



A New English Course

For

**First-Year Primary
Education Students**

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South Valley University, 2022-23

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Preface

Several students at departments other than English may think that English is a secondary, or even an unimportant, subject of study, when it is indeed urgent for understanding their various fields of study and alien cultures, politics, economics, educational systems, and religious beliefs. It may be hardly surprising to suggest that both language and culture are bound up together. This harks back to B. James' statement that language "reflects your cultural background. It reveals your personality and it organizes your thoughts. It is with the help of language that we can convince others and compel them to believe what we believe." (*Improve your English*, New Delhi, Goodwill, p. 5). No one can move from his/her country to live in an English-speaking country without having a full sway over such main skills as listening, speaking, reading and writing. These four skills are indeed rudimentary not just to acquiring English, but to acquiring any other languages. Far more important is that none of these skills can be ignored, all should go together. It is not enough for a person to master a single skill and ignore others, because it does, and will, not enable him/her to practise English as an integrated entity. We most always see many illiterate people, particularly in the touristy regions, speaking English fluently without being able to read or write in this language, but this never means that they know English. This is quite evident in the situation where one of these men finds himself unable to respond to a tourist asking him to read a sign, an address or a road map for him. However, this may not sound important for such man whose primary concern is to use English as just a simple and easy means of dealing with tourists for the purpose of earning a living. But it is mandatory for those who study English at schools, universities or institutes to master the four skills together. Of course, those ones who have wrong ears are going to miss the skill of listening, which is essential to having a full command of English. As for the natural learners, they are recommended to improve all these skills all the

time, as B. James advises them by saying "you cannot be born with a mastery over the language. If you have an aptitude for it you can acquire it more quickly. But you cannot reach the end point of any stage; improving language is a continuous process" (Loc. Cit).

Each skill has a function to do in this inter-disciplinary process of acquiring a language. The reading skill improves the language through adding new vocabulary and structural patterns to our legacy of this language. Writing is the translation of our oral language into much more effective forms (letters, reports, articles, short stories, novels, plays, etc.) so as to give the audience of readers a chance to have access to various written forms of knowledge. Speaking and listening work together in organizing our thoughts and translating them into complete, logical, sequential and meaningful sentences.

The problem of many Egyptian students exists in their bad habit of reading. All they do is that they go through certain books and let them down without trying to fully absorb the ideas (or themes) mentioned in these books and the manifold technical devices used to express them. This is quite obvious in the failure of these students to respond to the questions their teacher raises in class about the texts they are assigned to read at home. In order to come out with a fruitful result of reading a book or a text, one should do the following steps:

- 1-Read each paragraph attentively so as to get in mind the main ideas.
- 2-Write down all these ideas in your own words.
- 3-Test your way(s) of expressing these ideas against the text's to make sure that you have not gone away from the text, or you are still prowling over it.
- 4-While reading pick up all fresh words or expressions and jot them down in a list (or an agenda).

- 5-Try to read the list of words now and again till you memorize them perfectly.
- 6-Use these new words or expressions in your writings or daily speech to make them an integral part of your thought and language.

Another but much more intricate problem is that there are so many students who are unable to speak English effortlessly, although they may know several words and expressions as well as a great deal of grammar. The only clue to this problem is to do the following procedures:

- 1-Read English (words, sentences, or paragraphs) loudly and quickly as possible as you can.
- 2-Speak loudly about anything familiar to you (starting with simple topics and then moving to difficult ones).
- 3-Use a tape recorder, or any facility of the kind, to have the chance of evaluating the manner of your speaking.
- 4-If you feel that you have not made a satisfactory progress try to do it all over again.

As for those students who are unable to write correct or standard English, they must be unconscious of their weakness, or they never try to find any ways with which they can improve their skill of writing. Once again, there is a wide variety of expressions that can easily be acquired through continuous reading and writing processes. As just an example, the sentence: "Today I am not myself" can be put into so many other ways as:

A-Today, I am upset.

B-Today, I am so unhappy that I cannot talk to anybody.

C-Today, I don't have the mood of (or feel like) talking with anybody because I feel so tired.

D-Today, I am out of mood.

To write good (clear and meaningful) English, one must be quite aware of the following:

- 1-Select the most appropriate words and expressions which are capable of expressing your mind (ideas), economically, accurately and plainly. Consulting a good English dictionary helps much in this respect.
- 2-Write a variety of sentences (simple, compound and complicated) which should be complete and meaningful.
- 3-Use suitable connectors and transitions which can produce a greatly coherent and logically sequential piece of writing.
- 4-Make a well application of the rules of English grammar in terms of all parts of speech (articles, pronouns, verbs, nouns, adjectives, adverbs, tenses, prepositions, and punctuations) in your writing.
- 5-Organize your writing by expressing in detail a single idea in a separate and indented paragraph, especially when you are writing a long letter, a report, an essay (descriptive, narrative, argumentative) or a story.
- 6-Let your teacher (or anybody else who knows English well) to edit out all you write in English so as to avoid making the mistakes they may discover in your writing.

It remains to remind you once again that learning English well requires a continuous practice of the four skills mentioned so far: the more you practise, the more you learn.

This course of English is well composed for just the purpose of improving your English. It is divided into two parts. The first one consists of eight units of different topics by renowned authors. All the topics included in these units are not selected randomly, but rather very carefully to provide the reader with a kind of information which is not only indispensable to his/her field of study, but also to his/her life. Each unit is followed by multiple exercises which I have attentively made to help the reader to fully absorb, rather than blindly memorize, every detail mentioned in it. They do not focus on just the surface sense of the passage, but they go beyond it deeper and deeper to reach the writer's intention and attitude or tone. In this way, I guarantee that every reader of the passages is not going to have any difficulty in answering any type of question on each topic. The exercises do not also ignore the linguistic sides included in each passage, with a view to improving gradually the reader's skill of writing. The second twenty-unit part lays all focus on the most common grammatical words and rules which many non-specialist students, and English-department students as well, are unable to use properly. The grammar included in this course are well illustrated, and more simply and clearly than in any other courses of the kind. I have provided each unit with an exercise to train the reader how to understand and make a good use of the grammatical point explained in the unit. I have attentively, and intentionally, produced this part in the way it is in order to straighten the awkward English caused by failing to use properly such common grammatical words and rules. We hope it can get to the intended end, which paves the way for a continuously flowering career.

*Ahmed Hussein, Qena
Qena, 2022/23*

Part I

**Miscellaneous Comprehensive
Passages**

Unit 1

The Bush and the City

(From Enani's *Translation Manual* , Level 1, 2005)

Life in the bush is preferable to life in the city. The bush is calm and clean; there are no problems of over-population, noise, or air pollution. Your life is quiet, independent, and happy as you walk from house to house, talk with friends, and enjoy the smell of freshness. Your neighbors work together and live like brothers. However, the city is a chaotic and filthy place. Unlike life in the bush, the noise of the traffic, the crowded streets, and the terrible pollution from factories make life unpleasant. Life in the city is fast paced, regulated by others, and isolated. You cannot walk alone for fear of being harmed by strangers, and even your neighbors regard you with distrust. For these reasons, I prefer to live in the bush.

Vocabulary

- *Each of the words and phrases used in the passage has various meanings, but the writer uses it with a definite meaning. Write the most suitable English substitution for each of the following:*

the bush

the city

clean

noise

quiet

happy

the smell of

neighbors

live like brothers

preferable to

calm

overpopulation

air pollution

independent

from house to house

freshness

work together

chaotic

filthy
traffic
the terrible
unpleasant
regulated
isolated
for fear of being
strangers
regard you with
for these reasons

unlike
crowded streets
factories
fast paced
by others
alone
harmed
and even
distrust
prefer

- Use the information in the passage to complete the following sentences:

- 1- It is more preferred to live in the bush than in the city, because the bush is
- 2- Your life in the bush isbecause you can move from house to house, talk with friends, and enjoy the smell of freshness.
- 3- Your neighbors in the bushIsn't this fantastic?
- 4- Nevertheless, the city isplace. To the opposite of life in the bush, life in the city is.....because of the noise of the traffic, the crowded streets, and the terrible pollution from factories.
- 5- Life in the city is fast paced, regulated by others, and isolated. You cannot walk alone for fear of being harmed by strangers, and even none of.....you.

- To make sure that you have fully understood the above passage say if the following sentences are right or wrong:

1-From the above passage we can understand that life in the bush is much better than in the city.

2-"The bush is used in the passage to mean 'a sparsely populated area with shrubs and trees as in the country-side.'

3-Life in the bush is characterized by the existence of much noise, evil neighbors, unfriendly fellows, and unclean air.

4-You cannot move easily and safely from a house to another at night in the bush, because it is really dangerous.

5-Compared to the bush, the city is overcrowded, over-populated, over polluted, noisy, chaotic, unpleasant, and unhealthy.

6-All neighbors in the city work together and live like brothers.

7-Life in the bush is fast paced, regulated by others, and isolated.

8-You cannot walk alone in the bush for fear of being harmed by strangers, and even your neighbors regard you with distrust.

9-The writer's description of the difference of life in both the bush and the city is overrated.

10-Life in the bush in the modern time must have changed much. The inhabitants of many bushes complain about the same problems most of the city dwellers do.

- *Make noun clauses of your own from the verbs in parentheses. Here is an example to follow:*

- **harm** (verb) **harm** (noun)

- **Don't tell any lies about your friends for you, consciously or unconsciously, *harm* their reputation. This is indeed a serious *harm*, isn't it?**

- 1- (walk)
- 2- (live)
- 3- (enjoy)
- 4- (work)
- 5- (regard)
- 6- (terrify)
- 7- (regulate)
- 8- (fear)
- 9- (prefer)
- 10- (depend)

- *Make adjective clauses using the words in parentheses. The sentences you make should be in your own words. The following example may be very helpful:*

-filth (noun) filthy (adj. meaning "offensive" or "disgusting")

- **Our society has many people who use a *filthy* language in their dialogue with others. They are impolite, aren't they?**

- 1- (chaotic)
- 2- (distrust)
- 3- (isolated)
- 4- (terrible)
- 5- (independent)
- 6- (unpleasant)
- 7- (overpopulation)
- 8- (happy)
- 9- (problem)
- 10- (preferable)

- Use the opposite of the words in parentheses to complete the following sentences: Do as shown to you:

- It is unhealthy to live in Cairo City. It is veryquiet "adj.")
- **It is unhealthy to live in Cairo City. It is very noisy.**
- 1- Many English sentences have.....clauses.
(independent)
- 2- Most Egyptians need to change the custom of throwing their garbage in the street. Many of the city streets are..... (clean "adj.")
- 3- Don't take everything seriously. You have to..... all trifles. (regard "v.")
- 4- Hearing about his death last night, I felt(happy "adj.")
- 5- I have never lied to you. Why don't you me this time? (distrust "v.")
- 6- Ihis way of speaking as he never lets you give an opinion. (like "v.")
- 7- I can smell the freshness of the place here. The weather is....., isn't it? (unpleasant "adj.")
- 8- I always like to walk out at dawn. The streets are almost..... at this time (crowded "adj.")
- 9- Our library look beautiful. All the books are (chaotic "adj.")

10- Today, one is not encouraged to buy anything from the market. All vegetables and fruits look..... (fresh "adj.")

Comprehension:

- In order to answer the following kinds of questions properly you first need to apprehend the surface and deep senses of the whole passage. The answer may be lying under the literal sense of the passage. The first question has been answered as a model for you.

1- What is the main idea in the passage?

-The remarkable difference of life in the city and in the bush.

2- To what extent is the speaker logical?

3- Is he quite conscious of the change of life in the bush in the modern time? How?

4- What is the writer's attitude to life in the city?

5- What is the writer's attitude to life in the bush?

6- To what extent do you agree with the writer? Say why you agree (or disagree) with him.

7- What are the key words in the passage? (key words are some words which are basic to expressing the main idea in the passage)

8- How can we make lifestyle in the city much better?

9- What do you think of the language used to express the focal point in the passage? Does it serve well the writer's objective? Why? And why not?

10-If you were in the writer's place, would you give the same view of both the bush and the city?

Translation:

-Translate the whole passage into Arabic. All the difficult words have been done for you.

the bush	الريف/الغابة
preferable to	مفضل عن
the city	المدينة
calm	هادئ
clean	نظيف/نقى
overpopulation	الزيادة السكانية
noise	الضوضاء
air pollution	التلوث الجوي
quiet	هادئ
independent	مستقل
happy	سعيد
from house to house	بين المنازل/من منزل إلى آخر
the smell of	رائحة
freshness	الهواء المتجدد والنقى
neighbors	الجيران
work together	يتعاون
like brothers	كالأخوة
chaotic	فوضوي
filthy	كريه/سيء
unlike	بخلاف
traffic	المرور
crowded streets	الشوارع المزدحمة

the terrible
factories
unpleasant
fast paced
regulated
by others
isolated
alone
for fear of being
harmed
strangers
and even
regard you with
distrust
for these reasons
prefer

مروع/ مخيف
المصانع
قبيح
سريع الخطى
نظم/ حكم
من قبل أناس آخرون
منعزل
وحيدا
خوفا من كوني
أذى / أضرب
الغرباء
وحتى
ينظر ب
عدم الثقة / ريب
لهذه الأسباب
يفضل

Unit 2

Women and Society

(From Enani's *Translation Manual* , Level 1, 2005)

Money is by no means the only reason women go out to work. Bringing up a young family and looking after a home are often full-time jobs. But as the children get older, the work of the household becomes less demanding, and the housewife finds herself with less and less to do. The work that she has enjoyed doing as a young wife and mother becomes routine and boring. Taking on a job outside of the home offers stimulation and interest. It gives her a chance to meet new people and keep in touch with outside events and interests.

It may also enable a woman to take advantage of qualifications and training that she has been unable to use while her family was growing up. All too often, a highly qualified woman is only able to work for a few years before the demands of looking after a young family remove her from employment. The tendency of professional women to return to work after starting a family means that an important reserve of skill is thereby made available once again. The resulting increase in the number of working women is bound to have a profound effect on the nation's economy.

Vocabulary

- *In order to have a good command of English you are bound to fully understand the various meanings of every single word before you try to memorize it. The aim behind the exercise below is to train you how to improve your skill of reading and writing in English. Find words and phrases in the passage which nearly have the same meaning as:*

no way
take care of
family and house affairs
discovers
had joy
dull
to rouse to action
contact with
episodes
accomplishments
happen most often
responsibilities
official job
go back to
expert
experience / cleverness
exist abundantly
consequence of
should have
impact
raise

cause
complete job
need no much work
get increasingly less
repetitious
holding an office
concern
use the merit of
make able to
get older
a high quality
take away from
inclination
marry and have children
storage of
in this way
one more
addition
great / deep
earnings
exercise

- *Use the information in the passage to complete the following sentences:*

1- Women need to go out to work to gain money and

2- The unemployed young woman is required to..... and, for these are often full-time jobs.

3- When a woman's children grow up, she discovers herself with noto do.

- 4- She really gets..... of the routine..... she as enjoyed doing as a young wife and mother.
- 5- If she manages to hold an office outside of the home, this rousesIt also helps her.....
- 6- Another but much important reason of woman's need to go out to work is.....
- 7- Also, the young highly qualified woman most often need to take on a job outside of the home....., before she becomes too busy with raising her children and
- 8 - The return of a professional woman to work after starting a family indicates that she still have some
- 9 - The yearly gradual increase in the number of working women is expected to.....the nation's economy.
- 10- Thus a woman's work outside the home has both and.....

- *To make sure that you have fully understood the above passage say if the following sentences are right or wrong:*

- 1-The writer seems to encourage the qualified women to work outside the home.
- 2-Bringing up a young family and looking after a home make a woman busy all the time.
- 3-Women go out to work to make much money.
- 4-Every housewife gets bored of looking after her home.

5-Many housewives prefer to stay at home.

6-The working women in any society have taken young men's positions.

7-Woman's work is behind the development of any nation's economy.

