c. wheelchairs</p>	<p>10. Tom underwent four hours of</p> <p>a. surgery room b. surgery c. operative room</p>	<p>11. I've got a terrible cold. My nose is</p> <p>a. bleeding b. blowing c. running</p>	<p>12. My back aches so much. I've got</p> <p>a. a slipt disc b. a slipping disc c. a slipped disc</p>
			
<p>13. After his serious otitis, he needed</p> <p>a. a hearing aid b. a listening aid c. an ear aid</p>	<p>14. I need a for my bruise.</p> <p>a. trekking plaster b. sticking plaster c. stretching plaster</p>	<p>15. When I've got a headache, I take</p> <p>a. antibiotics b. painkillers c. vitamins</p>	<p>16. The doctor put Tim's leg in after his fall.</p> <p>a. plaster b. plant c. band</p>
			
<p>17. He worked under so much pressure that he had a nervous....</p> <p>a. breakthrough b. breakdown c. breakup</p>	<p>18. You'd feel better if you took some.....</p> <p>a. sniffing medicine b. aspirin c. cough syrup</p>	<p>19. Mark always carries a/an..... due to his asthma.</p> <p>a. inhealer b. inhiller c. inhaler</p>	<p>20. Don't share infected You could catch AIDS.</p> <p>a. needles b. injections c. shots</p>

Translation

Select at least 20 medical and health terminologies from the above text and translate them into Arabic.

Word	Translation	Word	Translation

Writing

Write a paragraph on a specific health problem from the above text and provide some medical tips of how you can overcome it.



Chapter 3

Objectives

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

- Spot the key ideas and minor ideas in the tackled texts.
- Understand the structure of sentence in English.
- Structure as many correct English sentences as they can.
- Analyze the English sentence into its basic elements.

GRAMMAR

Structure of the English Sentence

What is a Sentence?

A **sentence** is a set of words that contain:

1. a **subject** (what the sentence is about, the topic of the sentence)
2. a **predicate** (what is said about the subject)

Look at this simple example:

sentence		
subject	predicate	
	verb	
You	Speak	English.



The above example sentence is very short. Of course, a sentence can be longer and more complicated, but basically there is always a subject and a predicate. Look at this longer example:

sentence		
subject	predicate	
	verb	
Ram and Tara	Speak	English when they are working.

Note that the predicate **always** contains a verb. Sometimes, in fact, the predicate is only a verb:

sentence

sentence		
subject	predicate	
	verb	
Smoke	rises.	



So we can say that a sentence must contain *at least* a **subject** and **verb**.

There is one apparent exception to this – the imperative. When someone gives a command (the imperative), they usually do not use a subject. They don't say the subject because it is obvious - the subject is YOU! Look at these examples of the imperative, with and without a subject:

sentence		
subject	predicate	
	verb	
	Stop!	
	Wait	a minute!

sentence		
You	look!	
Everybody	look!	



Note that a sentence expresses a **complete thought**. Here are some examples of complete and incomplete thoughts:

		<i>complete thought?</i>
sentence	He opened the door.	YES
	Come in, please.	
	Do you like coffee?	
not a sentence	people who work hard	NO
	a fast-moving animal with big ears	

Note also that a sentence **begins** with a capital letter and **ends** with a full stop or a question mark or an exclamation mark. Look at these examples:

- **P**eople need food.
- **H**ow are you?

- Look out!

Exercises

Choose the correct answer

- A sentence is a set of words with a subject and
 - ☐ an object
 - ☐ a predicate
- The subject of a sentence is
 - ☐ what it's about
 - ☐ what it begins with
- The predicate is what's said about
 - ☐ the subject
 - ☐ the beginning
- "My dog likes to chase cats." The predicate is
 - ☐ likes to chase cats
 - ☐ chase cats
- The predicate of a sentence always includes
 - ☐ a noun
 - ☐ a verb
- Imperative sentences like "Stop!" don't have to include
 - ☐ the verb
 - ☐ the subject
- In the sentence "Wait a minute!", the predicate has
 - ☐ two words
 - ☐ three words
- A full sentence expresses
 - ☐ a complete thought
 - ☐ a correct thought
- Which is a full sentence?
 - ☐ Come here!
 - ☐ Just a moment.
- Which is not a full sentence?



Ministry of Health & Population

وزارة الصحة والسكان

- How many did you get right?
- All of them!

Write the sentences in order

1. an e-mail / sent / My wife / me /.

2. some flowers / The son / his mother/ buys / every month /.

3. to the station / returns / The bus/ at night.

4. at ten o'clock / The conference / last week / started / on Tuesday /.

5. the tree / The car / hit / with great force.

6. slowly / his meal / ate/ Sam /.

7. to post her letter / this morning / to town / The teacher/ went /.

8 . on the train / ate / this morning / John / breakfast /.

9 . to / Julie / speaks/ My father/.

10 . a table / for me / They / once a year / at the restaurant / book /.



READING COMPREHENSION

FACEBOOK

Pre-Reading Warm-Up Questions:

1. Do you have an account on social media? What is it?
2. For how long do you stay on Facebook?
3. For what purposes do you use your Facebook account?

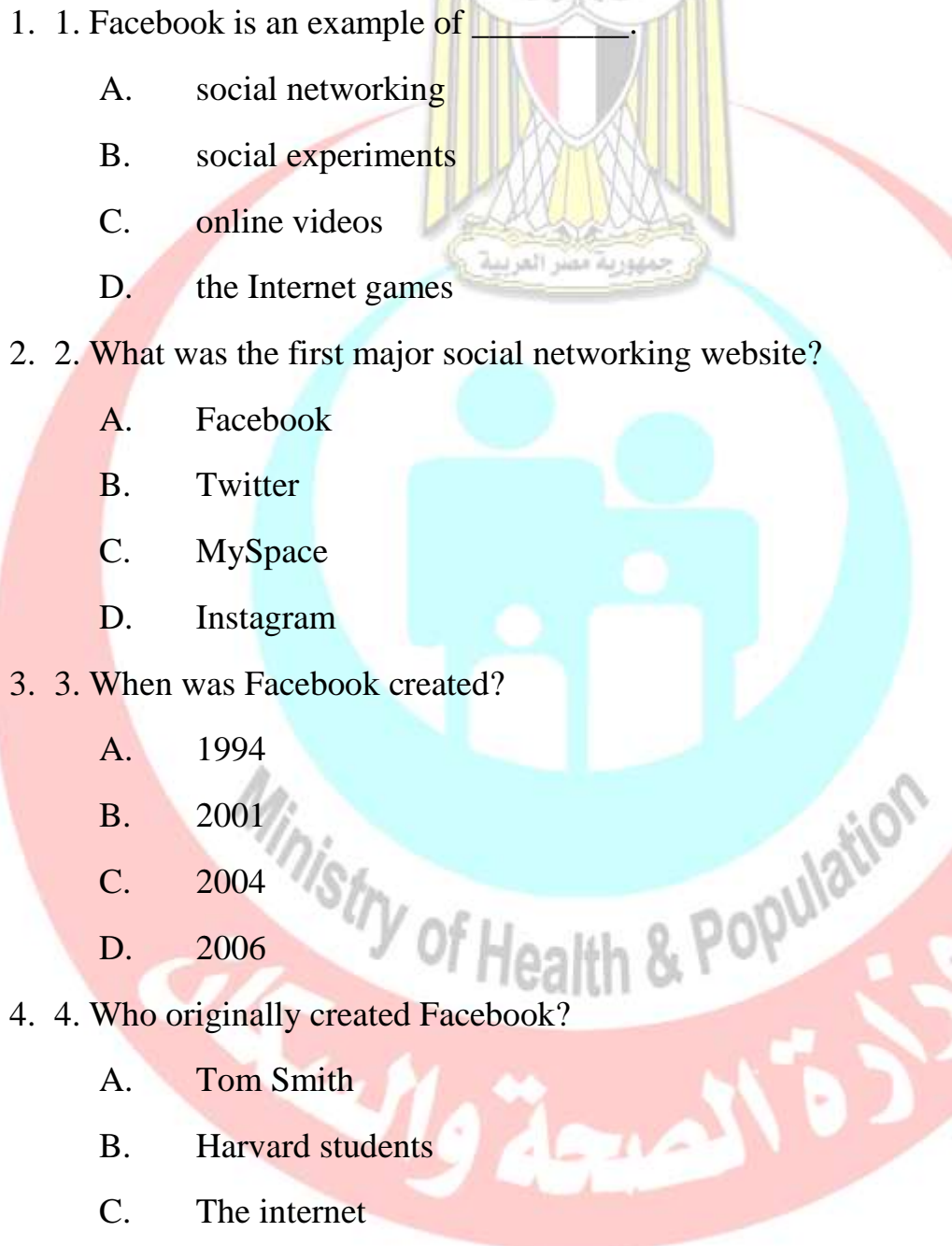
Read the following text. Then answer the questions below.

One of the most recent social changes taking place in the United States, and in the world, is social networking. Social networking in itself is not a new development. These types of groups have been in existence for at least 150 years, and probably longer than that. In the times before the invention of the personal computer, and the advent of the World Wide Web, social networking was done in person. People who had similar likes and interests would gather together to share experiences, make new contacts, and promote themselves, or their businesses.

On the Internet, social networking websites made their first appearances during the late 1990s. The first major social networking website in the United States was MySpace. MySpace was a comprehensive, social networking site that allowed its users to exchange messages, share pictures, and make new friends in a way that was never thought of in the past. With MySpace, people who did not go out much could reach out to others from their own homes.

In 2004, Facebook was created. It was originally a website created for use by Harvard University students, graduates, and faculty, but it soon expanded to include just about everyone. Facebook is a big social networking site that has grown incredibly fast. It is now larger than some of the largest companies in the world. It is a

website that is in constant change. New features are added regularly. Facebook has revolutionized the way people stay connected with each other and the rest of the world. The way it works is simple. Users can set up a new account easily. All a new user needs is an email address to start. Once a person has created an account, he, or she can invite friends by sending a request out to people they know who also have their own Facebook pages. Once you get started, making new friends will come easily.

- 
1. 1. Facebook is an example of _____.
 - A. social networking
 - B. social experiments
 - C. online videos
 - D. the Internet games
 2. 2. What was the first major social networking website?
 - A. Facebook
 - B. Twitter
 - C. MySpace
 - D. Instagram
 3. 3. When was Facebook created?
 - A. 1994
 - B. 2001
 - C. 2004
 - D. 2006
 4. 4. Who originally created Facebook?
 - A. Tom Smith
 - B. Harvard students
 - C. The internet
 - D. MySpace
 5. 5. New users to Facebook need _____ to create an account.
 - A. first and last name

- B. to sign a contract
- C. an email address
- D. high speed Internet



Translation

Translate the following passage from the above text into Arabic.

In 2004, Facebook was created. It was originally a website created for use by Harvard University students, graduates, and faculty, but it soon expanded to include just about everyone. Facebook is a big social networking site that has grown incredibly fast. It is now larger than some of the largest companies in the world. It is a website that is in constant change. New features are added regularly. Facebook has revolutionized the way people stay connected with each other and the rest of the world.

Writing

Write a paragraph on the advantages and disadvantages of Facebook in today's life.



Chapter 4

Objectives

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

- Identify the form of the present simple tense
- Recognize the uses of the present simple tense
- Produce oral as well as written sentences in present simple

GRAMMAR

Present Simple Tense (1)

Form: The simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an -s at the end. (he takes, she takes)

Subject + the first form of the verb + complement

He/she/it + v (s) + complement

The simple present tense is used:

- **To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:**
I smoke (habit); I work in London (unchanging situation); London is a large city (general truth)
- **To give instructions or directions:**
You walk for two hundred meters, then you turn left.
- **To express fixed arrangements, present or future:**
Your exam starts at 09.00
- **To express future time, after some conjunctions: *after, when, before, as soon as, until*:**
He'll give it to you when you come next Saturday.

Be careful! The simple present is not used to express actions happening now.

EXAMPLES

- **For habits**
He drinks tea at breakfast.
She only eats fish.
They watch television regularly.
- **For repeated actions or events**
We catch the bus every morning.
It rains every afternoon in the hot season.
They drive to Monaco every summer.
- **For general truths**
Water freezes at zero degrees.
The Earth revolves around the Sun.
Her mother is Peruvian.
- **For instructions or directions**
Open the packet and pour the contents into hot water.
You take the No.6 bus to Watney and then the No.10 to Bedford.
- **For fixed arrangements**
His mother arrives tomorrow.
Our holiday starts on the 26th March

- **With future constructions**

She'll see you before she leaves.

We'll give it to her when she arrives.

FORMING THE SIMPLE PRESENT TENSE: TO THINK

Affirmative	Interrogative	Negative
I think	Do I think?	I do not think
You think	Do you think?	You do not think
He thinks	Does he think?	He does not think
She thinks	Does she think?	She does not think
It thinks	Does it think?	It does not think
We think	Do we think?	We do not think.
They think	Do they think?	They do not think.