8-The return of a housewife to work means that she wants to make use of her reserve of certain skills.

9-There are many men who live on their wives' salaries.

10-If women are not allowed to work, there is no need to let them go to schools and have high scientific degrees.

- *Make noun clauses of your own from the words in parentheses. Here is an example to follow:*

- **enjoy** (verb) **enjoyment** (noun)

- **It is most *enjoyment* for several young women to take care of her home and see her children growing up and gaining high education before her eyes.**

- 1- (profound)
- 2-..... (boring)
- 3-..... (highly)
- 4-..... (mean)
- 5-..... (available)
- 6-..... (able)
- 7-..... (young)
- 8-..... (professional)

- 9-..... (find)
- 10-..... (remove)

- *Make adjective clauses using the words in parentheses. The sentences you make should be in your own words. The following example may be very helpful:*

-stimulation (noun) stimulative / stimulus (adjective meaning provocative or rousing to an action)

- Take this medicine. It is indeed stimulus to all your body organs?

- 1-..... (nation)
- 2-..... (family)
- 3-..... (reason)
- 4-..... (money)
- 5-..... (advantage)
- 6-..... (return)
- 7-..... (profundity)
- 8-..... (remove)
- 9-..... (economy)
- 10-..... (interest)

- *Use the opposite of the words in parentheses to make sentences of your own: Do as shown to you:*

-(outside "adj.")

- Where's my blue jacket? I couldn't find it anywhere *inside* the house.

- 1- (older)

- 2- (full-time)
- 3- (taking)
- 4- (advantage)
- 5- (qualified)
- 6- (available)
- 7- (employment)
- 8- (increase)
- 9- (before)
- 10- (able)

Comprehension:

- In order to answer the following questions properly you first need to apprehend the surface and deep senses of the whole passage. The answer may be lying under the literal sense of the passage. The first question has been done as a model for you.

1- What is the focal point in the passage?

- Woman's work outside the home has both advantages and disadvantages.

2- How far is the writer accurate? Give the reasons of your answer.

3- Is he aware of the problems of the young and highly qualified women? How?

4- The writer seems to encourage women to stay at home. Is this statement right or wrong? Illustrate your answer.

- 5- Many women complain of staying at home all the time. How can you make them enjoy looking after your children and home?
- 6- How does the increase in the number of working women affect the nation's economy?
- 7- Of course, the writer uses certain key words to highlight his point in the passage. What are these key words?
- 8- The writer may try to drive our society to change its view of women. Show to what extent is this statement right?
- 9- If your future wife asks you to let her work outside the home. Will you let her? Why?
- 10-What does the title of the passage "Women and Society" mean?

Translation:

- Translate the whole passage into classic Arabic. All the difficult words and phrases have been done for you.

Society	المجتمع
manual	كتيب
level I	المستوى الأول
by no means	على الإطلاق
the only reason	السبب الوحيد
bringing up	تربية
a young family	أطفال صغار
looking after	العناية بـ
home	بيت / منزل
full-time jobs	تفرغ لأداء وظائف معينة

get older
the household
less demanding
finds herself
less and less to do
enjoyed doing
becomes routine
boring
taking on a job
offers stimulation
interest
it gives a chance
keep in touch with
outside events
enable
take advantage of
qualifications
training
all too often
a highly qualified woman
the demands of
remove
employment
tendency
professional
return to
starting a family
an important reserve of
skill
thereby
available
once again
the resulting increase
in the number of

يكبر في السن
شؤون البيت والأسرة
يتطلب جهدا قليلا
تجد نفسها
أعمال تقل تدريجيا
أمتعته فعل
يتحول إلى عمل رتيب (متكرر)
ممل / مضجر
استلام وظيفة معينة
يحفز على الطاقة
الاهتمام
يعطى فرصة
الاحتكاك أو الاتصال ب
ما يدور من أحداث في الخارج
يمكن
يبتفع ب
المؤهلات
تدريب
ما أكثر ما يحدث
ذات مؤهلات عالية
مسئوليات
يبعد
التوظيف
ميل / اتجاه
حرفي / مهني
يعود / يرجع إلى
تكوين أسرة
رصيد احتياطي مهم من
خبرة / مهارة
بهذه الوسيلة
متاح / موجود
مرة ثانية / ثانية
الزيادة الناتجة
في عدد

bound to
profound effect on
the nation's economy

لابد أن
تأثير شديد على
اقتصاد الأمة (الدولة)

Unit 3

Science and Technology

(From Enani's *Translation Manual*, Level 1, 2005)

There is a difference between science and technology. Science is a method of answering theoretical questions; technology is a method of solving practical problems. Science has to do with discovering the facts and relationships between observable phenomena in nature and with establishing theories that serve to organize these facts and relationships; technology has to do with tools, techniques, and procedures for implementing the findings of science. Another distinction between science and technology has to do with the progress of each.

The Media

As a result of technological progress, many people in the world already have, or will soon have, access to many more TV channels than in the past. Most of the TV channels in the world operate in the traditional way: national, public or commercial TV stations use transmitters to send UHF (ultra-high frequency) signals round the country. The aerials on our roofs receive these signals and pass them to our TV sets. Simple and very similar to the way radio broadcasts work.

Some international TV channels use satellites in space. Programmes are transmitted up to the satellite, which then re-transmits them to a wide geographical area. If you have a special satellite dish aerial on your roof, you can receive these signals – though usually you have to pay for a signal-decoder. In this way, people can watch TV programmes transmitted on the other side of the hemisphere.

Vocabulary

- *Every single word is used in the passage to impart a certain meaning to the reader. Find the most appropriate English alternatives for the following words and phrases:*

affinities	related to
implements	methods
maneuvers	to apply
advance	results
manner	difference
hypothetical	virtual
find out	noticeable
prodigy	the universe
substantiate	arrange
technical advancing	previously
pertaining to a country	can get to (use)
studio buildings	connections
act (work)	conventional
general	sign
ultrahigh frequency	take in
produces by the air	alike
the top of a building	radio transmits
a body	performance
a planet	view
half of the	celestial sphere
revolving around	

- *Use the information in the passage to complete the following sentences:*

1-Both science and technology are different in that each has its own.....

- 2- Science is primarily interested in....., while technology uses certain implements to
- 3- Science is pertained to..... and affinities between observable phenomena in nature and to.....
- 4- Technology is related to.....for applying the scientific discoveries.
- 5- Another mark of distinction between science and technology is that each one.....in its own way.
- 6- Thanks to the technological progress that all people now canthan in the past.
- 7- Using the....., our TV. sets can easily receive the..... coming from the national, public or commercial TV. stations' transmitters.
- 8 – Satellites in space receive all transmitted up TV., and then send them back to
- 9 – Both the radio and television operate in.....
- 10- Some of the international TV. channels are coded, so whoever wants to watch their programs should

- *To make sure that you have fully understood the above passage say if the following sentences are right or wrong:*

- 1-Despite their difference, both science and technology contribute to the development of our life.

2-From what has been mentioned in the above passage we understand that "the media" means just the radio and TV. performances.

3-Newspapers and magazines are other forms of the media which are not mentioned in the passage.

4-Our modern life has developed much because of the scientific progression, and not because of the technological progression.

5-Compared to science, technology is much more important for all the scientific discoveries would be useless if they were not implemented by technology.

6-Misusing some of the media performances has its passive effect on our cultural and moral values.

7-Insomuch as the internet, which is a form of highly technological media, facilitates our contact with the globe, it wastes much of our time.

8-Many of the international TV. channels have played a major role in the uprising of certain peoples against their political regimes..

9-By sitting down and watching TV. for a long time, children are amused, but become also unable to think or be creative. It's no wonder then that many of them do not like to read books.

10-Watching TV. or listening to the radio for long hours stimulates our mind and fantasies.

- *Make noun clauses of your own from the verbs in parentheses. Here is an example to follow:*

- **organize** (verb); **organization** (noun)

-The International *Organization* of Human Rights is closely watching what goes on in the Middle East after the successive revolutions in the Arab world.

- 1- (implement)
- 2-..... (establish)
- 3-..... (theorize)
- 4-..... (operate)
- 5-..... (send)
- 6-..... (receive)
- 7-..... (pass)
- 8-..... (pay)
- 9-..... (have to)
- 10... (transmit)

- Make adjective clauses using the words in parentheses. The sentences you make should be in your own words. The following example may be very helpful:

- **science** (noun); **scientific** (adj.)

- Misusing science has made many of the *scientific* inventions most evil.

- 1-..... (implement)
- 2-..... (organization)
- 3-..... (phenomena)
- 4-..... (distinction)
- 5-..... (frequency)
- 6-..... (reception)
- 7..... (transition)
- 8-..... (hemisphere)

- 9-..... (operation)
- 10-..... (progression)

- Use the opposite of the words in parentheses to make sentences of your own. Do as shown to you:

-(progression "noun")
- **The last financial report indicates clearly that the country is going fast to *retrogression*.**

- 1- (code)
- 2- (receive)
- 3- (usual)
- 4-..... (traditional)
- 5- (public)
- 6-..... (connection)
- 7-..... (establish)
- 8- (distinct)
- 9-..... (discovered)
- 10- (has to do with)

Comprehension:

-In order to answer the following questions properly you first need to apprehend the surface and deep senses of the whole passage. The answer may be lying under the literal sense of the passage. The first question has been answered as a model for you.

- 1- What are the focal points in the passage?

A- the difference between science and technology.

B- The positive role of the media in our life.

- 2- How far is the writer accurate in his explanation of the remarkable difference between science and technology? Write the reasons that justify your answer.
- 3- Show the difference between the technological progress and the scientific progress?
- 4- How could the media connect us with world?
- 5- How far are the radio and television similar?
- 6- How are the TV. Programs transmitted to us?
- 7- Of course, the writer uses certain key words to highlight his points in the passage. What are these key words?
- 8- Some of the TV. Channels are coded. How can we have access to them?
- 9- Many of the TV. Programs transmitted on the other side of the hemisphere have a passive effect on our children. How can we solve this problem?
- 10- How do the satellites work?
- 11-What does "the media" mean?

Translation:

-Translate the whole passage into Arabic. All the difficult words and phrases have been done for you.

media
as a result of
technological
progress
progress
many people
soon
have access to
TV channels
in the past
most of
operate
traditional
way
national
public
commercial
TV stations
use
transmitters
to send
UHF (ultra-high frequency)
signals
round
the country
the aerial
roofs
receive
pass
TV sets
simple
very similar to
radio broadcasts

أجهزة الإعلام
نتيجة/ ثمرة
تكنولوجي
تقدم
تقدم
كثير من الناس
في القريب العاجل
يستطيع الوصول إلى/ أو مشاهد
قنوات تليفزيونية
في الماضي/ السابق
معظم/ غالبية
تعمل
تقليدي
طريقة/ أسلوب
قومي/ وطني
عام
تجاري
محطات التليفزيون
تستخدم/ تستغل
أجهزة بث
لترسل
ذات تردد فائق الارتفاع
إشارات
حول
القطر/ البلد
هوائي/ إيريال
الأسطح العليا للمنازل
تستقبل
تمر/ يمرر
أجهزة التليفزيون
بسيط
مماثلة بدرجة كبيرة ل
البرامج الإذاعية

work	تعمل/ عمل
some	بعض
international	دولي
satellites	أقمار صناعية (اصطناعية)
in space	في الفضاء
programmes/programs	برامج
transmitted	تم بثها
up to	عاليا حتى
re-transmits	يبث من جديد
wide	عريض
geographical	جغرافية/ جغرافي
area	مساحة/ منطقة
special	خاص
dish	طبق هوائي خاص بالقمر الصناعي
though	مع أن
usually	عادة/ باستمرار
pay	يدفع ثمن
a signal-decoder	جهاز فك الشفرة
watch	يشاهد
the other side of	الجانب الآخر من
the hemisphere	نصف الكرة الأرضية
technology	التكنولوجيا
a difference	فرق/ اختلاف
between	بين/ وسط
a method of	منهج / أسلوب
answering	حل
theoretical	نظري
questions	أسئلة/ مشكلات
solving	حل
practical	عملي
problems	مشاكل
has to do with	مرتبط ب
discovering	اكتشاف
the facts	الحقائق/ الوقائع

relationships
observable
phenomena
nature
establishing
theories
serve
to organize
tools
techniques
procedures
for
implementing
the findings
distinction
the progress
each

علاقات
يمكن ملاحظته
ظواهر
الطبيعة
وضع/ تأسيس/ تثبيت
النظريات
يخدم
ينظم
أدوات
تقنيات
إجراءات
من أجل
تنفيذ/ تطبيق
نتائج / مكتشفات
تميز
تقدم
كل على حدا

Unit 4

The Science of Morality

(An interview with Naguib Mahfouz)

My hopes for the new year emanate from faith in God's infinite bounty, for the dimensions of life affected by human intervention do not offer much scope for optimism. Of course, scientific progress may well open up new horizons for a better life, eliminating starvation and disease, increasing and improving production. Even in a sad year like the one through which we live, God may inspire scientists yet.

What we want from science, of course, is the good of humanity, even though it can bring about just as much evil. If we seek good, however, we must abide by moral paradigms and principles, for only they guarantee the rectitude of scientific progress. History is full of precedents that show us how science can, and does, go terribly wrong. Many of the inventors responsible for the evils of science have attempted to make up for their misdeeds. The example of Alfred Nobel, who invented dynamite, is only too obvious. Why don't they avoid evil inventions in the first place?

Science, as I have said directly and indirectly through my fiction, must be regulated by morality. Yet, as the case of ***Awlad Haretna*** (Children of Gebelawi) demonstrates, others seem to disagree with me. And I say it again in my old age: 'If it fails to benefit humanity, science must be abandoned. The only way to guarantee that it will help and not harm is to make it subject to moral principles.'

Vocabulary

- Find words in the passage which nearly have the same meaning as:

goodness	الخير / الفلاح
formal meeting	اللقاء (أو الاجتماع) الرسمي
influenced by	تأثر بـ
arise	يظهر / ينبع من
straightly shows	يوضح بشكل مباشر
trust	يثق / ثقة
endless	بلا حدود (نهائي)
generosity	سخاء / كرم
magnitude	عظمة
interference	تدخل
give/present	يقدم
range of a view	مستوى (معدل) وجهة النظر
areas	المساحات
excluding/removing	استبعاد
suffering from	تعانى من
the lack of food	نقص الغذاء
ameliorating	تحسين
impel a thought or a feeling	تثير فكرة أو إحساسا
cause	يسبب / سبب
wickedness	العداء / الشر
look for	يبحث عن / يسعى إلى
live	يعيش / يسكن
standard	معيار / مقياس
rules	قوانين / أحكام
insure	يؤكد / يضمن
correctness	صحة / سلامة
previous instances	الأمثلة السابقة
in charge of	مسئول عن
substitute for	يحل مكان / يعوض عن
wrong actions	السلوكيات الخاطئة
shun	يتفادى

stories
managed
deserted
damage
liable to

القصص
تمكن / أدار
هجر
أضر / ضرر
عرضة ل / خاضع ل

- Complete the following sentences with information from the passage:

1-Although the speaker realizes that the dimensions of life affected by human intervention do not offer much scope for optimism, he is still optimistic because of his strong

2-Human beings need nothing from science other than.....

3-Science should be managed by....., as the speaker has mentioned in his stories.

4-If science is not managed by moral principles, it should be....., because it is going to..... More than it..... humanity.

5-History verifies that many of the scientific inventions which dominated all parts of the world.

- Say if the following sentences are right or wrong:

1-The speaker is a scientist.

2-He is a famous Egyptian novelist.

3-He is not concerned with literature.

4-He has no idea about the history of science.

5-All his readers agree with whatever he mentions in his fiction.

6-He has no hopes for a much better life.

7-He believes that evil dominates over goodness in our life.

8-The only way to increasing and improve the production in any country is to abide by morality.

9- ***Awlad Haretna*** is a book of verse.

10-All scientists around the world are recommended by the speaker to avoid evil inventions in the first place?

- *Make noun clauses from some of the verbs used in the passage. All sentences should be in your own words. Follow the example:*

Invent (verb) **invention** (noun)

- **The *invention* of electricity has helped much in developing our life and economy.**

- 1-
- 2-
- 3-
- 4-
- 5-
- 6-
- 7-
- 8-
- 9-
- 10-

- Make adjective clauses from some of the nouns used in the passage. The sentences you make should be in your own words. Follow the example:

Morality (noun) **moral** (adjective)

- **Moral standards in a country are measured by its people's conducts.**

- 1-.....
- 2-.....
- 3-.....
- 4-.....
- 5-.....
- 6-.....
- 7.....
- 8-.....
- 9-.....
- 10-.....

- Use the opposite of the words in parentheses to complete the following sentences. Do as shown to you:

- **Science is known to.....humanity. (harm)**
Science is known to benefit humanity.

1- Many readers.....with the speaker. (agree)

2- It is.....mentioned in Mahfuz's fiction that science should be regulated by moral principles. (directly)

- 3- Alfred Nobel is an.....example of the inventors who attempted to make up for their misdeeds. (mysterious)
- 4- It is.....of you to scream in your mother's face. (moral)
- 5- It is.....of you to help others. (evil)
- 6- Mahfuz's view of life is..... (pessimistic)
- 7- Abiding by moral principles guarantees the of misdeeds in our human world. (increase)
- 8- Mahfuz shows.....hope for the new year. (little)
- 9- 'If it.....to benefit humanity, science must be encouraged. (fail)
- 10-I said it several times in my.....age. (old)

Comprehension:

- Answering the following questions depends on your understanding of the direct and indirect senses of the passage. Thus the answer could be lying under the literal sense of the passage. The first question has been done as a model for you.

1- What is the main idea in the passage?

-The misuse of science and how to avoid it.

2-To what extent is the speaker logical?

3-Was he conscious of the problem of science in the past?
How?

4-What is the speaker's attitude to life?

5-How can we make the human world live in peace?

6-What are the key words in the passage?

7-Can we indeed 'abandon' science, as the speaker says in the last paragraph? Give the reasons of your answer.

8-How can a writer express his ideas indirectly in fiction?

9-If you were in the speaker's place, would you give the same view of science? Why?

10-Is fiction less important than science? Explain your answer.

Translation:

-Translate the whole passage into Arabic. All the difficult words have been done for you.

the science of

morality

an interview with

hopes

emanate from

faith in

God's infinite bounty

dimensions

affected by

human intervention

offer

علم

الأخلاق

مقابلة شخصية مع

تطلعات

تنبع من

الإيمان ب

نعمة الله التي لا تحصى

أبعاد / معدلات / معايير

تتأثر ب

الاختراع البشرى

يقدم

much scope for
optimism
of course
scientific progress
may well open up
new horizons for
a better life
eliminating
starvation
disease
increasing and improving
production
like the one
through which
inspire
the good of humanity
even though
bring about
much evil
if we seek good
abide by
moral paradigms
principles
for only
they guarantee
the rectitude of
precedents
go terribly wrong
the inventors
responsible for
attempted to
make up for
their misdeeds
the example of

مجال أرحب ل
التفاؤل
مما لا شك فيه
التقدم العلمي
قد تفتح بشكل أفضل
أفق جديدة ل
حياة أفضل
حذف / تستبعد
المجاعة القاتلة
المرض
زيادة وتحسين
الإنتاج
مثل التي
خلالها
تتلهم / توحى
صالح البشرية
حتى ولو
تسبب
كثير من الشر
إذا ما سعينا إلى الخير
نلجأ إلى / نتمسك ب
النماذج الأخلاقية
المبادئ
لأن فقط
إنها تضمن
المبادئ الأخلاقية السليمة
السابقين
يمضى في عمل (ارتكاب) الأخطاء الفظيعة
اختراعات
مسئول عن
حاول أن
يعوض عن
سوء تصرفاتهم
مثال

invented
dynamite
only too obvious
why not avoid
in the first place
directly and indirectly
through my fiction
must be regulated by
as the case of
Awlad Haretna
demonstrates
disagree with
I say it again
if it fails
to benefit
abandoned
will help and not harm
to make it subject to

اخترع
الديناميت
واضح تماما
لماذا لا نتفادى
منذ البداية
بشكل مباشر وغير مباشر
في قصص
ينبغي أن يحكم ب
كما هو الحال في
أولاد حارتنا
تظهر / يظهر
الاختلاف مع
اكرر
إذا فشل
في إفادة
يهجر / يترك
يفيد ولا يضر
يجعله يخضع ل

Unit 5

International Voluntary Service

All over the world, young people give up their spare time to work voluntarily for their fellow men. This kind of work they undertake is various, enormously depending on the needs and opportunities in each place and the abilities of volunteers. This service is organized by many different bodies. The oldest organization founded specially for running voluntary work camp is S.C.I (Service Civil International) which started in 1920 by a Swiss engineer. It has branches and groups in four countries. The oldest branch is International Voluntary Service in Britain. They help people who are suffering from mental and physical diseases, racial intolerance, old age, and poverty. They can help to get red of physical, mental, and social misery.

There are other forms of service such as International Work Camps all over the world. Six Months Service is a number of carefully selected volunteers overwork for six months to help and comfort those suffering from physical and mental illness. In emergencies, they help in the natural or man-made disasters which are going to take place. In Overseas Service, they are sent over the countries.

The aim behind all it is that it works for the promotion of peace. It affirms that all people can live together with mutual respect for different cultural backgrounds, without violence as means of settling disagreements between nations and peoples.

Vocabulary

-Each of the following words and phrases is used in the passage to convey a certain meaning. Give the right equivalence to each one.

voluntary
spare time
undertake
opportunity
organized
founded
intolerance
branches
selected
comfort
illness
disasters
promotion
mutual
backgrounds
overseas

give up
fellow men
enormously
volunteers
bodies
running
misery
suffering from
overwork
emergences
man-made
take place
affirms
respect
settling
over

- Choose the right answer from (a), (b), (c) or (d) to complete the following sentences:

1-International Voluntary Service is available.....

- (a) in just Britain.
- (b) all over the world.
- © in just four countries.
- (d) in overseas countries.

2-All over the world, there are young people who.....their spare time to help others voluntarily.

- (a) devote
- (b) abandon
- © desist
- (d) relinquish

3-International Voluntary Service is organized by many different

- (a) physiquess
- (b) entities
- © mass
- (d) quantities

4-The oldest organization founded specially for running voluntary work camp was S.C.I (Service Civil International) which startedby a Swiss engineer.

- (a) at the beginning of the nineteenth century
- (b) in the first decade of the twentieth century
- © in the twenties
- (d) within the early years of twentieth century

5-International Voluntary Service in Britain is done for those people who.....

- (a) are suffering from mental and physical diseases, racial intolerance, old age, and poverty.
- (b) suffering from mental and physical diseases, racial intolerance, old age, and poverty.

© suffered from mental and physical diseases, racial intolerance, old age, and poverty.

(d) have suffered from mental and physical diseases, racial intolerance, old age, and poverty.

6- Six Months Service is

(a) a kind of service which continued for just 6 months to help and comfort those suffering from physical and mental illness.

(b) a kind of service whose volunteers overwork for 6 months to help and comfort those suffering from physical and mental illness.

© a kind of service which was founded for 6 months to help and comfort those suffering from physical and mental illness.

(d) a number of 6 months volunteers to help and comfort those suffering from physical and mental illness.

- *Which of the following sentences are true, and which are false:*

(1)-All kinds of international voluntary service are the same.

(2)-The voluntary service referred to in the passage is local.

(3)-The volunteers take money in return for the service.

(4)-Those volunteers help all people, regardless of color, religion, gender, race or social position.

(5)-There may be other kinds of the voluntary social service which are not mentioned in the passage.

(6)-Girls and women are not included in this kind of service.

(7)-The aim behind this service is to make much money.

(8)-The aim behind this service is to establish peace and love in the world.

(9)-Violence is the only means of settling any disagreements in the world.

(10)-Charity houses in a country can be considered a voluntary social service.

- Use the verbs in parentheses to form noun clauses of your own. Follow the example:

Give up (verb) **giving up** (noun)

- ***Giving up* smoking is necessary for the recovery of his lungs from such severe inflammation.**

- 1-(comfort)
- 2-(undertake)
- 3-.....(organize)
- 4-.....(found)
- 5-.....(suffer)
- 6-.....(serve)
- 7-.....(overwork)
- 8-.....(promote)
- 9-.....(disagree)
- 10-.....(affirm)

- Use the words in parentheses to form adjective clauses of your own. Here is an example to follow:

emergency (noun) **emergent** (adjective)

- **General hospitals have special departments for receiving and checking all *emergent* cases.**

- 1-.....(difference)
- 2-.....(culture)
- 3-.....(emergency)
- 4-.....(selection)
- 5-.....(misery)
- 6-.....(physique)
- 7-.....(intolerance)
- 8-.....(comfort)
- 9-.....(poverty)
- 10-.....(care)

- Use the opposite of the words in parentheses in sentences of your own. The first one has been done for you.

- 1-.....(voluntarily)
- **Married women are to carry and deliver children in-
voluntarily.**
- 2-..... (intolerance)
- 3-..... (disagreement)
- 4-..... (natural)
- 5-..... (poor)

- 6-..... (old)
- 7-..... (different)
- 8-..... (ability)
- 9-..... (careful)
- 10-..... (behind)

Comprehension:

- Some writers do not say directly what they want to say. This is why their writings look simple when they are most difficult. In order to answer the following questions correctly you first have to fully grasp the surface and deep senses of the whole passage. Choose the correct answer of the following questions. The first question has been done for you.

1- The main idea in the passage is.....?

- (a) kinds of international voluntary service.
- (b) helping and comforting those suffering from physical and mental illness.
- © kinds of international voluntary service and the aim behind it.
- (d) the four kinds of the international voluntary service.

- The main idea in the passage is the kinds of international voluntary service and the aim behind them.

2-The writer's main objective is to.....?

- (a) encourage people to invest their money in voluntary works.
- (b) invite people to love each other and live together in peace by doing voluntary works for whoever needs help.
- © recommend people to avoid violence in settling their disagreements.
- (d) explain the various forms of international voluntary service.

3-The writer is.....of the importance of voluntary works.

- (a) alert
- (b) ignorant
- © educated
- (d) conscious

4-What is the speaker's attitude to life?

- (a) It is satiric.
- (b) It is pessimistic.
- © It is optimistic.
- (d) It is humorous.

5-The writer may believe that.....can destroy our human world, and that.....can build it up.

- (a) self-centeredness self-denial
- (b) self-devotion self-determination
- © self-delusion self-centeredness
- (d) self-denial self-conceit

Translation:

-Translate the last two paragraphs into classic Arabic. The difficult words in these paragraphs have been done for you.

International Work Camps
all over the world
Six Months Service
carefully selected volunteers
overwork
comfort
those suffering from
physical and mental illness
in emergencies
the natural
man-made
disasters
take place
in Overseas Service
sent over the countries
the aim behind
works for
the promotion of peace
affirms that
live together
with mutual respect for
different cultural backgrounds
without violence
as means of settling
disagreements
nations and peoples

معسكرات العمل التطوعي الدولي
على مستوى العالم
الخدمة التطوعية لفترة ستة شهور
متطوعون تم اختيارهم بعنا
يعمل بجد واجتهاد
على راحة
هؤلاء الذين يعانون من
الأمراض الجسدية والعقلية
في حالات الطوارئ
الطبيعي/الطبيعية
من صنع الإنسان
الكوارث
تحدث
في نوعية خدمة دول أعالي البحار
يوزعون على الدول
الهدف من وراء
تعمل من أجل
إعلاء السلام
تؤكد على أن
العيش سويا
بالاحترام المتبادل
الخلفيات الثقافية المختلفة
بدون عنف
كوسائل لتسوية
الخلافت
الأمم والشعوب

Unit 6

The Factors of Production

Factors of production are the human and material resources used in the creation of wealth. Wealth may be described as the goods and services created for the satisfaction of those human wants for which people are willing to pay. We may thus express the basic concept of production as the creation of wealth to satisfy human demands by the price mechanism and the market processes of exchange, by the application of the human factor Labour on natural resources (Land), with the aid of previously created and not yet consumed Capital (e.g. spades, seeds and machinery).

Whilst traditionally Labour, Land, and Capital have been considered the main group of factors of production, it is now accepted that Management should be treated as a separate factor in its own right, since it is the one which causes all the others to be combined in productive activity.

The factor Labour constitutes the exertions of Man, such as services by hand or brain. Its quantity and quality are influenced by such things as the size, age, sex and geographical distribution of the population, the quality of its education and training, habits and customs, etc.

The factor Land embraces not only physical territory but also all natural resources and forces, such as water, sun and wind. It

includes all such resources in their natural state, and they may be scarce or plentiful and easy or difficult to utilize, extract or harness.

The factor Capital consists of the goods and equipment, created by the application of Labour on natural re-sources (Land), and not yet consumed. Examples are stocks of raw materials and goods (e.g. clothes), equipment (e.g. spades and tractors) and factory buildings. Before conversion by Man they were cotton plants, sheep, iron ore, trees, clay and gravel. Stocks are termed "circulating" or "working" capital. Equipment and buildings are termed "producers' goods". All have one thing in common: they represent accumulated wealth, whose retention involves the sacrifice of satisfaction or utility now, in order to provide utility in the future, either when consumed or when they have helped to create more goods and services for consumption.

Vocabulary

- Each of the following words and phrases is used in the passage to convey a certain meaning. Give the right equivalence to each one.

factors
human
resources
wealth
goods
wants
pay
concept
price
the market
exchange
labour

production
material
creation
described
satisfaction
willing
basic
demands
mechanism
processes
application
natural

resources
consumed
spades
machinery
traditionally
accepted
treated
its own right
combined
activity
the exertions of man
quality
sex
distribution
training
customs
physical
forces
scarce
utilize
harness
equipment
raw materials
factory
cotton plants
iron ore
gravel
circulating
producers
have...in common
retention
the sacrifice of
consumption.

previously
capital
seeds
whilst
considered
management
separate
since
productive
constitutes
such quantity
influenced
geographical
population
habits
embraces
territory
state
plentiful
extract
consists of
stocks
tractors
conversion
sheep
clay
termed
working capital
represent
accumulated
involves
provide utility

- Any of the following four items below each question may look a right answer to you, but there is only one which is the closest. Choose the most suitable item from (a), (b), (c) or (d) to complete the following sentences:

1-Factors of production are.....

- (a) the human and material resources which are invested in any project for making money.
- (b) the human and material sources of various goods.
- © the wealth used in the creation of the production.
- (d) land, machinery and buildings.

2-Wealth may be described as.....

- (a) the goods and services presented to people for free.
- (b) the money people are willing to pay for the goods and services.
- © all kinds of production and service made to satisfy all man's needs in return of money.
- (d) the goods and services created for satisfying human beings.

3-.....have been considered the main group of factors of production.

- (a) Labour, Land, Capital, spades, seeds and machinery.

(b) Labour, Land, and Capital.

© spades, seeds and machinery.

(d) Labour, Land, Capital and Management.

4-The factor Land embraces.....

(a) all natural resources in their natural state, and they may be scarce or plentiful and easy or difficult to utilize, extract or harness.

(b) all natural resources in their natural state.

© all natural resources and forces, such as water, sun and wind

(d) all natural resources and forces, in all their forms and ways of extracting and using them.

5-The factor Labour constitutes.....

(a) man's efforts exerted by hand or brain, and whose quality and quantity are influenced by such things as the size, age, sex and geographical distribution of the population, the quality of its education and training, habits and customs, etc.

(b) man's exertions, regardless of any other considerations.