NOTES ON THE SIMPLE PRESENT, THIRD PERSON SINGULAR

- In the third person singular the verb always ends in -s:
he wants, she needs, he gives, she thinks.
- Negative and question forms use **DOES** (= the third person of the auxiliary 'DO') + the infinitive of the verb.
He wants ice cream. Does he want strawberry? He does not want vanilla.
- Verbs ending in -y : the third person changes the -y to -ies:
fly --> flies, cry --> cries
Exception: if there is a vowel before the -y:
play --> plays, pray --> prays
- Add -es to verbs ending in: -ss, -x, -sh, -ch:
he passes, she catches, he fixes, it pushes

EXAMPLES

- He goes to school every morning.
- She understands English.
- It mixes the sand and the water.
- He tries very hard.
- She enjoys playing the piano.

READING COMPREHENSION

First Aid

Pre-Reading Warm-Up Questions:

1. What do you know about first aid?
2. Do you think that first aid is important just for those working in the medical field? Why? Why not?

First aid is the provision of initial care for an illness or injury. It is usually performed by a lay person to a sick or injured casualty until definitive medical treatment can be accessed. Certain self-limiting illnesses or minor injuries may not require further medical care past the first aid intervention. It generally consists of a series of simple and in some cases, potentially life-saving techniques that an individual can be trained to perform with minimal equipment. While first aid can also be performed on animals, the term generally refers to care of human patients.

The key aims of first aid can be summarized in three key points:

- **Preserve life** - the overriding aim of all medical care, including first aid, is to save lives
- **Prevent further harm** - also sometimes called prevent the condition from worsening, this covers both external factors, such as moving a patient away from any cause of harm, and applying first aid techniques to prevent worsening of the condition, such as applying pressure to stop a bleed becoming dangerous.

• **Promote recovery** - first aid also involves trying to start the recovery process from the illness or injury, and in some cases might involve completing a treatment, such as in the case of applying a plaster to a small wound.

Certain skills are considered essential to the provision of first aid and are taught ubiquitously. Particularly, the "ABC"s of first aid, which focus on critical life-saving intervention, must be rendered before treatment of less serious injuries. ABC stands for *Airway, Breathing, and Circulation*. The same mnemonic is used by all emergency health professionals. Attention must first be brought to the airway to ensure it is clear. Obstruction (choking) is a life-threatening emergency. Following evaluation of the airway, a first aid attendant would determine adequacy of breathing and provide rescue breathing if necessary. Assessment of circulation is now not usually carried out for patients who are not breathing, with first aiders now trained to go straight to chest compressions (and thus providing artificial circulation) but pulse checks may be done on less serious patients. Some organizations add a fourth step of "D" for *Deadly bleeding*, while others consider this as part of the *Circulation* step.

Much of first aid is common sense. Basic principles, such as knowing to use an adhesive bandage or applying direct pressure on a bleed, are often acquired passively through life experiences. However, to provide effective, life-saving first aid interventions requires instruction and practical training. This is especially true where it relates to potentially fatal illnesses and injuries; these procedures may be invasive, and carry a risk of further injury to the patient and the provider. As with any training, it is more useful if it occurs before an actual emergency, and in many countries, emergency ambulance dispatchers may give basic first aid instructions over the phone while the ambulance is on the way.

I) With reference to the passage you have read, answer the following questions:

- 1) Define First Aid.
- 2) Who usually performs first aid?
- 3) To which cases are the first aid procedures applied?
- 4) What are the three main aims of First Aid?
- 5) What are the skills required for any person who would like to perform first aid?
- 6) Explain what is meant by the "ABC"s of first aid.
- 7) What does the "D" that is usually added to the formula "ABC" stand for?
- 8) Is first aid a difficult process? Why, why not?
- 9) Why first aid is a common-sense process?

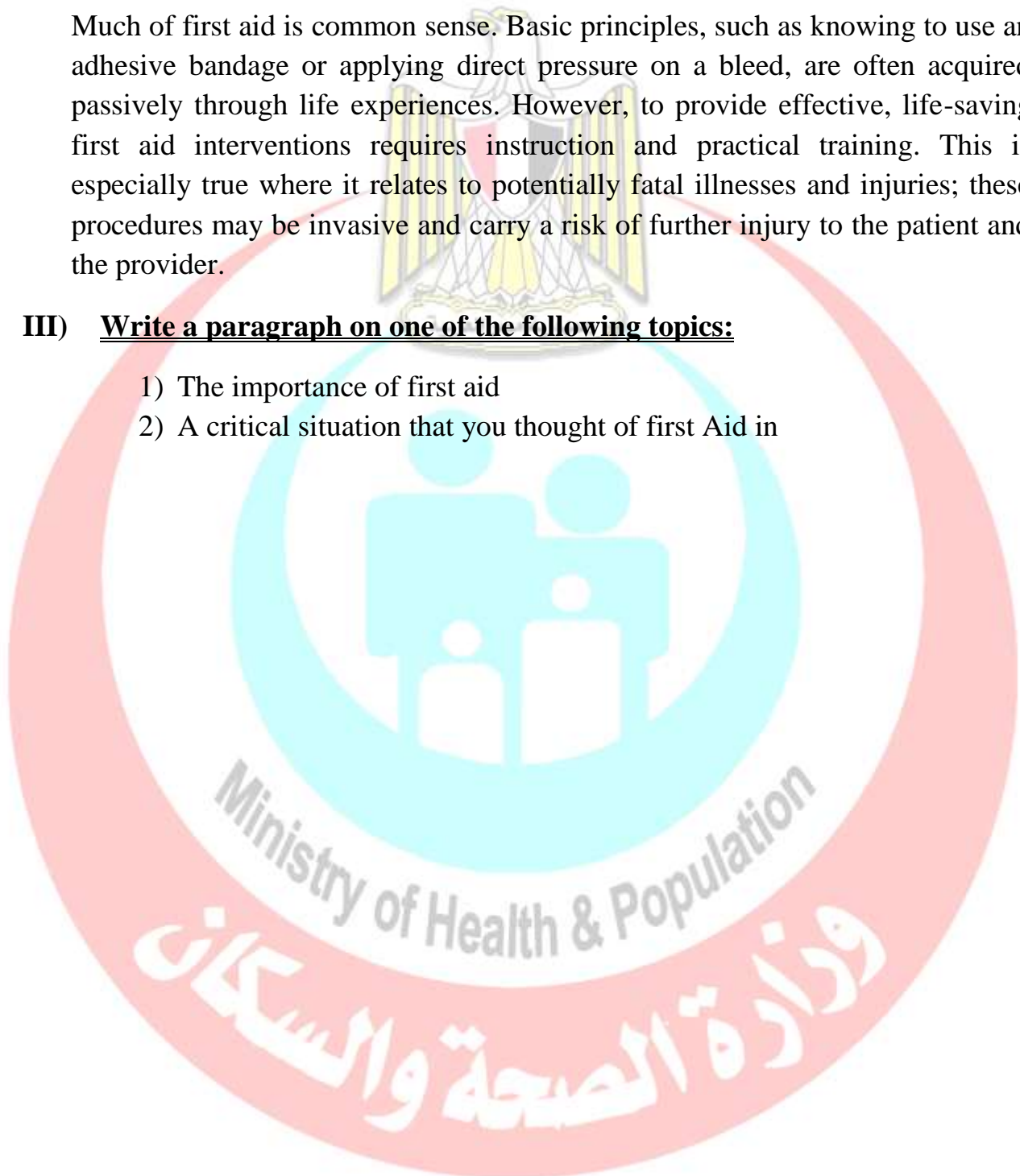
10) Have you ever tried to be a first aider? Why? Why not?

II) Translate the following passages into Arabic:

Much of first aid is common sense. Basic principles, such as knowing to use an adhesive bandage or applying direct pressure on a bleed, are often acquired passively through life experiences. However, to provide effective, life-saving first aid interventions requires instruction and practical training. This is especially true where it relates to potentially fatal illnesses and injuries; these procedures may be invasive and carry a risk of further injury to the patient and the provider.

III) Write a paragraph on one of the following topics:

- 1) The importance of first aid
- 2) A critical situation that you thought of first Aid in



Chapter 5

Objectives:

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

- Identify the form of the present simple tense.
- Form as many sentences as they can in present simple.
- Use present simple in their daily speech.

GRAMMAR

Present Simple Tense (2)

Exercises

Form of Affirmative Sentences - Part 1

I. Complete with a suitable verb in the correct form.

1. We sometimes books.
2. Emily to the disco.
3. It often on Sundays.
4. Pete and his sister the family car.

5. I always to the bus stop.

Form of Affirmative Sentences - Part 2

II. Put the verbs into the correct form.

1. I (to like) lemonade very much.
2. The girls always (to listen) to pop music.
3. Janet never (to wear) jeans.
4. Mr Smith (to teach) Spanish and French.
5. You (to do) your homework after school.

Simple present with 'have' and 'be'

III. Fill in the correct form of the verbs.

1. We (to have) a nice garden.
2. She (to be) six years old.
3. Simon (to have) two rabbits and five goldfish.
4. I (to be) from Vienna, Austria.
5. They (to be) Sandy's parents.

Negative Sentences

IV. Make negative sentences.

1. My father makes breakfast. →
2. They are eleven. →
3. She writes a letter. →
4. I speak Italian. →
5. Danny phones his father on Sundays. →

Questions

V. Make questions.

1. you / to speak / English →
2. when / he / to go / home →
3. they / to clean / the bathroom →

4. where / she / to ride / her bike →
5. Billy / to work / in the supermarket →

Signal Words

VI. Find the signal words for simple present.

1. Which **is** a signal word for simple present?
☐ now ☐ last Monday ☐ often
2. Which **is** a signal word for simple present?
☐ sometimes ☐ at the moment ☐ yesterday
3. Which **is** a signal word for simple present?
☐ last Friday ☐ every Friday ☐ next Friday
4. Which **is not** a signal word for simple present?
☐ never ☐ already ☐ usually
5. Which **is not** a signal word for simple present?
☐ Listen! ☐ first ... then ... ☐ seldom

READING COMPREHENSION

Non-Verbal Communication

Pre-Reading Warm-Up Questions:

1. Do you think that smiling or frowning add to the message you want to deliver?
2. How can your friend's look convey much about what is inside him?
3. Are you good at understanding people's feelings without speaking so much?

According to experts, a substantial portion of our communication is nonverbal. Every day, we respond to thousands on nonverbal cues and behaviors including postures, facial expression, eye gaze, gestures, and tone of voice. From our handshakes to our hairstyles, nonverbal details reveal who we are and impact how we relate to other people. In many cases, we communicate information in nonverbal ways using groups of behaviors. For example, we might combine a frown with crossed arms and unblinking eye gaze to indicate disapproval. While these signals are often so subtle that we are not consciously aware of them, research has identified several different types of nonverbal communication.

1. Facial Expressions

Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. The look on a person's face is often the first thing we see, even before we hear what they have to say. While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world.

2. Gestures

Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture.

3. Paralinguistics

Paralinguistics refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection, and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest.

Consider all the different ways simply changing your tone of voice might change the meaning of a sentence. A friend might ask you how you are doing, and you might respond with the standard "I'm fine," but how you actually say those words might reveal a tremendous amount of how you are really feeling. A cold tone of voice might suggest that you are actually not fine, but you don't wish to discuss it. A bright, happy tone of voice will reveal that you are actually doing quite well. A somber, downcast tone would indicate that you are the opposite of fine and that perhaps your friend should inquire further.

4. Body Language and Posture

Posture and movement can also convey a great deal of information. Research on body language has grown significantly since the 1970's, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing, especially after publishing Julius Fast's book *Body Language*. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that body language is far more subtle and less definitive than previously believed.

5. Eye Gaze

The eyes play an important role in nonverbal communication and such things as looking, staring and blinking are important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate. Looking at another person can indicate a range of emotions including hostility,

interest, and attraction. People also utilize eye gaze as a means to determine if someone is being honest. Normal, steady eye contact is often taken as a sign that a person is telling the truth and is trustworthy. Shifty eyes and an inability to maintain eye contact, on the other hand, is frequently seen as an indicator that someone is lying or being deceptive.

6. Appearance

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can evoke different moods. Appearance can also alter physiological reactions, judgments, and interpretations. Just think of all the subtle judgments you quickly make about someone based on his or her appearance. These first impressions are important, which is why experts suggest that job seekers dress appropriately for interviews with potential employers. Culture is an important influence on how appearances are judged. While thinness tends to be valued in Western cultures, some African cultures relate full-figured bodies to better health, wealth, and social status.

Nonverbal communication plays an important role in how we convey meaning and information to others, as well as how we interpret the actions of those around us. The important thing to remember when looking at such nonverbal behaviors is to consider the actions in groups. What a person actually says along with his or her expressions, appearance, and tone of voice might tell you a great deal about what that person is really trying to say.