© the exertions of Man, which are not influenced by such things as the size, age, sex and geographical distribution of the population, the quality of its education and training, habits and customs, etc.

(d) man's exertions by hand, which are influenced by such things as the size, age, sex and geographical distribution of the population, the quality of its education and training, habits and customs, etc..

6-The factor Capital consists of.....

(a) the goods and equipment, created by the natural resources (Land), and not yet consumed.

(b) the goods and equipment, without the application of Labour on natural resources (Land), and not yet consumed.

© the goods and equipment, which are made by the application of Labour on natural resources, and not yet consumed.

(d) the goods and equipment, created by the application of Labour on Land, and not yet consumed.

7-Stocks are termed.....Equipment and buildings are termed

(a) "circulated" or "worked" capital / "production goods."

(b) "circulating" or "working" capital / "producers' goods."

© "circulating" or "working" capital / "producers goods".

(d) Capital which is not "circulating" or "working" / "introducers' goods."

- Put "T" (True) before the correct sentence, and "F" (False) before the wrong one:

- (1)-The factor Management is less important than other factors of production.
- (2)-The factor Capital consists of the goods and equipment, created by the application of labour on natural resources (Land), and not yet consumed.
- (3)-The invention of machinery in the modern time has given man no chance of working by hand.
- (4)-The quality and quantity of man's handwork are mainly based on his size, age, sex, education, training, customs, habits, and geographical distribution of the population.
- (5)-People cannot pay any money for the quality of production which does not satisfy their needs and tastes.
- (6)-Water, sun and wind are just natural resources.
- (7)-Cotton plants, sheep, iron ore, trees, clay and gravel have got nothing to do with natural resources, but they are natural forces.
- (8)-Both equipment and buildings stand for accumulated wealth.
- (9)-All factors of production mentioned in the passage should combine in order to produce high qualities of goods and make wealth.

(10)-Mechanism of the price is normally decided by supply and demand.

- Use the noun form of the verbs in parentheses in sentences of your own. Follow this example:

describe (verb) **description** (noun)

- The police couldn't get a detailed *description* of the runaway criminal.

- 1- (express)
- 2- (consume)
- 3- (consider)
- 4- (include)
- 5- (accept)
- 6- (separate)
- 7- (combine)
- 8- (constitute)
- 9- (include)
- 10- (represent)

- Use the adjective form of the words in parentheses in sentences of your own. Here is an example to follow:

accumulation (noun) **accumulative** (adjective)

- He left his family an *accumulative* wealth of about 10 million dollars .

- 1- (satisfaction)
- 2- (money)
- 3- (conversion)
- 4- (resource)

- 5-..... (consumption)
- 6-..... (sacrifice)
- 7-..... (inclusion)
- 8-..... (distribution)
- 9-..... (influence)
- 10-..... (creation)

- Use the opposite of the words in parentheses in sentences of your own. The first one has been done for you.

- 1-..... (**satisfaction**)

- **His facial expressions have clearly showed his dissatisfaction with what we have been doing of hard work since the morning.**

- 2-..... (human)
- 3-..... (separable)
- 4-..... (include)
- 5-..... (education)
- 6-..... (plentiful)
- 7-..... (common)
- 8-..... (natural)
- 9-..... (active)
- 10-..... (wealthy)

Comprehension:

- Some writers do not say directly what they want to say. In order to answer the following questions correctly you first have to fully grasp the surface and deep senses of the whole passage. Choose the

correct answer of the following questions. The first question has been done for you.

1- The main idea in the passage is.....?

- (a) Land, Labor and Capital as traditional factors of production.
- (b) Land, Labor and Capital as traditional factors of production. The factor Management as most important for any productive activity.
- © Land, Labor and Capital are the only factors of production.
- (d) Land, Labor and Capital are not main factors of production.
- (e) Land, Labor and Capital as traditional factors of production. The factor Management as most important for any productive activity.

2-The writer's main objective is to.....?

- (a) explain the various factors of production.
- (b) show those who are interested in investing their money the standard strategies of building up very productive activities.
- © explain the production factors such as Land, Labor, Capital and Management.

(d) explain the difficulties of using the natural resources and forces such as water, wind and sun.

3-The writer is quite.....of the main factors of any good production.

- (a) appropriate
- (b) obvious
- © satisfactory
- (d) knowledgeable

4-The writer's style may indicate that he has succeeded toin making his point of view very clear.

- (a) a certain extent
- (b) some extent
- © a great extent
- (d) a small extent.

5-The writer may see that the factor management is.....the factor Land, Labour and Capital in a productive activity.

- (a) much more important than
- (b) not less important than
- © less important than
- (d) much more difficult than

Translation:

- *Translate the first two paragraphs into classic Arabic. The difficult words in these paragraphs have been done for you.*

factors

عوامل / عناصر

production	الإنتاج
human	بشرى
material resources	الموارد
creation	خلق / عمل
wealth	الثروة
described	توصف
goods	السلع
satisfaction	سد / تغطية
wants	احتياجات
willing	مستعد
pay	يدفع
basic	رئيسي
concept	مفهوم
demands	متطلبات
Price	سعر
mechanism	نظام
the market	السوق
processes	عمليات
exchange	تبادل / تبديل
application	تطبيق
labour	العمل
natural resources	الموارد الطبيعية
previously	سابقا / في السابق
consumed	مستغل / مستهلك
capital	رأس المال
spades	الجاروف
seeds	البذور
machinery	الماكينات
whilst	بينما
traditionally	تقليديا
considered	اعتبر (ت)
management	الإدارة
treated	عالج / عول
separate	منفصل / مستقل

its own right
since
combined
productive activity
constitutes

مستقلة بذاتها
لأن/ بسبب
مجمعة / متجمعة
النشاط المثمر (الإنتاجي)
يشتمل على / يتكون من

Unit 7

Honesty

(adapted from Enani's *A New English Course*)

People are not honest as they once were. The temptation to steal is greater than ever before – especially in large shops. A detective recently watched a well-dressed woman who always went into a large store on Monday mornings. One Monday, there were fewer people in the shop than usual when the woman came in, so it was easier for the detective to watch her. The woman first bought a few small articles. After a little time, she chose one of the most expensive dresses in the shop and handed it to an assistant who wrapped it up for her as quickly as possible. Then the woman simply took the parcel and walked out of the shop without paying. When she was arrested, the detective found out that the shop-assistant was her daughter. The girl gave her mother a free dress once a week.

But this not the only robbery event in the country. Police arrested a 21-year-old man yesterday. They accused him of trying to rob an 80-year-old lady. The man showed a knife to her and asked for her money. She refused to hand over her handbag, stepped to one side, seized his arm and threw him to the ground. She sat on his head and shouted for help. When the police arrived, they were very surprised. "I was a judo champion for 20 years," explained the old lady to a surprised policeman. The man is in prison.

Questions:

- *The best method to learn English properly is to practise using as many English words as possible in various contexts, because the*

meaning of a word is normally determined by the context in which it is used. It is on this basis that we recommend you to get rid of the habit of taking the first meaning of a word, which you have in mind or pick up from a dictionary, and try to choose the meaning which goes up well with the general meaning of a text or a passage. The following exercise may help you learn the correct usage of some English words.

- Choose the right answer:

- 1- The word "honest" is used in the passage to mean.....
 - a. unhande
 - b. trustworthy
 - c. unbearable

- 2- The word "temptation" as used in the passage has nearly the same meaning as
 - a. enticement
 - b. excitement
 - c. environment

- 3- The word "store" in the passage can be an appropriate alternative for.....
 - a. stock
 - b. stair
 - c. shop

- 4- The word "recently" in the passage can be replaced by.....
 - a. former
 - b. scenery
 - c. lately

- 5- The word "articles" in the passage is synonymous to.....

- a. pieces of writing on definite subjects
- b. certain compositions
- c. particular items

6- One of the following words is a synonym of the word "wrapped" as used in the passage

- a. folded or covered
- b. controlled
- c. concealed

7- The word "parcel" is used in the passage to convey the meaning

- a. part
- b. party
- c. package

8- The word "free" at the end of the first paragraph means

- a. released
- b. without any charge
- c. liberal

9- Which of the following words can replace the word "accused" as used in the passage?

- a. incriminate
- b. charged with a fault
- c. troubled

10- The prepositional verb "hand over" in the passage is equivalent to.....

- a. to surrender of control
- b. to shake hands with
- c. to give a hand

11- The word "admitted" in the passage imparts the meaning

- a. entered
- b. showed
- c. confessed

12- "Stepped to one side" is an expression in the passage which means.....

- a. jumped
- b. moved to one direction
- c. step by step

13- "champion" as used in the passage is a most suitable substitute for.....

- a. winner
- b. hardship
- c. loser

14- "shouted for" in the passage can be replaced by.....

- a. hollered
- b. cried loudly for
- c. shunned

15- What does the word "surprised" mean?.....

- a. laughed
- b. cried
- c. astounded

- Any of the following four items below each question may look a right answer to you, but there is only one which is the closest. Choose the most suitable item from (a), (b), (c) or (d) to complete the following sentences:

1- Nowadays, many people do not care much about their reputation, so.....

- (a) they steal.
- (b) Their steal..
- © they're steal.
- (d) them steal.

2-Several modern human beings may not be as straightforward as

- (a) as were in the past.
- (b) they were in the past.
- © in the past were they.
- (d) were they in the past.

3- Sometimes, it is not easy to discover a thief, because he or she

- (a) well-dressing.
- (b) well-dressed.
- © is covering his (her) face.
- (d) is well-dressed or nice-looking .

4- The linguistic structure "there were fewer people in the shop" in the first paragraph means.....

- (a) the number of the people in the shop was less than usual.

- (b) the number of the employees in the shop was less than usual.
- © the number of the men in the store was as the same as usual.
- (d) the number of all those who were in the shop was big enough.

5-The woman first bought a few small.....

- (a) shirts and pants.
- (b) many items.
- © tea and sugar packages.
- (d) items.

6-After a little time, she chose one of the most expensive dresses in the shop and

- (a) left out.
- (b) paid the money to the cashier.
- © delivered to an assistant.
- (d) refused to pay the money.

7-The assistant in the shop used to give that woman.....

- (a) much money.
- (b) many items as a gift from the ship .
- © a free dress once a week.
- (d) pieces of advice to help her to choose the best dress.

8-Police arrested a 21-year-old man under the charge of.....

- (a) attempting to kill an 80-year-old lady.
- (b) attempting to walk out an 80-year-old lady.
- © attempting to steal an 80-year-old lady.

(d) attempting to help an 80-year-old lady.

9-The old lady refused to hand over her own handbag, then she.....

(a) moved away from the thief.

(b) opened her bag and gave the thief little money.

© moved to one of her sides, grabbed the thief by arm and thrust him down.

(d) could do nothing other than shouting for help.

10-The old woman was once.....

(a) a karate player for 20 years .

(b) a judo victor for 20 years.

© a housekeeper for 20 years.

(b) a chambermaid in a hotel for 20 years.

- Put "T" (True) before the correct sentence, and "F" (False) before the wrong one:

1- All people are as honest as they once were.

2- Some of the nice-looking people can deceive others easily.

3- All thieves rob just the small shops, because the large ones are often guarded by policemen.

4- The robbery referred to in the passage occurred on Monday.

5- The shop's owner knew everything about his assistants before the detective could discover that one of the assistants was the daughter of a thief.

- 6- The detective could easily watch the thief from among several men in the shop.
- 7- One Monday, when the robbery took place, the detective could see a young man in a good dress getting into a shop. He gave him no attention.
- 8- After the judo champion threw the thief to the ground and sat on his head, she felt sympathetic with him by refusing to hand him to the police.
- 9- The policeman on the spot was not astonished to watch a very old woman seizing a very young thief.
- 10-The policeman laughed in the old woman's face and left away.

- Use the noun form of the words in parentheses in sentences of your own. Follow this example:

especially (adverb) **specialty** (noun meaning "ingenuity")

- The **specialty** of Mark Twain's stories lies in their calling for equality among whites and blacks in America on the grounds that all people are equal.

- 1- (detective)
- 2- (easier)
- 3- (seized)
- 4- (chose)
- 5- (expensive)
- 6- (possible)
- 7- (quickly)
- 8- (accused)
- 9- (refused)
- 10- (arrived)

- Use the adjective form of the words in parentheses in sentences of your own. Here is just an example for you:

temptation (noun) **temptational** (adjective)

- The offer many shops have declared this season sound very *temptational* (or *temptable*).

- 1-..... (quickly)
- 2-..... (simply)
- 3-..... (accused)
- 4-..... (admitted)
- 5-..... (surprised)
- 6-..... (watch)
- 7-..... (easier)
- 8-..... (paying)
- 9-..... (mother)
- 10-..... (help)

- Use the adverb form of the words in parentheses to form sentences of your own. The first one has been done for you.

- 1-..... (honest)

honest (adjective) **honestly** (adverb)

1-Honestly speaking, Ahmed is an excellent man. He has never lied to anybody.

- 2-..... (accused)
- 3-..... (temptation)

- 4-..... (large)
- 5-..... (watched)
- 6-..... (usual)
- 7-..... (week)
- 8-..... (daughter)
- 9-..... (free)
- 10-..... (woman)

Comprehension:

- *Some writers do not say directly what they want to say. In order to answer the following questions correctly you first have to fully grasp the surface and deep senses of the whole passage. Choose the correct answer of the following questions. The first question has been done for you.*

1-The passage revolves around the idea that the past was far better than the present. A clear sign of this that people are not so honest as they once were.

- a. the spread of robbery in modern societies.
- b. the idea that modern people are no more honest.
- c. the idea that the past was far better than the present. A clear sign of this that people are not so honest as they once were.
- d. the notion that all people are filthy.

2-When there are many people in a shop, it

- a. becomes easier for the detective to watch any thief.
- b. becomes more difficult for any detective to watch anyone trying to steal.
- c. become easier for the detective to watch any stealing.

d. is easy to catch a thief.

3-The very old lady's reaction to the young man who tried to take her handbag by force sounds.....

- a. interesting.
- b. interesting but unbelievable.
- c. believable.
- d. unbelievable.

4-After reading the passage, we get the impression that

- a. past and modern people are tempted to steal.
- b. past and modern people are not different in their being robbers.
- c. past and modern people have the impulse of stealing.
- d. past and modern people are tempted to steal, but the temptation to steal is greater than ever before – especially in large shops.

5-The writer seems to.....

- a. encourage all poor people to steal the rich.
- b. blame the police for arresting the shop assistant who tried to give her miserable mother some articles for free.
- c. blame the increase of dishonesty in our human society, because it is a serious crime.
- d. agree with what goes on in our human world.

Translation:

-Translate the whole passage into classic Arabic. The difficult words and phrases have been done for you.

honest	صادق/ صريح
once	في الماضي
temptation	دافع/ إغراء
steal	يسرق
greater than ever before	بحجم أكبر من السابق
especially	خاصة
shop	دكان
detective	شرطي (خاص-عام)
recently	مؤخرا
well-dressed	أنيق الملبس
a large store	متجر كبير
fewer	عدد أقل من المعتاد
easier	أسهل
watch	يشاهد
bought	اشترى
a few	عدد قليل جد
most expensive	غال جدا
articles	قطع/ أشياء
chose	اختار
dresses	فساتين
handed	سلم باليد
assistant	مساعد
wrapped	غلف /لف في
as quickly as possible	بسرعة بقدر المستطاع
parcel	حزمة /لفة
without paying	دون أن تدفع أية نفود
arrested	تم القبض على
found out	اكتشف
free	مجانا
once a week	مرة كل أسبوع
accused	اتهم
trying	محاولا
admitted	اعترف
a knife	سكين

asking for	طالباً
refused	رفض
hand over	يسلم
handbag	حقيبة يد
threw to the ground	يطرح أرضاً
shouted for help	صرخ طالباً النجدة
arrived	حضر / وصل
surprised	دهش
a judo champion	بطل في الجودو
explained	وضح

Unit 8

Education in Egypt

Education in Egypt has retrogressed much within the last few decades. The Egyptian universities, as an example, are declared to be holding a very low position in the list of the world universities. Someone may ask: why? The real reason is that the current political regimes do not pay much attention to education, as the developing countries do. A clear sign of this is that education fund is the lowest of all institutions funds in the state. High costs of living and unemployment also drive the citizens to care more about how to earn a living. No one knows how and when education in Egypt is going to be improved.