Questions

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

- 1) What is meant by nonverbal communication?
- 2) What is the importance of nonverbal communication?
- 3) Why is communication with the body in general called “nonverbal”?
- 4) What is meant by “facial expressions”?
- 5) What are “gestures”?
- 6) How can one’s tone of voice affect his or her message?
- 7) What is meant by posture?

- 8) Is eye contact important in communication? Why? Why not?
- 9) How can your appearance reflect much about you?
- 10) How are first impressions formed?

❖ *Translate the following passage into Arabic:*

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can evoke different moods. Appearance can also alter physiological reactions, judgments, and interpretations. Just think of all the subtle judgments you quickly make about someone based on his or her appearance. These first impressions are important, which is why experts suggest that job seekers dress appropriately for interviews with potential employers. Culture is an important influence on how appearances are judged. While thinness tends to be valued in Western cultures, some African cultures relate full-figured bodies to better health, wealth, and social status.

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

- How is nonverbal communication affected by culture?
- The importance of nonverbal communication

Chapter 6

Objectives:

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

- Identify the form of the present continuous tense.
- Recognize the uses of the present continuous tense.
- Produce sentences in the present continuous tense.
- Translate from English to Arabic.
- Identify the major and minor ideas in the tackled text.

GRAMMAR

Present Continuous Tense (1)

Form:

You use the present continuous by using the present form of the verb “be” + the present participle of a verb.

am	}	v+ing
is		
are		

Use:

1) Thing that are happening now

You can use the present continuous to describe immediate events taking place in the current moment:

Eg. “She is eating dinner right now and cannot answer the phone.”

You can also use it in the same way for the negative form:

Eg. “They’re not watching TV at the moment.”

2) Temporary events

For longer actions that may be taking place for a temporary period only, you can use the present continuous tense to describe them. It can be used for any temporary situation, no matter how long or short it is.

Eg. “He’s studying a new language at the moment.”

3) A new pattern or habit

A really interesting way of using the present continuous tense is to describe events or actions that are new and different from events in the past. In this case, the tense can be used to highlight the contrast between the old and new.

Eg. “These days, people are writing emails a lot less than they used to a few years ago.”

It can also be used to describe a regular habit that someone has – whether it is a good habit, or a bad one!

Eg. “You’re always running late with all your deadlines!”

4) Future plans

When describing something that will take place in the future, the present continuous tense can be used when you are discussing something that is already discussed or planned ahead.

Eg. “When we arrive at the airport, we are taking a private car direct to the hotel.”

When not to use!

It’s important to bear in mind that you cannot use the present continuous for all events taking place in the present. You do not use it to describe events that happen normally, or for a long time:

Eg: “I play the piano every morning” is correct.

“I am playing the piano every morning” is not correct, unless it was a new habit you had just started.

Another instance where you do not use the present continuous verb is with non-continuous verbs. These are a small group of verbs that describe things that you cannot

normally see someone do, for example: to love, to fear, to want, to cost, and others. With these verbs, you use the present simple tense instead.

The following verbs are usually only used in Simple Present (not in the progressive form).

- **state:** be, cost, fit, mean, suit

Example: We are on holiday.

- **possession:** belong, have

Example: Sam has a cat.

- **senses:** feel, hear, see, smell, taste, touch

Example: He feels the cold.

- **feelings:** hate, hope, like, love, prefer, regret, want, wish

Example: Jane loves pizza.

- **brain work:** believe, know, think, understand

Example: I believe you.

- **Introductory clauses for direct speech:** answer, ask, reply, say

Example: “I am watching TV,” he says.



READING COMPREHENSION

Medical Ethics

Pre-Reading Warm-Up Questions:

1. What is meant by medical ethics?
2. Why morals are so important in the medical field in particular?

Bioethicists often refer to the four basic principles of health care ethics when evaluating the merits and difficulties of medical procedures. Ideally, for a medical practice to be considered "ethical", it must respect all four of these principles: autonomy, justice, beneficence, and non-maleficence. The use of reproductive technology raises questions in each of these areas.

• Autonomy

Requires that the patient have autonomy of thought, intention, and action when making decisions regarding health care procedures. Therefore, the decision-making process must be free of coercion or coaxing. In order for a patient to make a fully informed decision, she/he must understand all risks and benefits of the procedure and the likelihood of success. Because ARTs are highly technical and may involve high emotions, it is difficult to expect patients to be operating under fully-informed consent.

Justice

The idea that the burdens and benefits of new or experimental treatments must be distributed equally among all groups in society. Requires that procedures uphold the spirit of existing laws and are fair to all players involved. The health care provider must consider four main areas when evaluating justice: fair distribution of scarce resources, competing needs, rights and obligations, and potential conflicts with established legislation. Reproductive technologies create ethical dilemmas because treatment is not equally available to all people.

Beneficence

From an ethical viewpoint, morality requires that we not only treat patients autonomously and refrain from harming them, but that we also contribute to

their welfare. These beneficial actions fall under the heading 'beneficence'. The principles of beneficence potentially require more than those of nonmaleficence, because doctors must take positive steps to help people and not merely refrain from harm. Patient welfare embodies medicine's goal, justification and rationale - examples here include public health, preventative medicine and biomedical research.

• Non-maleficence

The principle of nonmaleficence obligates us to abstain from causing harm to others. The principles of nonmaleficence supports several moral rules, with examples here including:

Do not kill.

Do not cause pain or suffering.

Do not incapacitate.

Do not deprive others of the goods of life.

The obligations of nonmaleficence include not only obligations not to inflict harm, but also not to impose risks of harm. It must be remembered that the principle of nonmaleficence and its specifications in moral rules are prima facie and not absolute.

Questions

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

- 1) What is meant by medical ethics?
- 2) Who was the first one to talk about ethics in medicine?
- 3) What are the four major principles of medical ethics?
- 4) What is meant by “autonomy”?
- 5) What is meant by “justice”?
- 6) What is meant by “beneficence”?
- 7) What is meant by “Non-maleficence”?
- 8) Are there any other ethics that can be applied to the field of medicine?

❖ *Translate the following passage into Arabic:*

From an ethical viewpoint, morality requires that we not only treat patients autonomously and refrain from harming them, but that we also contribute to their welfare. These beneficial actions fall under the heading

'beneficence'. The principles of beneficence potentially require more than those of nonmaleficence, because doctors must take positive steps to help people and not merely refrain from harm. Patient welfare embodies medicine's goal, justification and rationale - examples here include public health, preventative medicine and biomedical research.

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

- Justice in healthcare
- The importance a code of ethics in medicine



Chapter 7

Objectives:

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

- Identify the form of the present continuous tense.
- Recognize the uses of the present continuous tense.
- Produce sentences in the present continuous tense.
- Translate from English to Arabic.
- Identify the major and minor ideas in the tackled text.

GRAMMAR

Present Continuous Tense (2)

Exercises

I) Write the verbs in Present Progressive.

1. speak - I
2. jump – you
3. bake - she
4. play - they
5. run - we

II) Write the verbs in Simple Present, 3rd person singular.

1. be - it
2. have - he
3. eat - she

4. can - he
5. wash - she

III) When to use which tense?

1. For actions happening regularly, often or never, we use
2. For actions happening now, we use
The verbs 'be', 'have', 'like' and 'want' are normally only used in
3. The signal word 'usually' indicates that we have to use
4. The signal word 'now' indicates that we have to use

IV) Complete the sentences. Use Simple Present or Present Progressive.

1. Look! They (leave) the house.
2. Brian (cycle) 30 km every day.
3. Samantha (do) her homework at the moment.
4. My parents (shop) right now.
5. He usually (get up) early in the morning.

V) Complete the sentences. Use Simple Present or Present Progressive.

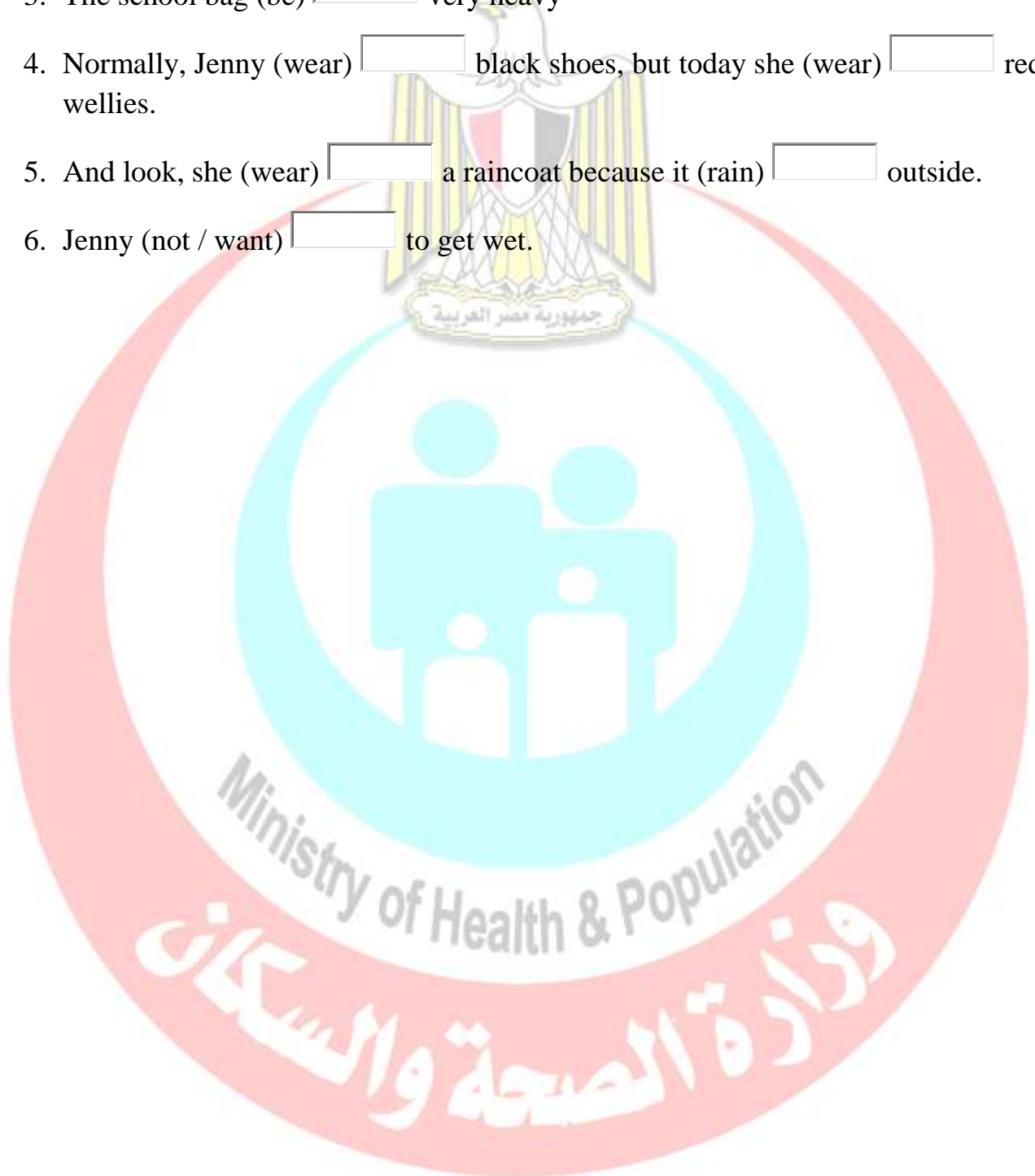
1. You (see / not) her every day.
2. The baby (sleep / not) at the moment.
3. I (read / not) a book now.
4. We (go / not) to school on Sundays.
5. He (watch / not) the news every day.

VI) Complete the sentences. Use Simple Present or Present Progressive.

1. (you / go) on holiday by plane sometimes?
2. (they / play) computer games every day?
3. (she / eat) dinner at the moment?
4. What (they / do) right now?
5. (she / visit) her grandma very often?

VII) Complete the sentences. Use Simple Present or Present Progressive.

1. Look! Jenny (go) to school.
2. On her back, Jenny (carry) her school bag.
3. The school bag (be) very heavy
4. Normally, Jenny (wear) black shoes, but today she (wear) red wellies.
5. And look, she (wear) a raincoat because it (rain) outside.
6. Jenny (not / want) to get wet.



READING COMPREHENSION

Reading Literature

Pre-Reading Warm-Up Questions:

1. Have you ever read a work of literature? What was your impression?
2. Do you think literature is important for a nation? Why? Why not?

Literature enables us to explore the recesses of man's head and heart with a torch; history allows us only the natural light of day, which does not usually shine into such places. Literature is man's exploration of man by artificial light, which is better than natural light because we can direct it where we want. As a result, literature is considered an important component of any language program because of the many benefits it offers. Here are some reasons for integrating literature into your curriculum.