I- Comprehension Questions:

- 1-What is the focal point in this very short but intensive text?
- 2-Why has education retrogressed within the last few decades in Egypt?
- 3- How is this retrogression of education signaled in the text?
- 4-When is this intricate problem going to be settled?
- 5-Do you agree with the writer? If not, why?
- 6-Underline the grammatical points in the text and try to explain them?
- 7-Write the equivalents of these words in the text:

mark - budget – ruling systems – present – rank - concern
essential - establishments - propel – universal - taking /
occupying

10-Use the noun form of each of the following words in a meaningful sentence of your own: if a word has two forms, but with different senses, you may indicate this in two different sentences:

retrogressive - real – developing – political - high -
developed - universal - attentive - low - educational -
clear - declared

11-Which of these two expressions is more aesthetic?

1: a-The current political regimes do not pay much attention to education, as the developing countries do.

b-The current political regimes do not pay much attention to education, as the developing countries pay much attention to education.

2: a-High costs of living and unemployment also cause the citizens to care more about how to earn a living.

b-High costs of living and unemployment also drive the citizens to care more about how to earn a living.

II- Choose the most appropriate answer from a, b, or c:

1-The writer of the text puts a heavy stress on

a-the importance of education in the world.

b-the necessity of developing education in Egypt and the world.

c-the backwardness of education in Egypt during the last few years and the basic reasons from his own point of view.

2-The writer's view is based on

a-a wide knowledge of the university education in Egypt and the world, particularly the developing countries.

b-a wide knowledge of the problems of education in Egypt and the world.

c-a wide knowledge of the world criteria of the annual evaluation of the university education in all parts of the globe.

3-From the aforementioned comparison of the world universities, one knows that

(a)-the Egyptian universities need to be improved urgently.

(b)-the Egyptian universities have retrogressed so much that they are put in the lowest position in the list of the world universities.

©- the Egyptian universities have retrogressed much within the last few decades because of the difficult social circumstances in Egypt.

4-The writer's view that only the lowest fund of education and high costs of living as well as unemployment account for the retrogression of education in Egypt is

(a)-indeed clear cut and enough.

(b)-indeed indicative of his his/her quite awareness of what goes on in the world in terms of education, and of his peerless capacity of writing very condensed information on the university education.

©-indeed clear cut but not enough, because there should be some other key reasons, such as the inadequacy of curricula and methods of education.

5-It may be implied in the text's conclusion that

(a)-the writer is optimistic.

(b)-the writer is pessimistic.

©-both optimistic and pessimistic.

Unit 9

Curricula for Primary Education

Teachers are at the core of education and has a key role in nurturing future generations who are not only critical thinkers, but also informed and empowered actors prepared to build peaceful, just and inclusive societies.

Educators and teachers are essential in young people's lives, and are central to developing students' knowledge, attitudes and skills and to teach them how to engage in society both constructively and responsibly. This is done through curriculum and pedagogy. Teachers and teacher trainers in formal school settings at the primary school level play a role in strengthening the rule of law (ROL) and global citizenship through education by integrating it into their lessons and planning. Such approaches include resources in class-rooms, out-of-classrooms and school-family-community engagement.

Classroom resources:

- Short activities and games;
- Single lessons;
- Units or projects;
- Stories and books.

Out-of-classroom resources:

- Sport as a teaching resource to improve self-esteem, enhance social bonds and provide participants with a feeling of purpose.

- Field trips allow students the opportunity to apply their class-based learning more concretely in their own community.

School-family-community engagement resources:

- Support of parents and community members can practice actively shaping a society in which everyone can live peaceful, just, safe and fulfilled lives.

Comprehension questions:

- 1-Teachers play a most influential role in education. How far is this statement accurate?
- 2-What is the influence of teachers and instructors on young people's social lives?
- 3-Why are the primary school teachers regarded as highly productive persons in society?
- 4-To do their job well, these teachers depend upon various resources inside and outside the classroom. What are the classroom resources?
- 5-What are the out-of-classroom resources?
- 6- Are there any other resources? What are they?
- 7-If you intend to work as a primary school teacher, what else can you suggest to promote your pupils' skills?
- 8-What position do teachers and instructors hold in the process of education for young people?

9-What is the focal point in this passage?

10-Translate the following into Standard English:

الطفولة هي المرحلة العمرية بين الرضاعة والبلوغ، وفي علم النفس التنموي تقسم الطفولة إلى مراحل النمو التالية: الطفل الصغير، الطفولة المبكرة، الطفولة المتوسطة، ومرحلة المراهقة.

Language Practice

I-Choose the most appropriate answer from a, b, c or d:

(1)-Early childhood begins from

(a)-2-6 years old.

(b)-4-8 years old.

©-2-10 years old.

(d)-2-12 years old.

(2)- Pedagogy is primary education.

(a)-basic for

(b)-basic to

©-basis for

(d)-basically to

(3)-The phrase 'at the core of' is used in the passage to mean.....

(a)-at the part of.

(b)-at the side of.

©-at the center of.

(d)-at the top of.

(4)-.....is equivalent to 'resources.'

(a)-avenues

(b)-awards

©-scenes

(d)-revenues

(5)-'Class-based learning' is a kind of education students acquire
.....

(a)-in the classroom.

(b)-from a social class.

©-from primary school teachers.

(d)-the activities at school.

(6)-Parents think that their children.....their money on sweets
and other things that they don't need.

(a)-borrow

(b)-lend

(c)-waste

(d)-save

(7)-.....to go on holiday this week.

(a)-I didn't have enough money

(b)-I don't have enough money

- (c)–I didn't afford
- (d)–I hadn't enough money

(8)-Imyself when I lit that cigarette.

- (a)-spent
- (a)-killed
- (b)-burnt
- (d)-burning

(9)-I.....for a new bike. I should have enough by the end of this year.

- (a)-am saving up
- (b)-were saving up
- ©-have saved up
- (d)-could save

(10)-You cannot trust people much nowadays. Therefore, everybody

- (a)-should take care of itself.
- (b)-should take care of their selves.
- ©- should take care of ourselves.
- (d)-should take care of himself.

Unit 10

Curriculum development and implementation

(1) *A cross-sector approach:*

Comprehensive programs addressing health, nutrition and development have proven to be the most effective in early childhood, especially in programs directed at very young and vulnerable children. This requires a genuine commitment from agencies and individuals to work together, to plan projects collaboratively, and to involve parents and communities. At the same time, coordination of a project generally rests with one sector. For curricula, this is typically education, although for very young children the health sector may be better positioned. Yanez comments that a major finding of the Bernard van Leer Foundation is that learning during the first three years should not be the exclusive domain of the education sector. 'While all sectors must work together, the primary responsibility should be on the health sector, which is better positioned to reach and adapt to the vulnerability of target populations.

A cross-sector approach is not without challenges. Divergent expectations of key stakeholders, competing demands on their time, lack of trust, inexperience with ECCE and lack of prior experience in working across sectors can demand immense efforts to build a workable platform for collaboration.

(2) *Adapting versus developing:*

Considerable expertise is required to develop an effective curriculum, one that is not just a collection of activities, but also addresses philosophical and pedagogical concerns.

Adapting a proven, commercially available curriculum can be an acceptable option. However, the philosophy, values and approach-es of that curriculum must be suited to the children served by the program. ‘To make a well-informed choice, staff (and other stakeholders) need to identify their program’s mission and values, consider the research and other evidence about high-quality programs and curricula, and select a curriculum based on these under-standings’. Even then, the selected curriculum is likely to require extensive modifications if it is to be effective in the new context. With reference to Hong Kong, Singapore and Shenzhen pre-schools, Li et al. caution that: ‘using Euro-American norms to unify the learning of young children under varying contexts is absolutely an impossible mission. Best pedagogies could be adapted or assimilated into another society but could never be directly transplanted.

(3) *Beliefs, values and principles:*

In a multicultural society a diversity of beliefs, values and perspectives emerge. This can create considerable tension and introduce many challenges for curriculum writers. Foremost amongst these is the tension between perceptions of young children as passive learners, dependent on adults for instruction, and perceptions of children as active constructors of their own learning. Proponents of the former generally favor a more academic and prescriptive pre-school curriculum with formal teaching of the alphabet and other basic skills, while those supporting a ‘constructivist’ approach encourage children’s active engagement with materials and people; they support a more open curriculum, with emphasis on offering children diverse opportunities and materials from which they can construct their own learning.

Space can be created in curricula to honor and reflect divergent stakeholder views. For example, children in most

indigenous and oral communities learn a lot by listening and watching, and by direct instruction. The skills of reciting, performing and memorization may be valued and emphasized within some social groups and countries. These can be acknowledged and nurtured within a curriculum, even in one that promotes child centered, interactive and play-based teaching and learning.

At the national level, the onus is on curriculum writers and the team to explore diversity, to identify common ground and to reach a consensus on what is in the best interests of all children. At the community level, educators need the freedom to follow individual pathways while striving to meet goals based on societal norms and values.

Comprehension questions:

- 1-What are the most effective curriculum programs directed at very young and vulnerable children?
- 2-How can such programs be made good for children?
- 3-Should this program be limited to the education sector, or include other sectors? Which sector should be on the top of such sectors?
- 4-What are the challenges that may face a cross-sector approach in building a workable platform of collaboration?
- 5-How can an effective curriculum be developed?
- 6-Does philosophy have anything to do with the development of such effective curriculum?

7-Why is it impossible to have a universal curriculum program for very young children?

8-Why is it difficult to teach an international curriculum for young children in multicultural societies?

9-What are the effective skills than can be practiced in the process of teaching young children?

10-Translate the following into classic Arabic:

At the national level, the onus is on curriculum writers and the team to explore diversity, to identify common ground and to reach a consensus on what is in the best interests of all children. At the community level, educators need the freedom to follow individual pathways while striving to meet goals based on societal norms and values.

Language Practice

(1)-Use each of the underlined words and phrases in a meaningful sentence of your own.

(2)-Pick up five adjectives from the passage and use them in complete sentences of your own.

(3)-Turn the following adverbs into verbs:

Approximately, originally, philosophically, collaboratively

(4)-Use the opposites of the following words in illustrative sentences:

Regard – traditional – form – connect – productive – include –
modern - different - impossible

(5)-Give English alternatives for the following words:

Practice – collaboration – onus – concept – commonly –
consider – likely – goals – ground

(6)-Find the synonyms of the following words and phrases in the
passage:

Concentrated – different – general basis – experience – warn –
present – improbable – cooperate - vulnerability

(7)-Do as required in brackets:

(a)-Everything here seems to beorder. (Insert an
appropriate preposition)

(b)-The perception of aesthetic qualities (require) a refined
judgment, as many world scholars believe. (Correct the verb
in brackets)

©-Some decorative arts can be made from materials such as:
glass, wood, stone, metal, and textiles. (Change into active
voice)

(d)-The problem of many Egyptians (be) that they speak more
than they do. (Use the verb in brackets in its right form.

(e)-Some pots are (made in / made of) wood. (Choose the
correct part)

(f)-Callas soon as you go back home. (Insert a suitable
pronoun)

(g)-I didn't buy this food. I made it by (Complete with an appropriate word)

(h)-While I studied my lessons, the light went out. (Rewrite the sentence, correcting any mistakes)

Unit 11

Curricula for pre-school

Curricula for pre-school children have long been a hotbed for debate. Much of this revolves around content and pedagogy; the extent to which academic content should be included in the curriculum and whether formal instruction or child-initiated exploration, supported by adults, is more effective. Proponents of an academic curriculum are likely to favor a focus on basic skills, especially literacy and numeracy, and structured predetermined activities for achieving related goals. Internationally, there is strong opposition to this type of ECCE curriculum and defense of a broad-based curriculum that supports a child's overall development including health and physical development, emotional and spiritual well-being, social competence, intellectual development and communication skills. The type of document that emerges from this perspective is likely to be more open, offering a framework which teachers and parents can use to develop curricula specific to their contexts.

Culture-sensitive curricula for pre-school:

Cultural ideology matters in the development and implementation of curricula for pre-school across cultural settings. Despite the mutual interactions and similarities due to globalization, early childhood curricular policies and practices are still context-specific to a large extent. Therefore, curricula for pre-school should value young learners' cultural back-grounds and emphasize the development of their cultural competence. A fusion of developmental and cultural perspectives will enable educators to promote child agency and positive learning

outcomes and to make learning experiences highly relevant to the changing society.

The term of "curriculum hybridization" has been coined by early childhood researchers to describe the fusion of diverse curricular discourses or approaches. The ecological model of curriculum hybridization can be used to explain the cultural conflicts and fusion that may happen in developing or adapting curricula for preschool.

Comprehension questions:

- 1-What does the writer mean by 'hotbed for debate'?
- 2-What does the term 'pedagogy' refer to?
- 3-What do the proponents of an academic curriculum favor?
- 4-Why are the type of ECCE program and defense of a broad-based curriculum opposed internationally?
- 5-Any cultural ideology affects the development of an academic curriculum for young children. How can you prove the accuracy of this statement?
- 6-Why is it necessary to fuse any developmental and cultural perspectives in an academic curriculum?
- 7-what can the ecological model of curriculum hybridization be used for?
- 8-What is meant by 'hybridization'?
- 9-What is the focal point in this passage?

10-Translate the following into classic Arabic:

Cultural ideology matters in the development and implementation of curricula for pre-school across cultural settings. Despite the mutual inter-actions and similarities due to globalization, early childhood curricular policies and practices are still context-specific to a large extent. Therefore, curricula for pre-school should value young learners' cultural backgrounds and emphasize the development of their cultural competence.

Language Practice

I-Choose the most appropriate answer from a, b, c or d:

(1)-If you eat much food, you are.....

- (a)-hungry.
- (b)-angry.
- ©-strong.
- (d)-full.

(2)- The common saying: 'No news is good news' means:

- (a)-everything is right.
- (b)-everything is wrong.
- ©-many things are going to happen.
- (d)-nothing is going to happen.

(3)-When one has no friends, one feels.....

- (a)-alone.
- (b)-happy.

- ©-satisfied.
- (d)-lonely.

(4)-If you study your lessons every day, you.....

- (a)-will fail exams.
- (b)-would fail exams.
- ©-pass exams.
- (d)-will pass.

(5)-.....for long when the weather is too bad.

- (a)-Stay.
- (b)-Stay never.
- ©-Are you staying.
- (d)-Don't stay.

(6)-I met a strange person this morning,.....clothes were very dirty.

- (e)-who
- (f) -whose
- (g)-which
- (h)-whom

(7)-.....you go, you can learn about other people's cultural backgrounds.

- (e)-wherever
- (f)-whichever
- (g)-whatever
- (h)-whomever

(8)-I didn't know that the womanI met near my house last night was a thief.

- (b)-where
- (c)-which
- (d)-whom
- (d)-when

(9)-.....I met him, he told me that he would leave the country for good.

- (a)-Where
- (b)-Who
- (c)- When
- (d)-Whom

Part 11

Grammar & Exercises

In order to be able to speak English fluently, the young learner needs to understand the rules more than to memorize them. The rules are made to be used well in the structure of various sentences, and not to be memorized blindly. English and Arabic grammar may have certain things in common, but the two languages are quite different. This is mainly based on the fact raised by some scholars (e.g. Suzan Bassnett, an American Professor of comparative literature and translation) that there are no two equal languages in the world. The following detail of the most common English grammatical words and points may pave the way for many learners of English as a second language to build up a proper variety of linguistic contexts, which, of course, enables the beginners to speak English fluently and to learn the proper and precise methods of writing in English.