Literature provides pleasure to listeners and readers. It is a relaxing escape from daily problems, and it fills leisure moments. Making time for recreational reading and using high-quality literature help to develop enthusiastic readers and improve achievement.

Literature builds experience. Children expand their horizons through vicarious experiences. They visit new places, gain new experiences, and meet new people. They learn about the past as well as the present and learn about a variety of cultures, including their own. They discover the common goals and similar emotions found in people of all times and places.

Literature provides a language model for those who hear and read it. Good literature exposes children to correct sentence patterns, standard story structures, and varied word usage. Children for whom English is a second language can improve their English with the interesting context, and all children benefit from new vocabulary that is woven into the stories.

Literature develops thinking skills. Discussions of literature bring out reasoning related to sequence; cause and effect; character motivation; predictions; visualization of actions, characters, and settings; critical analysis of the story; and creative responses.

Literature supports all areas of the language arts curriculum. Listening to stories provides opportunities for honing listening skills, and discussion allows

children to express their thoughts, feelings, and reactions. When students read literature, they are practicing their comprehension strategies in meaningful situations. Young writers may use various genres of literature as models for their own writing, and literature can be the basis for creative dramatics. Children can find stories to read and puzzles to solve on the Internet, and the computer can serve as a word processor for creating stories of their own.

Literature helps children deal with their problems. By finding out about the problems of others through books, children receive insights into dealing with their own problems.

Multicultural literature helps readers value people from different races, ethnic groups, and cultures. Excellent, well-illustrated books are available for many cultural groups. Children from such populations gain self-esteem by seeing themselves represented in books, and mainstream children begin to appreciate others from culturally diverse backgrounds.

Literature helps establish career concepts. For children who have limited knowledge of occupations, literature expands their ideas for potential careers. Peggy Rathman's *Officer Buckle and Gloria*, about a police officer who shares information, and Alexandra Day's *Frank and Ernest on the Road*, about truck driving, give insights into two career choices.

Questions

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

- 1) How is literature different from history?
- 2) How does literature help us understand ourselves?
- 3) Why and how does literature fill us with pleasure?
- 4) Why is literature so important for children?
- 5) Should literature be part and parcel of any children curriculum?
- 6) How can literature help people choose their future careers?
- 7) How can literature function as a means for world peace?
- 8) In what way can literature abolish racism?

9) How can literature develop the child's thinking skills?

10) How can literature build experience?

❖ *Translate the following passage into Arabic:*

Literature enables us to explore the recesses of man's head and heart with a torch; history allows us only the natural light of day, which does not usually shine into such places. Literature is man's exploration of man by artificial light, which is better than natural light because we can direct it where we want. As a result, literature is considered an important component of any language program because of the many benefits it offers. Here are some reasons for integrating literature into your curriculum.

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

- Why is literature so important in any child's curriculum?
- How can literature help you understand yourself?



Chapter 8

Objectives:

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

- Spot the key ideas and minor ideas in the tackled texts.
- Read for details.
- Practice translating from English into Arabic.
- Write a well-developed paragraph in English.
- Relate between the different grammatical rules studied.
- Figure out the relationship between present simple and present continuous.

GRAMMAR

General Grammatical Drills

❖ *Form a well-structured sentence in English that contain the following words:*

1. Happy
2. Fine
3. Classroom
4. English
5. My father
6. In
7. For
8. Hard
9. Badly
10. Because

❖ **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 whatyou (say) because everybody (talk) so loudly.
7. Justin (write, currently) a book about his adventures in Tibet. I hope he canfind 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 amovie 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.

❖ **What part of speech are the underlined words?**

1. She thought of a wise plan. Thought is a
verb
adverb
adjective
2. I want to go now. Now is a/an
preposition
adjective
adverb
3. Where are you going? You is a
verb
noun
pronoun

4. That was a lovely evening. Lovely is a/an

noun

adjective

adverb

5. My father works in a factory. Factory is a/an

pronoun

noun

adjective

6. She must be a stupid. Stupid is a/an

noun

adjective

verb

7. Selena is my best friend. Best is a/an

noun

adjective

adverb

8. The dress was expensive; still I bought it. Bought is a

verb

adverb

preposition

9. It is my doll. It is a/an

noun

pronoun

adjective

10. The sun gives us heat and light. Gives is a/an

verb

pronoun

adverb

11. Do it quickly. Quickly is a/an

adverb

adjective

verb

12. She went to the market to buy some vegetables. To is a/an

.....

verb

preposition

conjunction



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13. I helped him because I liked him. Because is a/an

preposition

conjunction

adverb

14. Jasmines are white in color. White is a/an

noun

adjective

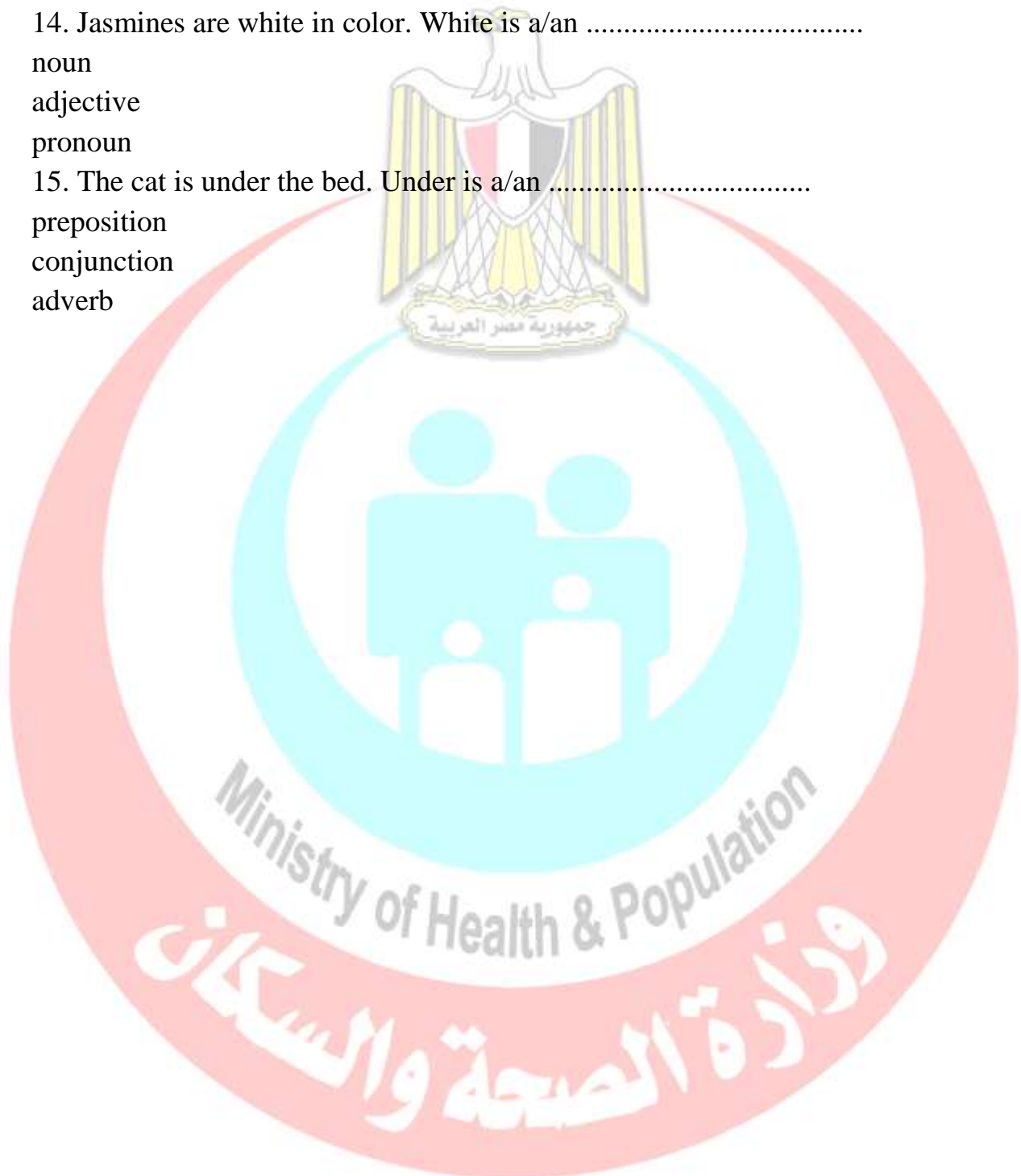
pronoun

15. The cat is under the bed. Under is a/an

preposition

conjunction

adverb



READING COMPREHENSION

Perfumes in Hospitals

Pre-Reading Warm-Up Questions:

1. Should perfumes be allowed in hospitals? Why? Why not?
2. Think of other things that should be forbidden in hospitals.

Read the following article. Then answer the questions below.

Doctors in Canada have called for a ban on the use of perfumes and aftershaves in hospitals and clinics. They say the chemicals in the scents can trigger asthma and allergies. Research shows that over half of asthma attacks are caused by irritants such as powerful smells. Besides perfumes and aftershaves, these can include cigarette smoke, cleaning fluids and other strong fragrances and odours. Dr. Ken Flegel and Dr James Martin of McGill University in Canada wrote about the dangers of smells in hospital in the Canadian Medical Association Journal. They said: "Hospital environments free from artificial scents should become a uniform policy, promoting the safety of patients, staff and visitors alike."

Strong smells affect many of us in one way or another. Around a third of people say they are physically affected by artificial scents worn by others. The doctors noted that this should be a serious concern in all hospitals. They wrote: "While artificial scents are designed to make us more attractive, they may result in unintended harm to those who are vulnerable. There is emerging evidence that asthma, in some cases, is primarily aggravated by artificial scents." They added that: "This is particularly concerning in hospitals, where vulnerable patients with asthma or other upper airway or skin sensitivities are concentrated." They warn that scents in hospitals can make these patients' condition worse.

True / False

- a) Doctors want to ban the use of perfumes in clinics. T / F
- b) A third of asthma attacks are caused by things like strong smells. T / F
- c) The doctors who came up with the ban are from a Canadian university. T / F
- d) The doctors said artificial scents are OK in hospitals and clinics. T / F
- e) Artificial smells affect around a third of us. T / F

- f) Doctors say artificial smells can harm people who are vulnerable. T / F
- g) Doctors say artificial scents cause no problem to sensitive skin. T / F
- h) Doctors say artificial scents will not worsen a patient's condition. T / F

Synonym Match

- | | |
|---------------|----------------|
| 1. ban | a. set off |
| 2. trigger | b. touch |
| 3. odours | c. without |
| 4. free from | d. state |
| 5. uniform | e. worry |
| 6. affect | f. worry |
| 7. concern | g. prohibition |
| 8. artificial | h. proof |
| 9. evidence | i. identical |
| 10. condition | j. smells |

Discussion

- a) What do you think about what you read?
- b) To what extent do you agree with the doctors?
- c) What smells do you dislike, and why?
- d) What do you think of the smell of perfume and aftershave?
- e) Should perfumes and aftershaves be banned in hospitals?
- f) Should a hospital patient be able to sue someone wearing perfume?
- g) In what ways do you think smells can be dangerous?
- h) How should hospitals smell?

Translation

Translate the following passage from the above text into Arabic.

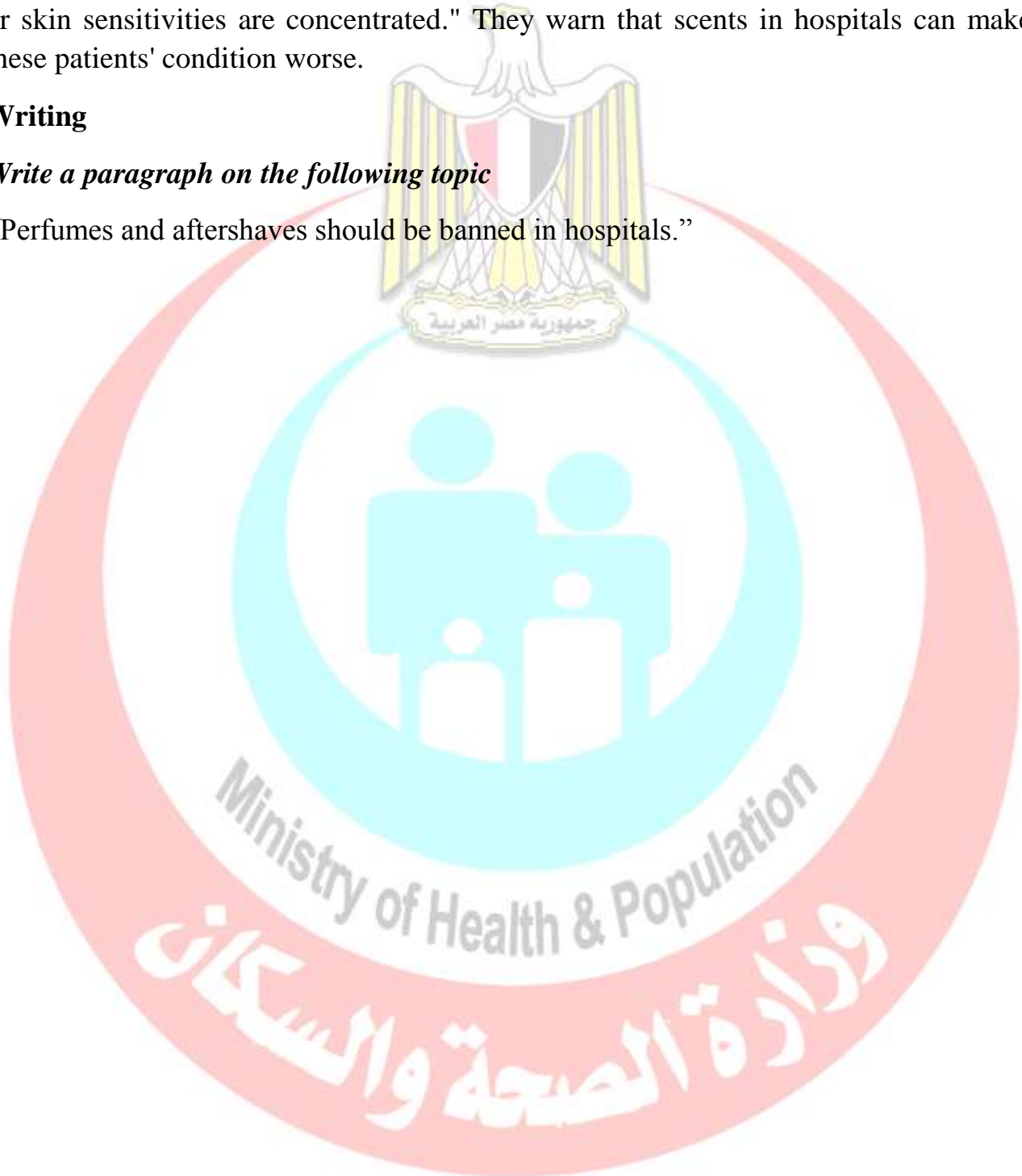
Strong smells affect many of us in one way or another. Around a third of people say they are physically affected by artificial scents worn by others. The doctors noted that this should be a serious concern in all hospitals. They wrote: "While artificial


scents are designed to make us more attractive, they may result in unintended harm to those who are vulnerable. There is emerging evidence that asthma, in some cases, is primarily aggravated by artificial scents." They added that: "This is particularly concerning in hospitals, where vulnerable patients with asthma or other upper airway or skin sensitivities are concentrated." They warn that scents in hospitals can make these patients' condition worse.

Writing

Write a paragraph on the following topic

“Perfumes and aftershaves should be banned in hospitals.”



The logo of the Ministry of Health & Population of the State of Palestine is a circular emblem. At the top is the national coat of arms of the State of Palestine, featuring a double-headed eagle with a shield in the center, flanked by olive branches, and a banner below with the Arabic text 'جمهورية مصر العربية'. The emblem is set against a light blue background with a stylized human figure. The text 'Ministry of Health & Population' is written in English in a grey, sans-serif font, curving around the bottom of the emblem. Below this, the Arabic text 'وزارة الصحة والسكان' is written in a white, stylized font, also curving around the bottom. The entire emblem is enclosed within a red circular border.

Second Semester

Chapter 9

Objectives:

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

- Identify the form of the past simple tense.
- Recognize the uses of the past simple tense.
- Produce sentences in the past simple tense.
- Translate from English to Arabic.
- Identify the major and minor ideas in the tackled text.

GRAMMAR

Past Simple Tense (1)

Form:

- With most verbs the past tense is formed by adding -ed:
call >> called; like >> liked; want >> wanted; work >> worked
- But there are a lot of irregular past tenses in English. Here are the most common irregular verbs in English, with their past tenses:

infinitive irregular past

be	was/were
begin	began
break	broke
bring	brought

infinitive irregular past

buy	bought
build	built
choose	chose
come	came
cost	cost
cut	cut
do	did
draw	drew
drive	drove
eat	ate
feel	felt
find	found
get	got
give	gave
go	went
have	had
hear	heard
hold	held
keep	kept
know	knew
leave	left
lead	led
let	let
lie	lay
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put
run	ran
say	said
sell	sold
send	sent



infinitive irregular past

set	set
sit	sat
speak	spoke
spend	spent
stand	stood
take	took
teach	taught
tell	told
think	thought
understand	understood
wear	wore
win	won
write	wrote



Use:

We use the past tense to talk about:

- **something that happened once in the past:**

I met my wife in 1983.

We went to Spain for our holidays.

They got home very late last night.

- **something that happened again and again in the past:**

When I was a boy I walked a mile to school every day.

We swam a lot while we were on holiday.

They always enjoyed visiting their friends.

- **something that was true for some time in the past:**

I lived abroad for ten years.

He enjoyed being a student.

She played a lot of tennis when she was younger.

- we often use phrases with *ago* with the past tense:

I met my wife a long time ago.

Questions and negatives

We use **did** to make questions with the past tense:

When did you meet your wife?

Where did you go for your holidays?

Did she play tennis when she was younger?

Did you live abroad?

But look at these questions:

Who discovered penicillin?

Who wrote Don Quixote?

For more on these questions see our question forms page

We use **didn't** (did not) to make negatives with the past tense:

They didn't go to Spain this year.

We didn't get home until very late last night.

I didn't see you yesterday.



READING COMPREHENSION

Obesity

Pre-Reading Warm-Up Questions:

1. What makes people fat?
2. Have you ever attempted to lose weight? Tell us about the experience.

Obesity is a medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on health, leading to reduced life expectancy and/or increased health problems. Obesity can cause various diseases, such as heart disease, type 2 diabetes, breathing difficulties during sleep, high blood pressure, certain types of cancer, and osteoarthritis.

There are now almost one billion obese adults in the developing world. This figure was around 250 million in 1980. The number of very overweight people has almost quadrupled in the last 35 years. A report from the Overseas Development Institute said one in three people is overweight.

Obesity is most commonly caused by a combination of excessive dietary calories and lack of physical activity. Fewer people are eating traditional, healthier food. Changes in lifestyle, the increasing availability of processed foods, and advertising have all led to dietary changes.

The primary treatment for obesity is dieting and physical exercise. To supplement this, or in case of failure, anti-obesity drugs may be taken to reduce appetite or inhibit fat absorption. In severe cases, some surgery is performed to reduce stomach volume and reduce the ability to absorb nutrients from food.

All world governments should do their best to fight obesity. Two countries (Denmark and South Korea) have done very well in the past few decades to deal with the obesity problem. Denmark introduced laws against trans-fatty acids. Restaurants must be very careful about the kind of fats they use to cook their food. On the other hand, South Korea started a public education program 20 years ago. It warned people about the problems of obesity. The government of Korea said we must encourage our traditional foods, which are low in fats and oils, high in vegetables, high in sea food and so on. There was a lot of public education, a lot of training, and a sense that Korean food is good for you.

Synonym match: Match the following synonyms from the article.

Figure	Growing
Institute	Diseases of spine and bones
quadruple	Number
primary	Collect and increase
Increasing	Something expected
inhibit	harmful
supplement	basic
adverse	Become 4 times more
expectancy	Organization
osteoarthritis	prevent
accumulate	addition

State whether the following statements are true or false

- Only obese people have type 2 diabetes.
- The number of obese people has gone up by 50% in the last 35 years.
- Denmark has laws about what fat restaurants can use.
- Korea introduced education program about obesity for its people.

Answer the following questions:

- What are the negative effects that obesity may have on people' health?
- What are the causes of dietary changes?
- Is the medical treatment the only treatment for obesity?
- How have Denmark and Korea faced obesity?

Translate the following passage into Arabic:

The primary treatment for obesity is dieting and physical exercise. To supplement this, or in case of failure, anti-obesity drugs may be taken to reduce appetite or inhibit fat absorption. In severe cases, some surgery is performed to reduce stomach volume and reduce the ability to absorb nutrients from food.

Complete this table with your partner(s), then write a paragraph on how we can change eating habits.

	Good points about this	Bad points about this
Ban fast food		
Education everywhere		
Free gyms		
Tax high-fat food		
Cash for going on a diet		
Exercise hour at work		



Chapter 10

Objectives:

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

1. Identify the form of the past simple tense.
2. Recognize the uses of the past simple tense.
3. Produce sentences in the past simple tense.
4. Translate from English to Arabic.
5. Identify the major and minor ideas in the tackled text.

GRAMMAR

Past Simple Tense (2)

1) *FILL IN WITH THE PAST SIMPLE*

Yesterday Mrs Wall(tidy) her house. She
.....(wash) the windows and
(clean) the floors. Then she(go) to the
kitchen and(want) to make an apple cake. She
.....(take) some apples. But she
(not+have) any butter. She(is) very sad because she
.....(like) apple cakes very much.

2) *MAKE UP NEGATIVE SENTENCES IN THE PAST SIMPLE*

1. She ate seven apples last week.

.....

2. The boys were ill some days ago.

.....

3. My granny studied at Tartu University in 1950.

.....

4. Mr Brown hurt his leg yesterday.

.....

3) MAKE UP YES-NO QUESTIONS AND ANSWER THEM

1. Helen met her friend on Monday.

.....

2. It was very warm this summer.

.....

3. We had seven chapters on Saturday.

.....

4. My little brother watched TV some hours ago.

.....

5. The boys played tennis last week.

.....

4) MAKE UP QUESTIONS WITH THE QUESTION WORDS

1. The dog ran in the garden.

Where

.....

2. He wrote the book last year.

When

.....

3. He rode the bike very quickly.

How

.....

4. She had 4 brothers.

How many

.....

READING COMPREHENSION

African Weddings

Pre-Reading Warm-Up Questions:

1. What are the traditions of weddings in Egypt?
2. Do you know any unusual traditions of any other nations? Tell us about them.

There are many different wedding traditions in the African continent and no two are exactly alike. However, in all the communities the bride plays a very special role and is treated with respect because she is a link between the unborn and the ancestors.

The Massai people of Kenya, for example, give their daughters to men they do not know and who are much older than the girls. The bride is dressed in her finest jewelry. At the marriage ceremony the father of the bride spits on the bride's head as a blessing and then she leaves with her husband walking to her new home. She never looks back fearing that she will turn to a stone. This can be a very sad and boring experience for the bride, who is only 13-16 years old and may walk a long way to get to her new house. In order to ward off bad luck, sometimes the women of the groom's family will even insult the bride.

The Swahili people of Kenya bathe brides in sandalwood oils and tattoo henna designs on her hands and feet. A woman elder (or somo), gives instructions to the bride on how to please her husband. Sometimes the somo will even hide under the bed in case there are any problems!

For the Samburu tribe, the bridegroom has to prepare many gifts for the bride (two goatskins, two copper earrings, a container for milk, a sheep). The marriage ceremony ends when a bull enters a hut guarded by the bride's mother, and is killed.

In Namibia, the Himba people kidnap a bride before the ceremony and dress her in a leather marriage headdress decorated with beautiful African jewelers. After the ceremony she is brought into her father's house where the family tells her what her responsibilities will be as the wife and then **anoint** her with butterfat from cows. This shows that she has been accepted into the family.

In southern Sudan, the groom must pay 20-40 cattle. The marriage ceremony is completed only after the wife has born 2 children. If the wife only bears one child and the husband asks for a divorce, he can also ask for either the return of the cattle or the

first child. Divorce therefore is very difficult. Another interesting fact is that if a husband dies then the husband's family must provide a brother to the widow.

Synonym match: Match the following synonyms from the article.

Alike	The best, the most beautiful
communities	pot
ancestors	celebration
finest	wash
Ward off	Take away by force
bathe	Elder people
ceremony	The same
container	Send away, prevent
kidnap	societies

Answer the following questions:

- What do all African weddings have in common?
- Give three reasons why the Massai wedding can be a sad experience for the bride.
- The bold word "anoint" most accurately means:
a- cover b- brush c- rub
- Why is divorce very difficult in Southern Sudan?
- If you were to celebrate your wedding in an African ceremony of those presented in the passage, which one would you choose? Why?

Translate the following passage into Arabic:

In Namibia, the Himba people kidnap a bride before the ceremony and dress her in a leather marriage headdress decorated with beautiful African jewelers. After the ceremony she is brought into her father's house where the family tells her what her responsibilities will be as the wife and then **anoint** her with butterfat from cows. This shows that she has been accepted into the family.

Write a paragraph on the marriage ceremonies in Egypt.

Chapter 11

Objectives:

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

- Recognize the different forms of expressing future.
- Differentiate between the different future forms.
- Talk about future actions properly.