Unit 1

Word order

Many young learners of English are unable to put certain words in a correct order, therefore their English looks awkward. This problem is almost always encountered with using many words, particularly adverbs. In order to solve this problem we should never forget that every English word should be put in the right position to serve creating a straight meaning. Basically, the verb (الفعل) is used after the subject (الفاعل), the object (المفعول) after the verb, the verb with the adverb (الحال), and the adjective (الصفة) with the noun (الأسم). Sometimes, these words can change their positions, or they are separated in certain sentences. Read the following examples very carefully:

Examples:

- 1-I like to go to bed **early**. (not "I like to early go to bed" nor "I like to go to early bed.")
- 2-She **often** plays tennis. (not " She plays often tennis.)
- 3-She is poor. She is **also** sick. (not "She also is sick.)
- 4-She will **probably** come next week. (not "She probably will come next week.)
- 5-She has **probably** been abroad. I **probably** won't come next week. (in a negative sentence **probably** is used before the negated verb)
- 6-He speaks English **well**. (not "He speaks well English.)
- 7-There's a **gymnasium hall** on your right. (not "There's on your right a gym. hall.)
- 8-They **always** visit us. (not "They visit us always.) They have **always** visited us.
- 9-My parents are **both** doctors. They have **both** got Ph.D. in medicine.
- 10-We **all** feel sorry for you. We are **all** going to be with you.
- 11-I'm going to leave the city **next week**. Or **Next week** I'm going to leave the city.
- 12-My grandmother is **still** alive. Is she **still** living with you. Do you **still** want her to live with you?

14-She has not finished school **yet**. She still has incomplete courses.

16-They are **no longer** partners. They are not partners **anymore**.

17-They are not living here **any longer (or anymore)**

18-She **even** eats pork. I can't **even** smell it.

19-Have you **ever** been to the States? I hardly **ever** want to travel.

20-I **never like** to eat anything before I sleep. I have **never** eaten anything.

Exercise

I-Put the word in parentheses in its right position in the sentence:

1-I forget to say good bye to my parents.(always)

2- Those men are coming toward us. (probably)

3- I hardly go to bed late. (ever)

4- They were surprised to meet me. (both)

5- We don't see them much. We meet. (often)

6- She lost her car. She lost much money. (also)

7- We couldn't believe what happened. (all)

8- I have five children. (only)

9- She is studying at the same University. (still)

10- We are not in contact. (anymore)

11- She has not delivered the order. (yet)

12-We are going to meet at a united stand.(never)

13-You are not obliged to live here. (any longer)

14- He isn't as hasty as he was. (usually)

15- To rise makes man healthy and wise. (early)

II-Rearrange the following fragments to include them in the right order:

1-Aren't/anymore /we going /each other /to see/ ?

2- please / me / Everybody / listens to.

3- I / his / any of / hardly / stories / believe.

4- I'm / to Cairo / going to / on Tuesday / leave.

5- to whom / you / can speak / here / I'm / the only / one.

Unit 2

Little/a little

Some of us may be unaware of the remarkable difference between *little* and *a little*. The main reason is that these two grammatical words are given the same meaning in Arabic (قدر قليل أو) (أسماء لا تجمع). Both are also used with uncountable nouns (ضئيل). But the two are truly different in meaning. *Little* (بدون) is used to refer to a negative idea or meaning. Consider these examples:

1- little food = لا يوجد قدر كبير من الطعام/ ليس هناك طعام كافي.

Ex. I have got *little* food. I cannot share it with you.

لدى قدر ضئيل من الطعام. لا أستطيع أن أنقاسمه معك.

Ex. I have little time = I do not have much time.

لدى وقت قليل جدا/ ليس لدى كثير (متسع) من الوقت.

Ex. This place has little air = This place has no much air or:
Air in this place is not enough for perspiration.

لا يوجد هواء كثير في هذا المكان/ لا يكفي الهواء المتاح هنا للتنفس.

- As for *a little*, it refers to a positive idea or meaning. It means in Arabic: قدر قليل لكنه كافي Consider these examples:

Ex. Jack: Do you have water?

هل لديك ماء ؟

Have you got any water?

هل لديك أي قدر من الماء

؟

Suzy: Yes, a little = The water I have is not much but enough /
I can give you some, if you want.

لدى كمية قليلة من الماء لكنها كافية/ يمكنني أن أعطيك قدر منها، إذا أردت ذلك.

Ex. Let's have breakfast. We have got *a little* time before the school bus comes = We still have some time, enough for having breakfast before we take the school bus.

دعنا نتناول طعام الإفطار سويا قبل وصول أتوبيس المدرسة، يوجد هناك بعض الوقت =
مازال أماننا بعض الوقت الذي يكفي لتناول طعام الإفطار قبل أن نستقل أتوبيس
المدرسة.

Exercise

- Complete the following sentences with **little** or **a little**. The first two questions will be answered for you.

1- We did not have any information about the criminal, but the police had

لم يكن لدينا أي معلومات عن المجرم ، ولكن البوليس كان لديه.....

- a little بعض المعلومات الكافية

2-Michael: "Would you like to have more furniture for your new flat? "

Smith: " Only.....I have bought much furniture."

مايكل: "هل ترغب في الحصول على مزيد من الأثاث لشقتك الجديدة؟"

سميث: " فقط لقد اشتريت كثير من قطع الأثاث"

- little قليل من الأثاث

3-Hurry up! We have.....time. The train is on its way to the station.

4-I thought she would sell her house with.....money, but I was wrong.

5-The child cannot drink this medicine. It is.....bit bitter.

6-The plants are going to wither. The canal haswater.

7-We are so hungry. Is the meal done? Yes, but we need to cook rice.

8-The motor does not work. It needgasoline to run.

9-If your child drinks.....milk every day, he grows up healthily.

10-This cheese is not edible. It needs only.....salt.

Unit 3

few/ a few

These two words are different in grammar and meaning from the previous ones *little* and *a little*. They are used with countable nouns (أسماء تجمع). Like "little," "few" is used to refer to a negative idea or meaning, and means in Arabic عدد قليل جدا (أو) Whereas *a few* refers to a positive idea or meaning, and means in Arabic عدد قليل لكنه كافي أو عدد لا بأس به. Examine the following examples:

Ex. There is gas in few places = There is no gas in many places.

يوجد هناك غاز في عدد قليل جدا (أو ضئيل) من المناطق = لا يوجد غاز في كثير من المناطق.

Ex. She is not wealthy. She has only few areas of land
(= not many, not enough areas).

إنها ليست ثرية. لديها فقط مساحات قليلة من الأرض الزراعية = ليس لديها كثير (أو عدد كافي) من مساحات الأرض الزراعية.

Ex. I may leave you alone. You have a few friends.

(= not many but enough to spend a good time with).

ربما أتركك لوحداك. (لديك عدد قليل من الأصدقاء لكنهم كافين لتستمتع معهم بعض الوقت).

Ex. You can do the whole work before the manager comes. You have got a few hours (= not many hours but enough for doing the duty before the manager checks in).

يمكنك أداء كافة ما لديك من عمل قبل وصول المدير المسئول. لازال أمامك بضع ساعات = ليس أمامك ساعات كثيرة لكنها كافية لأداء الواجب المكلف به قبل أن يستلم المدير عمله.

Exercise

- Make sentences with few or a few. Use the word in brackets.

Examples:

1-This resort is not popular. (tourists) It has **a few tourists**.

هذا المنتجع ليس مشهورا. لا يوجد به عدد كبير من السائحين.

2-The plane is almost empty. (travelers) There are **very few travelers**.

الطائرة في الغالب فارغة. يوجد عدد قليل جدا من المسافرين.

3-He does not speak much French.(words) Only **a few words**.

لا يتحدث كثيرا من الإنجليزية. فقط مجموعة من الكلمات.

4-This back bag is not heavy. (books) It has....., so any little child can carry.

5-Your bill is no so high. You are not going to pay much money. (pounds) Just.....

6-I cannot use this table. (books) Remove these.....on it.

7-My car is broken down. (parts).....of the motor need to be changed.

8-There is much difference between the American dollar and the Saudi riyal. (dimes) Only.....

9-The patient is recommended not to speak much. (words) Only

10-This abbey is not revisited much. (visitors).....come here every week.

Unit 4

Much /Many

Like the previous grammatical words, these two words are confusing because of the same reason. Both are rendered into Arabic to (كثير), when each one has its own usage and meaning in English language. Like *little* (though the opposite of it), *much* is used with uncountable nouns:

Ex: much energy (كثير من الطاقة), much water (كثير من الماء), much security (كثير من الأمن), much hope (كثير من الأمل)

- *On the other side, many (like **few** though the opposite of it) is used with countable (plural) nouns:*

Ex: many roses ورود كثيرة many dresses فساتين كثيرة
many rules قوانين كثيرة many knives سكاكين كثيرة

-*It is noteworthy that both **much** and **many** are basically used in negative statements and questions:*

Ex: Our players could not win. They didn't have much energy
خسر لاعبونا. لم يكن لديهم كثير من الطاقة البدنية.

-How many hotels are in Luxor?

كم عدد الفنادق في الأقصر؟

Unit 5

Lots (of) / a lot (of) / plenty of

These words are much more complicated, in that they may be given the same meaning in Arabic and that they are used with both countable and uncountable nouns. The only minor difference in meaning is that **plenty of** = more than enough.

Examples:

-This project is going to cost us *a lot* of money.

سيكلفنا هذا المشروع كثير من النقود (المال).

-My stomach is full. I have had *plenty of* food and beverages.

معدتي مليئة. تناولت كثير من الطعام والمشروبات

-What's wrong? There are *a lot of* women crying over there.

ما الخطب؟ هناك كثير من النساء اللاتي تنحن.

-This man must be kind. He has *lots of* friends.

من المؤكد أن هذا الرجل طيب. لديه كثير من الأصدقاء.

-She must be lucky. She has got *lots of* money and rare books.

لا شك أنها محظوظة. لديها كثير من المال والكتب النادرة.

Exercise

- Complete the following sentences with *much*, *many*, *a lot of*, *lots of* *plenty (of)*. The first two questions will be answered for you.

1-You don't have to lend him any money, because you do not have.....

- plenty.

2-You're not obliged to answer the questions quickly. You haveof time.

- much /a lot of/ or plenty of.

3-I need to move out of this place. I don't havefriends.

4-I want to buy this house, but I don't have money.

5-.....people do not like to stay alone in deserts.

6-Do not speak.....of your friends are not going to listen to you.

7-There are.....cheap shops in our town. Go and buy you some new shirts and trousers.

8-I cannot attend her birthday party because of.....reasons.

9-I need to makemoney to buy a new-model car.

10-You cannot stay with us. There is no.....room in our flat.

Unit 6

All/all of, every (orone/body/thing), whole

It is most often difficult to discern "all" from "every" (or everyone, everybody, and everything) for these words are sometimes used to refer to both singular and plural nouns. Commonly, "all" is used not to mean everyone, everybody or everything. When we want to refer to a singular object, name or thing, we better use "every-thing," "everybody" or "everyone." Accordingly, a singular verb is used after these words. However, a plural verb or pronoun can be used in spoken English. "All" can also be used to refer to one thing. "Whole" is normally used with a singular noun, but never with uncountable nouns. It is also accompanied by articles, pronouns and some pronouns, especially "of." Whenever we use "all of", we need to follow it with such words : the, this//, that, these, those or an object pronoun. Sometimes, "all" and "whole" can be used alone in a sentence. Check the following examples:

- 1- **Everybody** has a problem (not "All have a problem")
- 2- No one can know **everything**. (not "No one can know all")
- 3- He told us **all about** his accident. (an expression meaning all things happened to him in the accident)
- 4- **Every** order is delivered to the registered addresses. (The reference here is to one thing)
- 5- **Everybody** did not believe what happened.
- 6- **Everything** here seems right.

- 7- **Everyone** complained about their pains. (spoken English)
- 8- I have read **the whole story**. (The reference is to a singular noun)
- 9- It has been raining **the whole day**.
- 10- She gave **her whole life** to voluntary works. (not the her whole life, but we can say **all her life**)
- 11- I gave the thief **all the money (not the whole money)** I had. (we do not use "the whole" with uncountable nouns)
- 12- They go out **every weekend**.
- 13- They shift work hours **every two weeks**.
- 14- We stayed awake **all night (not all the night, but "the whole night)** because we had lots of things to do. ("all" and "the whole" here mean complete)
- 15- **All of us (not all us)** feel happy today because of our family reunion.

Exercise

- Complete the following sentences with **every, every- one, everything, everybody, all or all of**:

- 1- Missi is the best professional soccer player in the world.
.....enjoys watching him.
- 2- Our neighbors are so good that they always doto help us.
- 3-I can say is that he is a big liar.

- 4- Don't have any money.money I have is spent in building up a small house for my family.
- 5- Many people think that money is.....
- 6-student needs to pay attention to his teacher in order to understand.....things the teacher mentions in class.
- 7-are guilty. Only God who is perfect.
- 8- They left us no food. They have eaten..... food we have.
- 9- I have not seen my friend Ali for a week. He was absent.....
- 10- He was working from the morning to the evening. He was working

Unit 7

each/each of, some/some of, most/ most of, half/half of, and no/none of

"Each" is used with singular nouns, and with and without "of." It is used to refer to a single object or person. "Most/most of" means the majority ofor a great deal of something, and is used with plural nouns. "Most" can also be used without "of," particularly with the superlative adjective. This rule also applies to "some," except that "some/some of" means **the minority (of)**..., the opposite meaning of "most/most of," and that it is used with uncountable nouns. "Half" means an equal sharing or division of something(s) - or persons. Like "all," it is normally used without "of," and without the article "the." "No/none" conveys a negative meaning, and is used with a singular verb. The following examples may explain this grammatical point more clearly:

- 1- Read **each of** the following questions carefully, then start to answer **all** questions. **Each** one needs concentration.
- 2- **Each of the** rooms in our hotel **is** occupied.
- 3- Why are these boys crying? **Some of them** got gifts and others did not.
- 4- I need to buy **some** chocolate for my children. It matters **most** to **all** them.
- 5- **Most of** my neighbors are cooperative.
- 6- I have **no** money. **None of** it is left. I gave **half of** (not **the half of** or **half**) it to you and the another **half** to your sister.

- 7- **None of** the men I know **wants** to invest his money in education.
- 8- **None of this** money is usable. It belongs to ancient times.

Exercise

- Use **each/each of, some/some of, most/most of, half/ half of, all, or no/none** of in the blanks to complete the following questions:

- 1- All of us were given.....choice. Wehad to do it despite ourselves.
- 2- They spentmoney they earned from the old project on a new one. How about the another? Are they going to deposit it in a bank?
- 3- I saw a mother demanding.....one of her children to behave well when there are guests in their home.
- 4-these students hope to succeed. The one who studies.....hard is going to pass such very difficult exams.
- 5- The bank gave the debtors.....time to return..... they loaned.
- 6- They advised us several times, but..... us listened.
- 7- I cannot dothis work by myself. us should work together.
- 8-colleagues at Schools of Medicine in Egypt work together hard to find a new medicine for diabetic patients.

9- Take.....it and give me..... This food is enough for the two of us.

10-Where have you been.....day? I haven't seen you since the morning.

Unit 8

Countable nouns

As it shows from the title, the countable noun is shortly the noun that can be counted, or used in plural. It is normally formed by adding "s" to the singular noun, but this rule is broken much as several nouns are formed in different ways. It is noteworthy, however, that there are many singular nouns ending with "s", such as linguistics, athletics, gymnastics, economics, physics, mathematics, news, etc.

Examples:

Boy	ولد	boys	أولاد
house	منزل / بيت	houses	منازل / بيوت
advertisement	إعلان	advertisements	إعلانات
week	أسبوع	weeks	أسابيع
language	لغة	languages	لغات
tongue	لسان / لغة	tongues	ألسنة / لغات
literature	أدب	literatures	آداب
teacher	مدرس / معلم	teachers	معلمون / مدرسون
scientist	عالم	scientists	علماء
ox	ثور	oxen	ثيران
wife	زوجة	wives	زوجات

A note: ملحوظة

Countable (or count) nouns may be preceded by the indefinite articles (أدوات النكرة) "a" or "an." The article "a" precedes the count noun that begins with a consonant sound (صوت ساكن), whereas "an" precedes what begins with a vowel sound (صوت متحرك). Consider the following examples:

Examples: a boy a farm a desk a house a friend a window

- a university ("u" is a vowel sound but pronounced here as "y," which is a consonant sound) **an** advertisement **an** apple **an** insect **an** error **an** inkpot **an** hour ("h" is silent)

-Some nouns ending in "s" are used only in plural, although they are singular.

Examples:

Glasses pajamas pants shorts jeans scissors

1-The scissors I bought are not sharp.

2-The new pants do not fit her body.

3-My glasses need to be changed.

4-His new pajamas are very expensive.

5-How much are these blue jeans? (not How much is this blue jeans?)

-The above words can be preceded by "a pair of". See the following:

1-I need to buy some new pants. or I need to buy **a new pair of pants.**

2-You don't have to pay much money for some new **glasses.** Or You don't have to pay much money for **a new pair of glasses.**

- On the other hand, some nouns end in "s" are used as both singular and plural. Examine the following examples:

4-What **a strange species** of bird! Or What **strange species** of bird!

5-This is **a good means** of transportation. Or These are **good means** of transportation.

6-The Egyptian television presents **a most interesting English series** at 9 clock every night. Or The Egyptian television presents **two of the most interesting English series** at 9 clock every night

Unit 9

Uncountable (or non-countable) nouns

-The uncountable noun is the name of a thing or an object that cannot be counted. It has no plural.

Examples:

Blood advice water news sugar luggage gold music
energy furniture information scenery work traffic

- **A note:** Most of the uncountable nouns are abstract (معنوية)

Examples:

peace	سلام	security	أمن
hope	أمل	fear	خوف
poverty	فقر	happiness	سعادة
comfort	راحة	welfare	رفاهية
liberty	حرية	despair	يأس/ حزن
beauty	الجمال	independence	استقلال
chaos	فوضى	excitement	إثارة
progress	تقدم		

- The indefinite articles "a" and "an" are not used before any uncountable noun unless it is preceded by an adjective; some other articles and words can be used such as: **much, the, any, some, this.**

Examples: some gold a dark blood the music this water
much excitement a marvelous view

- *It deserves to be mentioned here that some nouns can be utilized as countable or as uncountable, but not with the same meaning.*

Examples:

1 -**a paper** (a research or a newspaper - countable)

2-**some paper** (material for writing on - uncountable)

3- **hair** (on the head - uncountable)

4- **a hair** (one hair from any of the kind - countable)

5-**experience** (knowledge of something done before -uncountable)

6- **experience** (happenings - countable)

-The noun "police" is regarded as plural, therefore it is used with plural verbs. It may be followed by men(policemen). Sometimes a plural noun is used with a singular verb, particularly when we speak about a period of time, a sum of money, a distance, etc. The noun "person" is not often used in plural (persons), but rather "people" is used.

Examples:

1-(The) police **have** failed to arrest the criminal.

2-We say: She is a good **person**. or They are good **people**. (not good **persons**)

3-Ten thousand pounds **was** stolen from my house. It is a big sum of money, isn't it? (not **were** stolen.....)

4-Three weeks **is** not enough time to finish reading this bulky story. (not **are** ...)

5-This company gives a **three-day** vacation every month. (not a three-days.....). Here "three-day" is regarded as an adjective, so it is not put in plural. (or we can say 'a vacation of three days')

6-I want to get cash for a **hundred-pound** check. (or a check of one hundred pounds) Here "hundred-dollar" is an adjective)

7-It is a **four-hour** distance. (not four hours)

8-We can say: These three **18-year-old boys** look very old. (not 18 years)

Exercise

A-Use the correct underlined word or part in the following sentences. The first two sentences will be done for you:

1-She dyes her hairs/hair with black henna.

-She dyes her hair with black henna.

2-He refuses to take any advice/advices.

-He refuses to take any advice.

3-My childhood experiences were/childhood experience was unbelievable.

4-Egypt has a beautiful weather/beautiful weather in winter.

5-I want to write a letter. Can you give me a paper/ some paper.

6-I always read a paper/some paper before I go to bed.

7-Many young Egyptians cannot find a work/work these days.

8-Working hard needs an energy/some energy.

9-My little daughter always causes her mother much trouble /many troubles.

10-I wasn't afraid of him. His menacing words didn't stir the hair/a hair of my head.

B-Complete the following sentences with a right word or phrase:

- 1-You go to an employment office. You look for.....
- 2-The thief broke into my flat last night. He stole all my.....
- 3-He always hardens things. He ismaker.
- 4-Most children are naughty. Their.....sometimes goes wild.
- 5-We do not like to hear about what is going to happen. No..... is good news, as they say.
- 6-I'm thirsty. I should go to a near shop to buy.....
- 7-This film is boring. It doesn't have.....
- 8- is far more important than wealth.
- 9- Money can buy anything but.....
- 10-The doctor refused to do the surgical operation before havingfrom one of the patient's close relatives.

C-Choose the right word in brackets:

- 1-The horse cart is (a means/means) of transportation.
- 2-The new president seeks to obtain various (means/a means) of transportation for the new towns.
- 3-There are many Turkey television (series/a series) on Egyptian television.
- 4-The garden's cage has about ten different (a species/ species) of bird.
- 5-Two days (is/are) too long for doing this simple work.
- 6-The Vodafone network does not cover (1000 miles/ a 1000 - mile) distance.
- 7-My house consists of only 4 rooms. It is (a 4- room / 4-rooms) house.
- 8-She and her sister are 16. The two are (16-years- old/16-year-old) girls.
- 9-He is required to pay (a 10-pounds/ a 10-pound) bill for this month water supply.
- 10-The police (are/is) always at the service of the people anywhere.

Unit 10

The article "The"

- *To the opposite of the articles "a" and "an," "the" is a definite article, which is used before a clear or known thing, object, or person. Here are some examples:*

- 1- I read three chapters of a novel and **a** short story.(we don't know the author(s) of these two works)
- 2- Both **the** novel and **the** short story are by Dickens. **The** two works are popular in the world. I hope to finish reading the novel and the short story by the end of this week. (we know that the two works are written by Dickens)
- 3- I have met **a** strange man this morning. **The** man has looked like **a** beggar. (we don't know who is this man)
- 4- **The** airport is far away from **the** town. You can take **a** limousine or **a** bus. The limousine and the bus do not take much money, only 10 dollars. (we know the airport of that town; at first, we don't know which bus and which limousine, but later we know that both are main means of transportation in that town)
- 5- This is **the** first time to be in **a** hotel. **The hotel** seems to be convenient, but I need someone to show me **the** room I am going to stay in. Does **the** room has a bathroom? Would you mind my turning **the** light on all night?
- 6- **The Sheraton Hotel** at Luxor is 5 stars.

- We use "the" to refer to one or a part of something. See the following examples:

1-If you go to **the** end of **the** world, you will learn nothing. Don't you see that you are very stupid?

2- Cairo is **the** most crowded city in Egypt. It is **the** capital.

3- I see **a** falling star in **the** sky.

4- Life in the city is different from that in the country.

5- It must have rained this morning. **The** ground is wet.

6- Most children usually **watch television** day and night.

7-The television I bought two days ago did not show a brilliant picture.

- Some words are used with and without "the," but the meaning changes. Here are a few examples:

1-My brother is a boatman. He spends most of his time **at sea**. (it means that he is (or works) at sea)

2-He lives in a hut very close to **the sea**. (the sea is known as one of the objects of nature)

3-Several astronomers went to **space** and came back with exciting experiences. (space here means a part of the universe)

4-May I sit beside you? Okay! But, **the space** you want to sit in is not going to fit your very fat body. (the space means the area)

5-**The space** for horse races in our town needs more care.

- "The" is not used with the names of meals. Consider these few examples:

1-It is **lunch** time. (not the lunch time)

2-What are you going to have for **dinner**. (not for the dinner)

3-The doctor told my child to take a pill after **breakfast**. But the child refused to take the pill, although it is sugarcoated.

- "The" is also used with singular countable nouns not to refer to a particular thing but to certain things in general or a type of something (e.g. animal and plant, machine, instrument, etc.). The following examples are illustrative:

1-The red rose is a symbol of hot passion. (here the rose is a type of plant, namely "flowers") But, the plural form of this singular noun is used without "the". We say: Most people love **red roses** (not **the red roses**).

2-The telephone in my room is disconnected. I need to make **some telephone calls**.

3-My son uses **the bike** for shopping.

4-She plays **the lute** every night.

- It is most important to notice that "the" can be used with certain adjectives to refer to their meanings in plural. The singular meaning of these adjectives requires us to follow them with some nouns (e.g. a parentless girl; an unemployed man). This same rule applies to nationality adjectives. Here are some examples:

1-There are many charity houses for **the parentless** in our country.

2-The temporary state should do something for **the jobless**.

3-People often like to serve **the rich** when **the poor** need their help. Doesn't this sound ridiculous?

4-**The English** are (not is) cold-blooded. (here the + adjective means all English people)

5-**The Arabs** (not **Arab**) should get united at the moment.

- *Plural and uncountable nouns can be used with and without "the." When the speaker wants to refer to some noun in general, s/he should not use the article "the," but in coming to refer to something in particular, s/he uses "the." See the following examples:*

1-**Dogs** (not **the dogs**) always chase **cats** (not **the cats**). (the reference here is to dogs in general, not a group)

2-**Crime** (not the crime) should be punished severely, because it is a worldwide problem.

3- Today, **teachers** do not do well at **schools**.

4- **Jazz music** is so popular in the world.

5- **Japanese food** is most spicy.

6- Can we play a game of **chess** together?

7- **History** writes back.

8- **Life** has changed much in these days.

9- **Doctors** work harder than **teachers**.

10-Collecting **stamps** is my hobby.

11-**Most people** (not **most of the people**, nor **the most people**) complain about the high prices.

12-Your house is wonderful. **The flowers** (not **flowers**) are enchanting. (the flowers in your house, not flowers in general).
Most **flowers** grow in spring.

13-**Children** (in general) are naughty. I have to take **the children** (my children or a certain group of children) to the pool at the end of this week.

14-**Music** (in general) always calms me down, but **the music** I listened to in the movie I watched last night caused me headache.

15-**Students** are always **students**, but **the students** at your school are quiet and respectful.

16-I like to cooperate with **people**. **The people** you deal with are not friendly.

- "The" is not used with the names of some places and institutions when the speaker refers to them as places dedicated for specific purposes, and it is used when the reference is to irrelevant ideas. **School, jail (or prison), home, church, bed, etc.** Of course, we know what such places are dedicated to **Teachers, students (or pupils), prayers (or worshippers), inhabitants, etc.**, are surely included in the purposes of these places. The following examples may help explaining this point more clearly:

- 1- We go to **school** (not **the school**) to learn.
- 2- Parents sometimes go to **the school** (not **school**) to see how their children do in **school**. (here parents don't go there to learn but to visit **the school**)
- 3- Christians go to **Church** (not **the Church**) every Sunday. (they go to **Church** to say their prayers)
- 4- I see some soldiers watching **the Church** (not **Church**) every night. (soldiers are not there to say any prayers, only guard **the Church**)
- 5- The police took him to **jail** (not **the jail**) for being accused of robbing an apartment.
- 6- **The jail** for political criminals needs to be secured well.
- 7- I have to go to **bed** (not **the bed**) early tonight because I feel so tired.
- 8- **The bed** I sleep in is made of metal.
- 9- I go back **home** (not **the home**, nor **to (the) home**) as soon as I finish **work** (not **the work**).
- 10-My country is my **home**.

- *The geographical names are used with and without "the." Names of countries, states, continents, cities and lakes are not used with "the." But if the name of a country or state starts with the word "republic," "Kingdom" or "States," it takes "the." The Hague (a city in the Nether-lands) is an only exception. Here are a few examples:*

- 1- Many illegal Egyptians live in **Europe**.

- 2- I wish to be in **Africa** (not **the Africa**) for some time.
- 3- **The United States of America** houses people from different countries.
- 4- Have you ever been to **the Netherlands**. (here "the" is used because the name of this country is plural)
- 5- **The Kingdom of Saudi Arabia** is a sacred country.
- 6- **Lake Nasser** is Egyptian. It lies to the south of Aswan.

- *Names of islands, regions, mountains, and seas (or canals, oceans, and rivers) are not normally associated with "the," unless they are followed by "of." These are just examples:*

- 1- **Cairo city** is very crowded.
- 2- **The Middle East needs** to have a new policy.
- 3- **The south of Egypt** is populated by Upper Egyptians. But we say: **Southern Egypt** is populated by Upper Egyptians.
- 4- **The Alps** are the highest mountains in the world. (here "the" is used with the plural name of a mountain; but even individual mountains usually have "the.")
- 5- I dream of climbing **the Everest**.
- 6- **The Suez Canal** is rudimentary to the Egyptian economy.
- 7- **The Nile** is a primary source of life in Egypt.

8- The Bay of Aqqaba is a strategic geographical area in Egypt.

- "The" is not usually used with names of streets, routes, roads, squares, boulevards, etc. This also applies to names of airports, especially the ones which bear names of certain persons (Kennedy Airport) and banks. But the buildings which are preceded by adjectives usually have "the;" names of stores and restaurants bearing names of persons do not have "the." Finally, "the" is also used with names of places or buildings with "of." Here are some examples:

1- We used to live at **Fifth Boulevards Avenue**.

2- **Kennedy Airport** is in New York.

3- **The Great Pyramid** is at Memphis (Gizza).

4- **The Egyptian Museum** at Maspero has most wonderful artistic collections.

5- **The White House** is in Washington.

6- **Citibank** dealers feel satisfied with the services the bank presents to them.

7- **St. Fatima Church** celebrates the Easter day.

8- **The Museum of Modern Art** is maintained well by the Ministry of Culture.

9- **The Indian Restaurant** presents very spicy meals.

Exercise

-Put in the articles "an," "a," or "the" whenever necessary:

- 1- It was.....party. I met some of.....old friends.
- 2-This hotel is.....biggest in town.
- 3-Look up at.....sky. Do you see.....stars.
- 4-I cannot find me.....place to sleep in. Should I sleep on.....
ground?
- 5-I don't like to go to.....theatre. But I love to... movies.
- 6-Will you have.....dinner with us? No, I had.....dinner in
restaurant. It was.....very nice dinner.
- 7-.....flowers in your villa are rare. But,roses are familiar.
I love.....flowers.
- 8-.....ten-year child plays.....guitar. What.....a talented child!
- 9-There are a few.....rich men in this village.poor are
.....majority.
- 10-I see...old woman crossing.....street.....old always have
.....accidents.
- 11-.....Germans are very clever at.....work.
- 12-My favorite subject at.....school was..... English.
- 13-...cats are known to be smart. But many of..... cats you see
down streets are wild.
- 14-This hotel is beautiful and.....service is good too.
- 15-.....children like to play much. We have to take.....children
to.....International Park.
- 16-.....movie we watched last was not good, but..... music was.
- 17-Many tourists like.....Egyptian television...Egyptian people are
friendly. Are.....America people you know friendly?
- 18-I like..... strong black tea.tea you have made is light.
- 19-.....students of the world think of making.....inter-
national union.
- 20-It is wonderful to watch.....students going to.....school early
in the morning.