GRAMMAR

The Future (1)

Ways of Expressing the Future in English

If we want to refer to future-time situations, we can do this in several ways. In the following, we look at four main ways:

1. **The present continuous:** *Emma is seeing Luke tomorrow.*
2. **The present simple:** *Emma sees Luke tomorrow.*
3. **BE + going to:** *Emma is going to see Luke tomorrow.*
4. **The future simple:** *Emma will see Luke tomorrow.*

The present continuous:

The present continuous can refer to a **future situation that has been arranged before the present time**. The arrangement continues through the present until the situation occurs:

Emma is seeing Luke tomorrow, (They arranged this meeting yesterday)

The present simple

The present simple is frequently used for situations that often or regularly happen. It can therefore be used for a future situation that is part of a regular series of happenings:

The train for Berlin leaves at midnight tonight.

It is also used for something that is seen as part of a fixed timetable:

The sun rises at 07.34 tomorrow. (We can imagine the speaker thinking of a table of sunrise and sunset times.)

Emma sees Luke tomorrow. (We can imagine the speaker mentally looking at Emma's diary)

BE + going to

BE + *going to* refers to **a future situation for which there is present evidence**. In the following example, the present evidence is the black clouds: “*Look at those black clouds; it is going to rain soon.*”

In the following example, the present evidence may simply be the speaker's knowledge that Emma and Luke have arranged the meeting:

Emma is going to see Luke tomorrow.

When the present evidence is an arrangement, then there is, practically speaking, no real difference in meaning between the present progressive and BE + *going to*.

will + infinitive

instant decision: *What will I do tomorrow? I know! I'll go to the zoo.* (The speaker decides to go to the zoo at the very moment of speaking – no plans had been made for this visit.)

READING COMPREHENSION

Depression

Pre-Reading Warm-Up Questions:

1. Why depression is considered the enemy of success?
2. Have you ever passed through a depression mood? When? How did you overcome it?

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities once enjoyed. It can lead to a variety of emotional and physical problems and can decrease a person's ability to function at work and at home.

Depression symptoms can vary from mild to severe and can include:

- Feeling sad or having a depressed mood
- Loss of interest or pleasure in activities once enjoyed
- Changes in appetite — weight loss or gain unrelated to dieting
- Trouble sleeping or sleeping too much
- Loss of energy or increased fatigue
- Feeling worthless or guilty
- Difficulty thinking, concentrating or making decisions
- Thoughts of death or suicide

Symptoms must last at least two weeks for a diagnosis of depression. Women are more likely than men to experience depression. Some studies show that one-third of women will experience a major depressive episode in their lifetime.

Depression Is Different From Sadness or Grief/Bereavement

The death of a loved one, loss of a job or the ending of a relationship are difficult experiences for a person to endure. It is normal for feelings of sadness or grief to develop in response to such situations. Those experiencing loss often might describe themselves as being “depressed.”

But being sad is not the same as having depression. The grieving process is natural and unique to each individual and shares some of the same features of

depression. Both grief and depression may involve intense sadness and withdrawal from usual activities. They are also different in important ways:

- In grief, painful feelings come in waves, often intermixed with positive memories of the deceased. In major depression, mood and/or interest (pleasure) are decreased for most of two weeks.
- In grief, self-esteem is usually maintained. In major depression, feelings of worthlessness and self-loathing are common.
- For some people, the death of a loved one can bring on major depression. Losing a job or being a victim of a physical assault or a major disaster can lead to depression for some people. When grief and depression co-exist, the grief is more severe and lasts longer than grief without depression. Despite some overlap between grief and depression, they are different. Distinguishing between them can help people get the help, support or treatment they need.

Several factors can play a role in depression:

- **Biochemistry:** Differences in certain chemicals in the brain may contribute to symptoms of depression.
- **Genetics:** Depression can run in families. For example, if one identical twin has depression, the other has a 70 percent chance of having the illness sometime in life.
- **Personality:** People with low self-esteem, who are easily overwhelmed by stress, or who are generally pessimistic appear to be more likely to experience depression.
- **Environmental factors:** Continuous exposure to violence, neglect, abuse or poverty may make some people more vulnerable to depression.

How Is Depression Treated?

Depression is among the most treatable of mental disorders. Between 80 percent and 90 percent of people with depression eventually respond well to treatment. Almost all patients gain some relief from their symptoms. Before a diagnosis or treatment, a health professional should conduct a thorough diagnostic evaluation, including an interview and possibly a physical examination. In some cases, a blood test might be done to make sure the depression is not due to a medical condition like a thyroid problem. The evaluation is to identify specific symptoms, medical and family history, cultural factors and environmental factors to arrive at a diagnosis and plan a course of action.

Medication: Brain chemistry may contribute to an individual's depression and may factor into their treatment. For this reason, antidepressants might be prescribed to help modify one's brain chemistry. These medications are not sedatives, "uppers" or tranquilizers. They are not habit-forming. Generally antidepressant medications have no stimulating effect on people not experiencing depression.

Antidepressants may produce some improvement within the first week or two of use. Full benefits may not be seen for two to three months. If a patient feels little or no improvement after several weeks, his or her psychiatrist can alter the dose of the medication or add or substitute another antidepressant. In some situations other psychotropic medications may be helpful. It is important to let your doctor know if a medication does not work or if you experience side effects.

Psychiatrists usually recommend that patients continue to take medication for six or more months after symptoms have improved. Longer-term maintenance treatment may be suggested to decrease the risk of future episodes for certain people at high risk.

Psychotherapy: Psychotherapy, or "talk therapy," is sometimes used alone for treatment of mild depression; for moderate to severe depression, psychotherapy is often used in along with antidepressant medications. Cognitive behavioral therapy (CBT) has been found to be effective in treating depression. CBT is a form of therapy focused on the present and problem solving.

Psychotherapy may involve only the individual, but it can include others. For example, family or couples therapy can help address issues within these close relationships. Group therapy involves people with similar illnesses.

Depending on the severity of the depression, treatment can take a few weeks or much longer. In many cases, significant improvement can be made in 10 to 15 sessions.

Self-help and Coping

There are a number of things people can do to help reduce the symptoms of depression. For many people, regular exercise helps create positive feeling and improve mood. Getting enough quality sleep on a regular basis, eating a healthy diet and avoiding alcohol (a depressant) can also help reduce symptoms of depression.

Depression is a real illness and help is available. With proper diagnosis and treatment, the vast majority of people with depression will overcome it. If you are experiencing symptoms of depression, a first step is to see your family physician or psychiatrist. Talk about your concerns and request a thorough evaluation. This is a start to addressing mental health needs.

Questions

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

- 1) What is depression?
- 2) What is the bright side of depression?
- 3) What are some symptoms of depression?
- 4) Who is more liable to be depressed: men or women?
- 5) What is the difference between depression and sadness?
- 6) How can sadness be the first step towards depression?
- 7) Mention some of the factors that play a significant role in depression?
- 8) What are the two major ways of treating depression?
- 9) What is meant by psychotherapy?
- 10) How can one help oneself avoid depression?

❖ *Translate the following passage into Arabic:*

There are a number of things people can do to help reduce the symptoms of depression. For many people, regular exercise helps create positive feeling and improve mood. Getting enough quality sleep on a regular basis, eating a healthy diet and avoiding alcohol (a depressant) can also help reduce symptoms of depression.

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

- The causes of depression
- Means of resisting depression

Chapter 12

Objectives:

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

- Recognize the different forms of expressing future.
- Differentiate between the different future forms.
- Talk about future actions properly.
- Translate into Arabic.

GRAMMAR

The Future (2)

WILL

Rapid Decision

- I'm thirsty. I think I **will** buy a drink.

Offer

- That looks heavy. I **will** help you with it.

Promise

- Don't worry, I **won't** tell anyone.

Threat

- If you don't stop, I **will** tell your mother.

Refusal

won't = will not

- She **won't** listen to anything I say.

GOING TO

Prior Plan

= The decision was made before the moment of speaking.

- I'm **going to** the beach next weekend with my friends.

Evidence / Signs

= When there are signs that something is likely to happen.

- My stomach hurts a lot and I think I **am going to** throw up.

- It's 70-0. They're **going to** win.

You can use both **Will** and **Going to** for making predictions.

- I think it **will** rain tomorrow. = - I think it **is going to** rain tomorrow.

COMPARE: Are you busy this evening?

- I haven't made any plans.

I think I **will** probably watch TV.

OR

I'm probably **going to** watch TV.

Will and **going to** are both possible here. We are "predicting" what will happen because nothing is planned.

- Yes, I'm **going to** the movies.

Only **Going to** is possible because this is a prior plan.

In spoken English **Going to** is often pronounced as "**gonna**"

www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl

Exercises

Complete the sentences with the correct form of **will** or **going to** and the verbs in brackets.

1.- When we get home, we _____ (have) dinner.

2.- I know they _____ (feel) very happy if they win the match.

3.- They've already decided on their next summer holiday. They _____ (do) a tour of Norway. 4.- She thinks that the Take That concert _____ (be) really exciting.

- 5.- "What are your plans for this evening?" I _____ (meet) my friends and then go to a birthday party.
- 6.- If you revise for the exam, I'm sure you _____ (get) a good result.
- 7.- The weather forecast is good for the next few days. It _____ (be) very sunny.
- 8.- I can't come on the march tomorrow. I _____ (look after) my cousins.
- 9.- In the future, I think humans _____ (wipe out) many different species.
- 10.- He is buying some butter and eggs because he _____ (make) a cake later.
- 11.- This homework is very easy. I know we _____ (do) it very quickly.
- 12.- In five years' time, I _____ (be) at university.
- 13.- She wants to get her mum a birthday present. But she _____ (not buy) it today.
- 14.- Their suitcases are packed. They _____ (go) on holiday.
- 15.- If we go to Paris, we _____ (take) lots of pictures.
- 16.- My brother thinks it _____ (snow) tomorrow.
- 17.- It's very late! Hurry up or we _____ (be) late for work.
- 18.- Look at that boy at the top of that tree! He _____ (fall).
- 19.- When we go home, we _____ (watch) TV. We don't want to miss our favourite programme.
- 20.- I'm sure they _____ (lose) the match.
- 21.- It's very hot in here. I _____ (open) the window.
- 22.- It's a secret! OK I _____ (not tell) anyone.
- 23.- My cousin _____ (work) in the UK for a year.
- 24.- I _____ (love) you forever.
- 25.- I'm thirsty. I _____ (get) you a glass of water.

READING COMPREHENSION

Cultural Diversity

Pre-Reading Warm-Up Questions:

1. Do we have just one culture all over the world?
2. Do you accept other people's different cultural beliefs and traditions? Why?

What language do you speak? What is your religion? What holidays do you celebrate? What are your traditions? What is your ethnic identity? What is your culture?

Culture is that which shapes us; it shapes our identity and affects our behavior. Culture is our “way of living”. It refers to the shared language, beliefs, values, norms, behaviors, and material objects that are passed down from one generation to the next. People who have the same culture are closely related to one another because they have the same characteristics such as culture, language and traditions.

Cultural diversity (also known as multiculturalism) means cultural differences. It occurs when there is a group of diverse individuals from different cultures or societies. Cultural diversity is a system of beliefs and behaviors that acknowledges and respects the cultural and social differences between people, values what other cultures offer and encourages their contribution within the society.

Why is cultural diversity a “good thing”?

Culture is the lens with which we evaluate everything around us; we evaluate what is proper or improper, normal or abnormal, through our culture. If we are immersed in a culture that is unlike our own we may experience culture shock because we tend to fear that which we do not understand.

Cultural diversity is important because we can learn from one another, but first we must have a level of understanding about each other in order to facilitate cooperation. Learning about other cultures helps us understand different perspectives within the world in which we live, and helps us avoid negative stereotypes and personal biases about different groups.

In addition, cultural diversity helps us interact with others. We can build bridges to trust, respect, and understanding across cultures. Furthermore, this diversity makes

our world a more interesting place to live, as people from diverse cultures contribute language skills, new ways of thinking, new knowledge, and different experiences.

Synonym match: Match the following synonyms from the article.

Ethnic	Make easier
Identity	engaged
norm	pattern
acknowledge	Opinion, viewpoint
immersed	Related to a particular race of people
facilitate	Character, personality
perspective	rule
stereotypes	accept

Answer the following questions:

- What do people who have the same culture share?
- What is culture diversity?
- How can culture diversity be useful to people?
- What causes a culture shock?

Translate the following passage into Arabic:

Cultural diversity helps us interact with others. We can build bridges to trust, respect, and understanding across cultures. Furthermore, this diversity makes our world a more interesting place to live, as people from diverse cultures contribute language skills, new ways of thinking, new knowledge, and different experiences.

Write a paragraph on one of the following topics:

The basic characteristics of the Egyptian culture.

How culture diversity can result in a better world.

Chapter 13

Objectives:

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

- Do exercises related to the past simple and future.
- Spot the key ideas and minor ideas in the tackled texts.
- Read for details.
- Practice translating from English into Arabic.
- Write a paragraph on a topic related to tackled passage.

GRAMMAR

General Grammatical Drills

❖ Form Questions using the past simple tense:

what/TV?	what time/go/bed?
meet/friend?	feel/happy?
how long/sleep?	study/English?

read/magazine?	eat/pizza?
drink/coffee?	speak/family?
do/sport?	how long/watch TV?
use/computer?	have/shower?
spend/money?	do/something creative?
think/work?	telephone/mother?
listen/radio?	cook/other people?

buy/expensive?	watch/video?
drink/wine?	how much/coffee?
feel/sad?	strange/dream?

❖ **Use the verbs in brackets to complete these sentences in the suitable future form.**

1. You must take an umbrella. It (rain)
2. I to the cinema tonight. I already have a ticket. (go)
3. Are you planning any summer holiday? - I don't know yet. Perhaps I at home. (stay)
4. You look pretty tired. You should have a break. - OK. I a rest. (have)
5. Betty is going to driving chapters, because she a car. (buy)
6. I've just missed my train! - No problem. I you there. (drive)
7. I can't eat anything today. I an appointment at the hospital tomorrow. (have)
8. The Sharks are much better! I'm sure they the Dolphins today! (beat)
9. What does your son want to do in future? - I hope he a dentist. (become)
10. Not at five o'clock. Look at the diary. We Mr. Clark at three o'clock. (meet)

READING COMPREHENSION

Addiction

Pre-Reading Warm-Up Questions:

1. Why do youth resort to addiction?
2. What are the dangers of addiction from your point of view?

Read the following article. Then answer the questions below.

Scientists have discovered that addictions may be hereditary. A team from Britain's University of Cambridge found that siblings of drug addicts share the same brain abnormalities as their drug-using brothers and sisters. The research team said these abnormal brain structures are linked to poor self-control and drug dependence. The researchers suggest that addiction is in some ways a "disorder of the brain". This may provide important new ways into helping people with problems of self-control when it comes to addictions. The study sought to find out if drugs changed the "wiring" of the brain or whether the brains of drug addicts were wired differently from birth.

Lead researcher Dr Karen Ersche told the BBC: "It has long been known that not everyone who takes drugs becomes addicted." She continued: "It shows that drug addiction is not a choice of lifestyle, it is a disorder of the brain and we need to recognize this. These brothers and sisters who don't have addiction problems, what they can tell us is how they overcome these problems, how they manage self-control in their daily life." Dr Ersche and her colleagues studied 50 pairs of siblings — one with a history of drug addiction and one with no experience of taking drugs. She compared these with 50 healthy people. She concluded: "We need to find out how these non-addicted siblings were able to resist using drugs."

TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- a. Scientists say that many addictions may be hereditary. T / F
- b. Drug addicts can have the same brain abnormalities as their siblings. T / F
- c. Abnormal brain structures usually result in better self-control. T / F
- d. The study may be able to help people control themselves better. T / F
- e. Everyone who takes drugs becomes addicted in some way. T / F
- f. A researcher said addiction is a brain disorder and not a choice. T / F
- g. The researcher said one in fifty of us are drug addicts. T / F

h. The doctor knows why some siblings of drug addicts are not addicts. T / F

SYNONYM MATCH: Match the following synonyms from the article.

1- discovered	a- get over
2- siblings	b- give
3- linked	c- tried
4- provide	d- decision
5- thought	e- brothers and sisters
6- lead	f- stay away from
7- choice	g- found out
8- overcome	h- head
9- colleagues	i- connected
10- resist	j- co workers

Translation

Translate the following passage from the above text into Arabic.

Scientists have discovered that addictions may be hereditary. A team from Britain's University of Cambridge found that siblings of drug addicts share the same brain abnormalities as their drug-using brothers and sisters. The research team said these abnormal brain structures are linked to poor self-control and drug dependence. The researchers suggest that addiction is in some ways a "disorder of the brain".

Writing

Write a paragraph on addiction and how it represents a threat to young people nowadays.

Chapter 14

Objectives:

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

- Do exercises related to the past simple and future.
- Spot the key ideas and minor ideas in the tackled texts.
- Read for details.
- Practice translating from English into Arabic.
- Write a paragraph on a topic related to tackled passage.

GRAMMAR

General Grammatical Drills

❖ Write sentences in the past simple

- | | |
|------------------|-----------------|
| 1. watch - | 2. stop-..... |
| 3. play-..... | 4. study-..... |
| 5. live-..... | 6. visit-..... |
| 7. be-..... | 8. buy-..... |
| 9. cost-..... | 10. drink-..... |
| 11. drive-..... | 12. have-..... |
| 13. make-..... | 14. write-..... |
| 15. read-..... | 16. catch-..... |
| 17. spend-..... | 18. run-..... |
| 19. lose-..... | 20. swim-..... |

❖ **FILL IN WITH THE PAST SIMPLE**

Yesterday Mrs Wall(tidy) her house. She
.....(wash) the windows
and.....
(clean) the floors. Then she(go) to the
kitchen and(want) to make an apple cake. She
.....(take) some apples. But she
.....(not+have) any butter. She
.....
(is) very sad because she(like) apple cakes very
much.

❖ **MAKE UP NEGATIVE SENTENCES IN THE PAST SIMPLE**

1. She ate seven apples last week.
.....
.....
2. The boys were ill some days ago.
.....
.....
3. My mother had her birthday on September 17.
.....
.....
4. My granny studied at Tartu University in 1950.
.....
.....
5. Mr Brown hurt his leg yesterday.
.....
.....

❖ **MAKE UP YES-NO QUESTIONS AND ANSWER THEM**

1. Helen met her friend on Monday.
.....
.....
2. It was very warm this summer.
.....
.....

3. We had seven chapters on Saturday.

.....
.....

4. My little brother watched TV some hours ago.

.....
.....

5. The boys played tennis last week.

.....
.....

❖ **MAKE UP QUESTIONS WITH THE QUESTION WORDS**

1. The dog ran in the garden.

Where

.....
.....

2. He wrote the book last year.

When

.....
.....

3. He rode the bike very quickly.

How

.....
.....

4. She had 4 brothers.

How

many

.....
.....

5. Kate washed the windows.

Who

.....
.....

READING COMPREHENSION

Giving a Good Speech

Pre-Reading Warm-Up Questions:

1. What does giving a good speech require?
2. Is the ability to give a good speech inborn or learned? Why?

Whether we are talking in a team meeting or presenting in front of an audience, we all have to speak in public from time to time. There are plenty of situations where good public speaking skills can help you advance your career and create opportunities. We can do this well or we can do this badly, and the outcome strongly affects the way that people think about us. This is why public speaking causes so much anxiety and concern.

The good news is that, with thorough preparation and practice, you can overcome your nervousness and perform well. Make sure that you learn how to speak well! Speaking in public is a learnable skill. As such, you can use the following strategies to become a better speaker.

Plan Appropriately

First, you need to attract your audience from the beginning. For example, you could start with an interesting statistic, headline, or fact that pertains to what you are talking about. Planning also helps you to think well and be ready to answer any questions.

Practice

"Practice makes perfect!" You simply cannot be a confident, compelling speaker without practice. To get practice, seek opportunities to speak in front of others. You could also put yourself in situations that require public speaking. If you're going to make a presentation or prepared speech, prepare it as early as possible. The earlier you put it together, the more time you'll have to practice. This will make you feel more comfortable and confident.

Engage With Your Audience

When you speak, try to engage your audience. This makes you feel less isolated as a speaker and keeps everyone involved with your message. Encourage people to participate and ask questions.

Keep in mind that some words reduce your power as a speaker. For example, think about how this sentence sounds: "I just think this plan is a good one." The words "just" and "I think" limit your authority and conviction. Don't use them.

Also, pay attention to how you're speaking. If you're nervous, you might talk quickly. This increases the chances that you'll say something you don't mean. Finally, avoid reading word-for-word from your notes. Instead, make a list of important points that you can read when you need.

Pay Attention to Body Language

Pay attention to your body language: stand up straight, take deep breaths, look people in the eye, nod and smile. Don't lean on one leg or use gestures that feel unnatural. Walk around and use gestures to engage the audience.

Think Positively

Positive thinking, such as "I'm going to do well!", can make a huge difference to the success of your speech, because it helps you feel more confident. Fear makes it easy to slip into a cycle of negative self-talk, such as "I'll never be good at this!". Negative self-talks lower your confidence and increase the chances that you won't achieve what you're truly capable of.

Questions

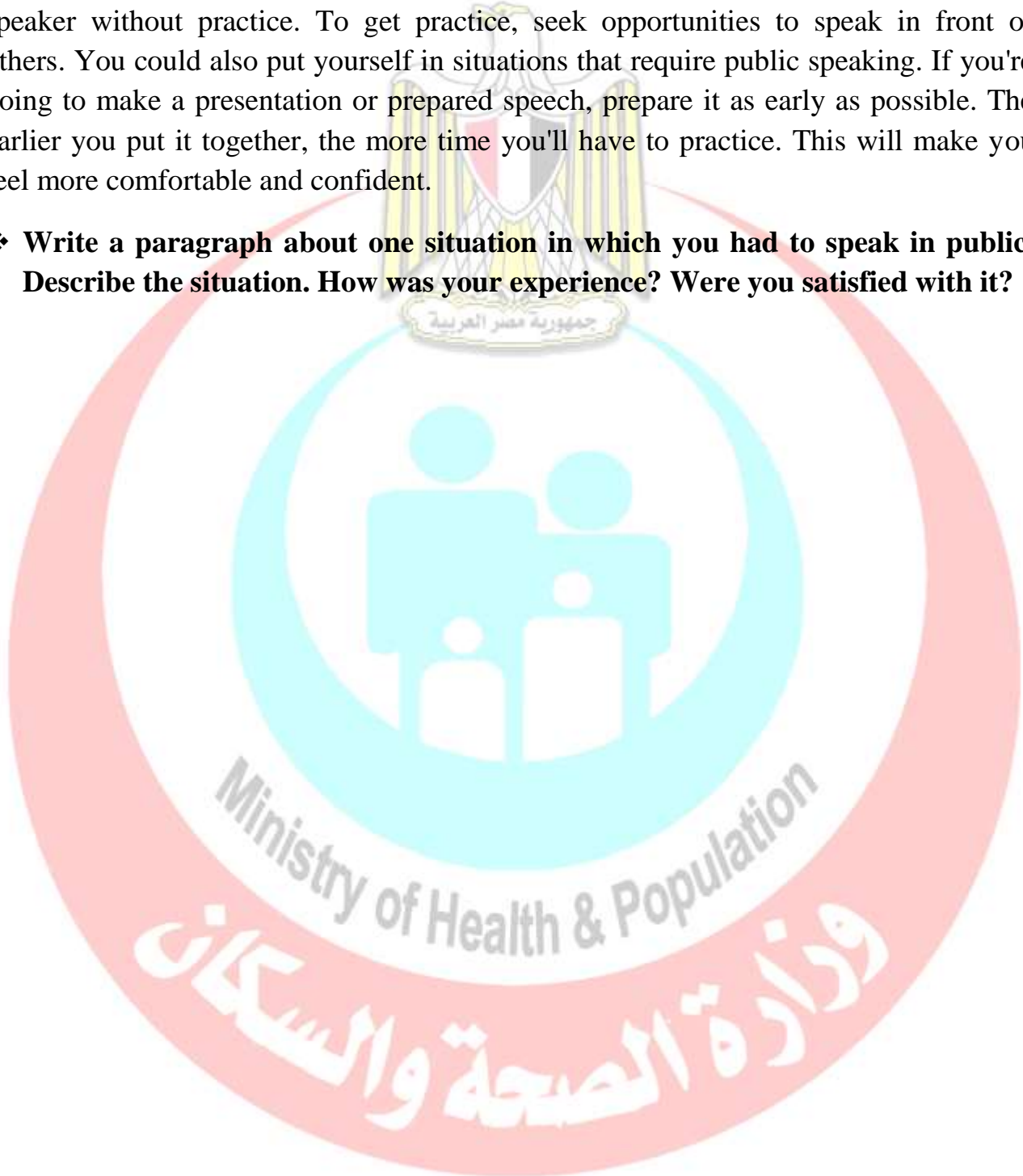
❖ Answer the following questions:

- What are some of the situations in which you need to speak in public?
- What are the skills you need to speak well? Do you have them all?
- How can you plan for what you will speak about?
- State some tips that help you get your audience engaged.
- In your opinion, how can body language affect the listeners? Give examples.
- Do you talk to yourself positively or negatively? Give examples of your self-talks in different situations.

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

"Practice makes perfect!" You simply cannot be a confident, compelling speaker without practice. To get practice, seek opportunities to speak in front of others. You could also put yourself in situations that require public speaking. If you're going to make a presentation or prepared speech, prepare it as early as possible. The earlier you put it together, the more time you'll have to practice. This will make you feel more comfortable and confident.

❖ **Write a paragraph about one situation in which you had to speak in public. Describe the situation. How was your experience? Were you satisfied with it?**



Chapter 15

Objectives:

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

- Converse about the future.
- Spot the key ideas and minor ideas in the tackled texts.
- Read for details.
- Practice translating from English into Arabic.
- Write a paragraph on a topic related to tackled passage.

GRAMMAR

General Grammatical Drills

❖ *Answer the following conversational Questions on the future:*

1. When will you graduate?
2. How will you use English in the future?
3. Do you think houses will be more environmentally friendly in the future?
4. Where will we get our energy when we run out of oil?
5. What will happen if we keep polluting the environment?
6. Will the climate keep changing or go back to normal?
7. Will science find a solution to the environmental problems we have? What kind of solution will it be?
8. What will you do this weekend?
9. Do you want to get married? When will you get married?
10. Will you have children?

11. What will life be like when you are 40?
12. Will computers ever take over the world?
13. After you graduate will you go for a higher degree like an M.A. or a Ph.D?
14. When will humans live on another planet?
15. What will you do after this class?
16. What will you do after you finish university?
17. What will you do before you get married?
18. After your children grow up what will you do?
19. How will medicine and health care change in the future?



READING COMPREHENSION

Zika Virus

Pre-Reading Warm-Up Questions:

1. Have you ever heard of Zika Virus?
2. Can you name other viruses you have recently heard about?

Read the following article. Then answer the questions below.

The World Health Organization (WHO) has warned that the Zika virus outbreak in Latin America could turn into a global pandemic. Many scientists say the outbreak could be more serious than the Ebola virus. Ebola killed over 11,000 people in West Africa in 2014 and 2015. The WHO estimated that the Zika virus could infect four million people by the end of 2016. The virus has been advancing across South and Central America in the past year. Dr Margaret Chan, Director-General of the WHO, warned that Zika is "spreading explosively". She added that it has quickly gone from being a mild threat to being frightening. Warmer weather means the mosquito that carries the virus is also spreading worldwide.

The Zika virus is linked to a large rise in birth defects in Brazil and surrounding countries. In particular, scientists say it causes a disease called microcephaly. This is where a baby is born with a smaller head than normal, and with brain damage. Health officials in Brazil reported that around 4,000 babies were born with microcephaly last year. This compares to fewer than 150 cases in 2014. The Colombian government has just reported that more than 2,100 pregnant women in Colombia are infected with the virus. There is no vaccine for Zika and it will be difficult to find one. A doctor said a vaccine would have to be tested on pregnant women, and that would be "a practical and ethical nightmare".

True / False

- a) The WHO has announced there is a global Zika virus pandemic. T / F
- b) The Ebola virus killed over 10,000 people in West Africa. T / F
- c) The WHO said four million people could have the Zika virus in 2016. T / F
- d) The article says the mosquito with the Zika virus likes cold weather. T / F
- e) The Zika virus is linked to many birth defects in South America. T / F

- f) Microcephaly is where a baby is born with a larger than average head. T / F
- g) There were 150 cases of microcephaly in Brazil in 2014. T / F
- h) A doctor does not want to test a vaccine on pregnant women. T / F

Synonym Match

- | | |
|--------------|-------------------|
| 1. warned | a. usual |
| 2. global | b. moving forward |
| 3. advancing | c. danger |
| 4. mild | d. tried out |
| 5. threat | e. slight |
| 6. linked | f. advised |
| 7. normal | g. moral |
| 8. difficult | h. connected |
| 9. tested | i. hard |
| 10. ethical | j. worldwide |

Discussion

- What do you know about the Zika virus?
- How worried are you about the Zika virus?
- What can we do about pandemics?
- What would happen if there was a global pandemic?
- Why do virus outbreaks always happen in poorer countries?
- Should we start killing all mosquitos?
- What would you do if the Zika virus came to your area?
- What do you think viruses in the future will be like?

Translation

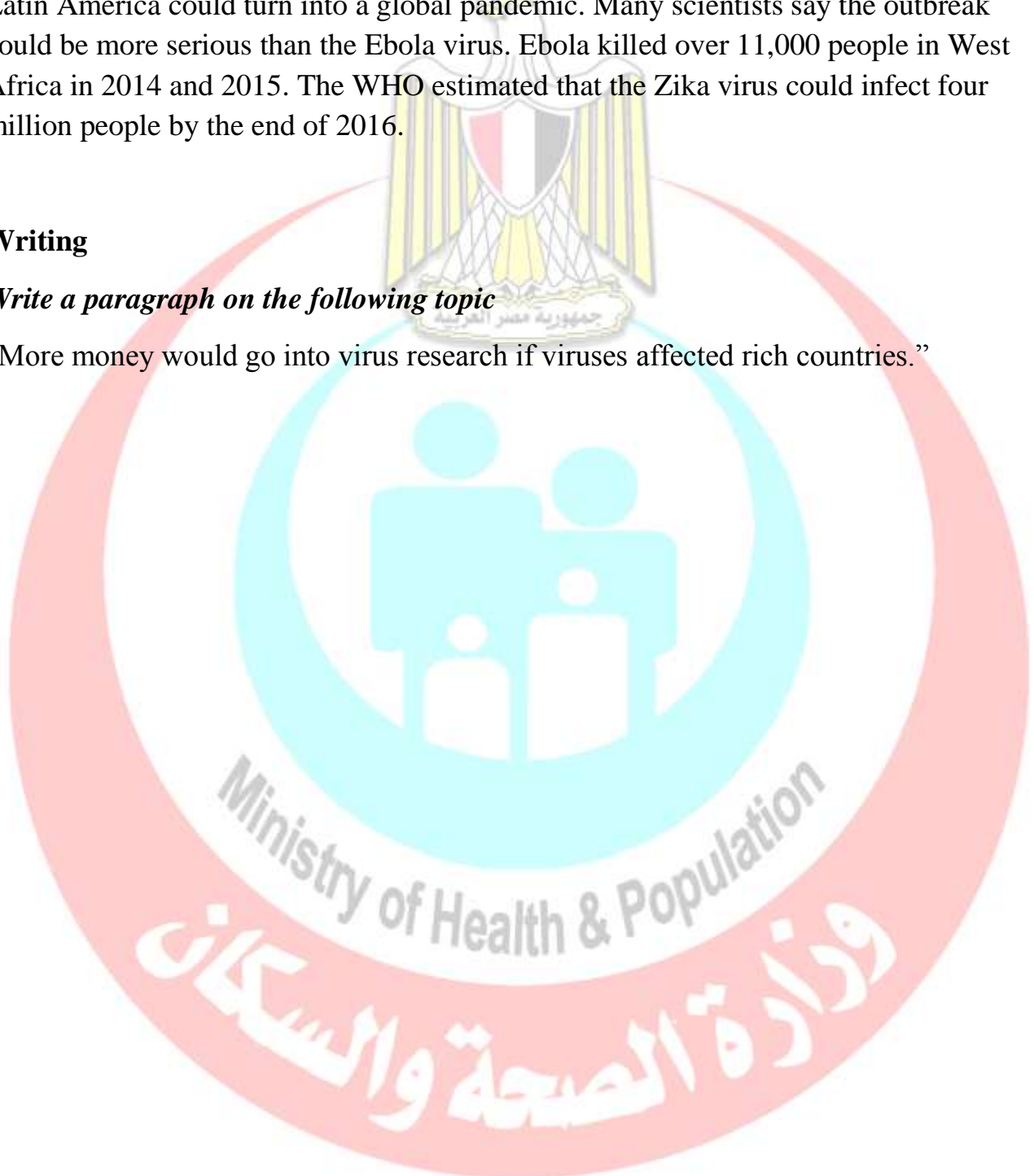
Translate the following passage from the above text into Arabic.

The World Health Organization (WHO) has warned that the Zika virus outbreak in Latin America could turn into a global pandemic. Many scientists say the outbreak could be more serious than the Ebola virus. Ebola killed over 11,000 people in West Africa in 2014 and 2015. The WHO estimated that the Zika virus could infect four million people by the end of 2016.

Writing

Write a paragraph on the following topic

“More money would go into virus research if viruses affected rich countries.”



Chapter 16

Objectives:

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

- Converse using past simple.
- Spot the key ideas and minor ideas in the tackled texts.
- Read for details.
- Practice translating from English into Arabic.
- Write a paragraph on a topic related to tackled passage.

GRAMMAR

General Grammatical Drills

Answer the following conversational Questions on Past Simple:

1. Tell me about your last vacation. Where did you go? What did you do?
2. What did you do for you last birthday?
3. What was the last really difficult thing you had to do?
4. What did you eat for you last meal?
5. Who did you meet last week? What did you do together?
6. Tell me about what you did for the last 24 hours.
7. When was the last time you were really excited about something?
8. Tell me about where you lived as a child.
9. When was the last time you went to an amusement park? How was it?
10. What was the best meal you ate recently?
11. How did you come here?
12. When was the last time you went to a movie theater? What did you see?
13. Talk about the last time you were really scared.

14. Tell me about your best or worst school teacher.
15. What tech problems annoyed you recently?
16. What was your first TV like?
17. What are some events in the past that made you who you are?
18. What did your bedroom look like when you were a teenager?
19. When was the last time you were shocked?
20. What chores did you have to do when you were young?



READING COMPREHENSION

Non-Ethical Uses of Science

Pre-Reading Warm-Up Questions:

1. What are the main uses of science?
2. Can science be used non-ethically? How is that?

Science is not inherently good or evil, rather it reflects the intentions of those who use it. Modern science is subject to strict ethical codes. In the past, thousands of experiments were conducted without regard to safety or ethics, often with deadly consequences. The following are examples of unethical use of Science.

War captives: Twins. Dr Mengele is an example of evil scientists. He requested that any identical twins coming into a camp during the Holocaust should be sent to him, especially if they were children. He liked twins because of their identical DNA, so he could conduct experiments on one twin while leaving the other as a "control." He did this a lot and in one year, between 1943-1944, he managed to get 1,500 sets of twins. Before the end of the year, only 200 twins survived. Many of his experiments were very cruel. Sometimes he would inject chemicals into their eyes trying to change the color. With others, he took out internal organs, cut limbs, and conducted sex changes. Even after all this, he was never brought to justice.

Orphans. Most people know about Pavlov's famous dog experiment. Pavlov wasn't only interested in dogs. He also wanted to know how the human mind worked so he brought some children from the local orphanage. He conducted the same salivation experiment on the orphans as he did on his dogs. The only difference was that orphans were not as willing as dogs to receive food from strangers. So he strapped them down to a chair, taped their mouths open, inserted a device to measure their saliva, and fed them both sweets and bad tasting things by force.

In 1939, Wendell Johnson also made experiments on orphans. He took 22 orphans. He gave positive speech to half of the orphans and he told the other half that their speech skills were very bad and that they were stutterers (which was not true). Many children in the negative speech group became withdrawn. They refused to speak at all by the end of the study and some of them got stutter that did not exist before.

Radiation experiments. During the Cold War, the U.S. conducted thousands of experiments on individuals to study the effects of radiation poisoning on the human body. These experiments included exposing soldiers to atomic detonations, feeding radiated foods to mentally ill people and even the repeated insertion of radium rods into people's nostrils.

Today, it is illegal to use orphans for scientific experiments or experiment on people who do not know they are being experimented on. There are many ethics and guidelines. We have learned a lot from the past, but we can't undo the bad deeds that have already been done. Instead, we should respect all those who have suffered in the name of science and vow to never repeat those mistakes again.

Synonym match: Match the following synonyms from the article.

Inherently	Difficulty in speaking
strict	promise
Captive	Unsociable, staying alone
identical	explosion
Orphan	A prisoner of war
Strap	By nature
Stutter	Severe, hard
withdrawn	A child without parents
detonation	Exactly alike
vow	tie

Answer the following questions:

- Why did Dr. Mengele choose to conduct experiments on identical twins?
- How were the scientific experiments of Dr. Mengele cruel and evil?
- What was the difference between children and dogs in Pavlov's salivation experiment?
- What do the expression "positive speech" and "negative speech" (in Paragraph 4) mean?
- How did the U.S scientists study the effect of radiation on humans?

Translate the following passage into Arabic:

Dr. Mengele is an example of evil scientists. He requested that any identical twins coming into a camp during the Holocaust should be sent to him, especially if they were children. He liked twins because of their identical DNA, so he could conduct experiments on one twin while leaving the other as a "control." He did this a lot and in one year, between 1943-1944, he managed to get 1,500 sets of twins. Before the end of the year, only 200 twins survived. Many of his experiments were very cruel. Sometimes he would inject chemicals into their eyes trying to change the color. With others, he took out internal organs, cut limbs, and conducted sex changes. Even after all this, he was never brought to justice.

Write a paragraph on one of the following topics:

- Other examples of unethical use of science.
- What is your opinion about scientific experiments on animals?

Sources

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

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Book Coordinator ; Mostafa Fathallah

General Directorate of Technical Education for Health