- 21-.....student needs to go to.....college to.....bachelor.
bachelor of Arts takes 4 years.
- 22-If.....thief is arrested, they send him to.....jail.
- 24-I always like to go to....bed early. Last night, I saw.....mouse
on.....bed, so I couldn't sleep.
- 25-When are you going to be at.....home?
- 26-I need to go to....bank to deposit.....check for my company.
- 27-.....Middle East has become.....area of armed conflict.
- 28-I love to go to.....sea. My father works at....sea. I always ask
him to build us.....house near..... sea.
- 29-I hope to visit.....Japan. Do you know.....colors of
.....Japanese flag?
- 30-Have you ever been to...Lake Victoria or....Rocky Mountains?

Unit 11

Adjectives

- Like nouns, adjectives vary in quality and function. There are simple (or positive), comparative and superlative adjectives. Functionally, there are adjectives of opinion, fact, size, shape, width, color, and length, etc. The simple form of adjective is normally put before a noun, but sometimes is put after certain verbs (e.g. smell, sound, taste, feel, look). After these last verbs adverbs may be used too. Sometimes, two or more adjectives are used together; opinion adjectives should be put before fact adjectives; and adjectives of size and length come before those of shape and width. Examine the following examples:

- 1- Salwa has a **beautiful** hair. Yes, a **beautiful long** hair. ("beautiful" is an adjective of opinion, and "long" is an adjective of fact. The word order here is normal)
- 2- What do you think of buying this **new** car? It's an attractive **new** car.
- 3- Everybody should be careful **nowadays**.
- 4- The meal you are cooking smells **nice**. It tastes **delicious** too. Would you like to try it?
- 5- She looked **sorrowful**. (not "sorrowfully", here "looked" means "seemed"). But we say: She looked at me **sorrowfully**. ("sorrowfully" is an adverb which modifies the verb "looked," meaning "gaze" or "glance" in a sorrowful manner)
- 6- Be **careful!** (not carefully). There is a deep hole in front of you. I like Ali, taxi driver, who always drives **carefully**.

7- I have done a lot of work today. I feel **tired**.

8- She is a **short slim** woman. (not a slim short..., because "short" is an adjective of size, but "slim" is an adjective of shape)

9- I live at a **long narrow street**. ("long" is an adjective of length, but "narrow" is an adjective of width)

- It is noteworthy here that the present participle (-ing) and past participle (-ed) are sometimes used as adjectives, but not in the same meaning. This is just an example:

1- I couldn't stay till the end of the meeting, because it was very **boring**. (Here "boring" means that the speaker talks about the meeting itself. But to say: "I was **bored**" means that the speaker talks about his feeling towards the meeting.

2- She is **interested** in collecting the stamps. All the stamps she collected are **interesting**.

3- I was **disappointed at** the conference. The conference was **disappointing**. (Here the speaker discovered that the conference was not as he expected it.

4- Why are looking **tired**? My work is **tiring**.

5- I was **horrified** (not **horrifying**) to watch a **dying** (not **dead**) person. Or: The **dying** (not the dead) person was **horrifying**. (The speaker was afraid to watch a person who was going to die. But the adjective "dead" means that a person's soul passed away. Thus the two words are completely different in meaning).

Exercise

A- Rewrite the following sentences using the adjectives in brackets in the right position:

- 1- I have bought a lace to present as a gift for my wife in her birthday. (Gold/new)
- 2- Can you describe the meeting-table? It is a table. (metal/round)
- 3- Have you ever seen such weather? (nice/cool)
- 4- There is a hall in my flat. (large/ beautiful /square)
- 5- There are many alleys in my village. (narrow /long)
- 6- In this Hotel's lobby there is a table with chairs. (beautiful/metal/round/large)
- 7- We need a basket to put in the dining room. (plastic /big/colored)
- 8- She is trained how to be a typist. (good)
- 9- Chinese food have spices. (tasteful)
- 10-What a seafood! (hot/spicy/delicious)

B- Complete the following sentences with a correct adjective ending in "ing" or "ed":

- 1-The TV program "Wake up" is.....
- 2-I always feel.....when I ask my elder brother to lend me his car.
- 3-My children like going to the zoo. It is.....
- 4-The accident was..... The injured were.....
- 5-His shirt was very dirty. He didn't wash it for a long time. It was I was.....when I looked at it.

Unit 12

Comparative adjectives

- This form of adjective is used for comparing two (groups of) characters, objects or things. "er" and "than" are used for forming short comparative adjectives, and "more (or much more)," "less" and "than" for multi-syllabic ones. We can also use "a (little) bit" and "far more" before this kind of adjective, and before adverbs as well. Some adjectives have irregular forms that need to be memorized. But this is not the only structure of comparatives, there are some others. For example, "the + comparative **the better**" is used to mean "it will be best if we prefer something to another; "the....the" (with two comparatives) to stress that something depends on something else; "as + comparative + as" (or "the same + noun + as") and "not so.....as" (or not the same as) to refer to the equal or unequal sharing of a characteristic or something. The following examples are more helpful:

- 1- I need to buy a **more modern** car.
- 2- She is **taller than** her mother.
- 3- All exams were **easy**. But chemistry's was **easier**.
- 4- Silver is **expensive**, but it is **less expensive than** gold.
- 5- He is **funny** and **lucky**. His sister is **funnier** and **luckier**.
- 6- His mind is **narrower than** I expected.
- 7- Don't go by bus. It is **much more dangerous than** train.
- 8- He is a **little bit more serious than** his father.

- 9- This project is **far more important** than anyone can imagine.
- 10-I need **more** time to finish my work.
- 11-Answering the first question took less time than I thought.
- 12-She studies **harder than** her **elder** brother.
- 13-Before going any **further**, I need to discuss this problem.
- 14-The coach required his team to walk much **farther** (or **further**). Here "**farther**" can also mean more or additional.
- 15-You need to do this **more** and **more**.
- 16-**The harder** you work, **the sooner** you finish.
- 17-When are we going to leave? **The sooner the better**.
- 18-**The more expensive** the shirt you buy, **the better the quality** (or **the longer** it lives).
- 19-Today's weather is **bad**. But Yesterday's was **worse**.
- 20-Many students at High School study **harder an harder** to join the Faculty of medicine.
- 21-She is **as kind as** her mother, but not **as intelligent as** her father.
- 22-Cars are not **so quick as** trains.

23-The prices are three times **as expensive as** they were last month.

24-My wife is **younger than** me.

25-His position in the company is **the same as** mine. It is **the same as** last year.

Unit 13

Superlative adjectives

- The superlative of adjectives is used to compare one thing (or person) and a group of things (or people). It is formed by using this rule: "the + est + in" for short adjectives and "the + most" for long (or multi-syllabic) adjectives. 'Superlative' simply means the extremity of the adjective used. Sometimes, the extremity of the adjective is indicated by using "in," particularly with buildings, towns, etc., or "of.' Also, we can use "most + adjective (without "the") to mean "very." The irregular adjectives should be regarded. Here are some examples:

- 1- Mohammed is **the best** student **in** my class.
- 2- She is **the biggest** liar I have ever met.
- 3- The Syrian crisis is **the worst in** the Arabs' history.
- 4- This is **the happiest** moment **of** my life. (not "in my life")
- 5- It is **the sunniest day of** winter (of the year).
- 6- It is **most kind of** you to help me. (here it means "it is very kind of you.....")
- 7- What is **the most interesting** story you have ever read?
- 8- My **eldest** brother is an engineer. (not "oldest) because we talk about family members)
- 9- The Karnak temple is **the oldest** stone building **in** the world. (not "eldest" because we are out of the family members)

10-What sounds **most important** is that we get united. Or to get united matters **most**.

11-He is one of **the kindest** people I know.

12-This sounds **most boring**.

Exercise

A-Rewrite the following sentences with an adjective in the right order. You may sometimes use two or more adjectives in a sentence:

1- This is a house.

2- It is a table.

3-What a day!

4-I have many friends.

5- You don't know how I feel.

6-I couldn't sleep well last night. It was a night.

7-Many students always feel so before exams.

8-He is a cook.

9-Here are cookers.

10-He always looks so. He must be unlucky.

B-Fill in the bank with a right comparative adjective from the following adjectives:

earlier - the same - the same as - a little bit warmer - cheaper – lower - much more expensive - as the same as - more and more - worse - the longer - the better - the more - much cheaper - as fast as - more difficult - as honest as - younger - the sooner – more intelligent - more difficult - younger

1- I'm 50 years old. But you look much.....

- 2- The exams werethan I expected.
- 3-You think you are.....than others. In fact, you are stupid.
- 4-You have to do this exercise.....in order to be able to walk again.
- 5-Don't take a taxi to the airport. It is.....than a bus.
- 6-The taxi drivers in our town must.....the speed.
- 7-One has to bargain to gain.....food and clothes.
- 8-Winter in Upper Egypt is.....than in Cairo.
- 9-He went to bed.....last night. He was very tired.
- 10-Silver is.....than gold.
- 11-The disaster was.....than he described.
- 12-When should I finish this job? the better.
- 13-.....you stay, the more you are going to pay.
- 14-The more you know him.you understand him.
- 15-.....nervous you become. The worse your health will be.
- 16-Between you and me, her mother is not.....her father.
- 17-Look at these twin boy and girl! They look in everything. In fact, the boy is not exactly the girl.
- 18-I always do.....mistake. When am I going to avoid making mistakes?
- 19-No one can runthe horse.
- 20-Both Ali and Mona are 20. Ali is.....age.....Mona.

C-Complete the following sentences with an appropriate superlative adjective:

- 1-We don't have much money. We need to stay inhotel in this town.
- 2-I have never been as happy as I am now. This is..... moment my life.
- 3-This shop has expensive shirts. I think this one is.....
- 4-Jack is a very strong boxer. He is.....in the world.

- 5-Your job is much harder than mine. In fact, yours is.....of all jobs..
- 6-You are lucky to have one of.....houses in the village.
- 7-This is.....car I have ever bought.
- 8-What is.....thing you have done in your life?
- 9-He is the only one you can trust. He is.....our city.
- 10-My grandfather is 80 years old. He is..... my family.
- 11-This item is.....the gallery. It has been existing for more than four thousand years.
- 12-What arenews on TV?
- 13-This chapter is very interesting. It is.....in the whole story.
- 14-I have never met such a kind woman as my mother. She isthe world.
- 15-He is a very good technician. He.....one, especially for very old cars.

- It should be noted here that "so" and "such" are used with an adjective. But the two are different in usage. "So" is used with an adjective (and an adverb too) without a noun, whereas "such" is used with an adjective with a noun. "So....that," "such..... that," "too...to," and "enough" are commonly used with adjectives in a certain position in a sentence. All these words function effectively in enhancing the meaning of an adjective. Here are just a few examples:

- 1-Today, the sun is **so hot. (very or really hot)**
- 2-She is **such a gossiping woman that** she makes women refuse to talk much with her.
- 3-Exams are **so complicated that** they make him get nervous.
- 4-It was **such a nice film that** I couldn't leave my place before it ended.

5-The short story I read was **so exciting that** I couldn't put it down.

6-I haven't met him for **so long** that I may be unable to know him if we come to meet again. (or for **such a long time**)

7-Are you living **so far** from here?

8-We have made **such a lot of food** that is enough for all those who are invited to attend our party. (or so much food)

9-He is **active enough**. (not enough active; "enough" is put after the adjective)

10-My car is about to run of oil. It doesn't have **enough oil**. (here "enough" comes before the noun)

11-I can lend you some oil if you don't have **enough**. (here "enough" is used without a noun or an adjective)

12-I don't have **enough** money **for** a trip to Aswan. (not "to"; "for" is used after "enough" when the reference is made to someone or something)

13-She is mature **enough to** understand what I mean by telling her not to go out alone. (not "for"; "to" is used instead of "for" when we refer to what we do)

14-There are **enough** seats for every attendant **to** sit down.

15-The sea is quiet **enough to** go fishing.

16-The sun is **too hot to** sit in. (So hot that we cannot sit in)

17-The meal was **too cold to** eat. (not to eat it, repeating the pronoun here is needless)

18-My pajamas are **too short to wear (on)**.

19-This street is **too narrow** for a lorry **to** move in.

20-She is **too old to** walk on foot for long.

Exercise

-Put in "so," "such," "so....that," "such..... that," "so long," "such a long time," "so far," "such a long way," "so many," "so much," and "such a lot (of)," "enough," and "too....to" to complete the following sentences:

- 1- I have never seen.....a foolish man.
- 2- This boy's behavior is unlikable. It is..... strange.
- 3- She is.....attractive.....she deserves to be the lady of all ladies.
- 4- The accident was.....horrible.....I cannot forget what happened. It was.....a horrible accident.
- 5- We have been walking for more than one hour. You're living.....from the capitol.
- 6- I have read Shakespeare's *Hamlet* for.....that I cannot remember its plot's details. I had put it down for.....
- 7- We have prepared.....food. It is..... food that isfor all more than 200 people.
- 8- We need to have someone like him in our company; unfortunately, he doesn't have..... experience.
- 9- This boy cannot imagine what is happening. He is not mature.....

10-If the space at the end of the line is not.....for this long word, write it in a new line.

11-This girl is 15. She is.....young.....go abroad by herself.

12-The waves are not quiet.....to go swimming.

13-The distance between Cairo and Helwan is.....far....to walk.

14-The pool isdeep for the little boys.....to swim in.

15-This story is.....difficult.....absorb.

Unit 14

Adverbs

"An adverb" normally modifies a verb. Its order in the sentences is variable. It is basically put after a verb, but it can be used after a verb, before an adjective or another adverb, and at the beginning or the end of a sentence, especially adverbs of time and place. However, as the adverb gives us information about the verb, it should be very close to it so as to avoid confusing the meaning of a sentence. "An adverb" is basically formed by adding "ly" to an adjective, but there are irregular adverbs that should be memorized. Read carefully these explanatory examples:

Examples:

1-He always perfects his work. He always **works perfectly**.

2-It seems **clearly (not clear)** that he lied to me.

3-I'm **awfully sad (not sad awfully)** that you couldn't pass the exams.

4-She is very **neatly dressed**.

5-He was running **incredibly fast**. (not fast incredibly)

6-I don't see her. She hasn't come **yet**.

7- **Yesterday**, it was raining **heavily**.

8-**Frankly speaking (not frank speaking)**, he is one of the most kind people in the village.

Exercise 1

-Put in the blank an appropriate adverb to complete the following sentences:

1-He was far behind the marching soldiers because he couldn't walk.....

2-You better do it....., otherwise you will lose some of your monthly salary.

3-I saw a cat chasing a mouse.....quickly.

4-....., I cannot help you.

5-My mother always gets up so.....in the morning.

Hard/ hardly, late/lately, good/well

- Some learners of English may be unable to differentiate between **hard/hardly** and **late/lately**. "**Hard**" is an adverb (modifying the verb) meaning "بجد أو بكد", while "**hardly**" is a negation (نفي) meaning seldom or rarely (نادرا أو قليل جدا). **Late** (like **fast**) is both an adjective and an adverb which is entirely different in meaning from **lately**. It means متأخر, whereas **lately** is an adverb meaning 'recently' (حديثا أو مؤخرا). As for **good**, it functions just as an adjective, while **well** is both an adjective and an adverb, meaning حسن/جيد وحسنا/جيذا. See these few examples:

Examples:

1- I have to work hard to succeed.

ينبغي أن أعمل بجد كي أنجح.

2-I hardly worked last night.

اشتغلت قليلا ليلة أمس (أو لم أعمل كثيرا ليلة أمس).

3-He always goes to bed late.

عادة ما يؤوى إلى فراشه متأخرا.

4-Where is Tom? I have seen him lately.

أين توم؟ رأيته قريبا (منذ فترة قريبة)

5-His situation is good.

في موقف جيد

5-She speaks English well. (adverb) His English is well.
(adjective meaning "good")

تتحدث اللغة الإنجليزية بأسلوب جيد. لغتها الإنجليزية جيدة.

Exercise 2

- Use **hard/ hardly, late/lately, good/well** in the following sentences:

1-The streets are so crowded that I.....ever drive these days.

2-I tried to pass my exams but did not succeed.

3-I ... sleep because I am so worried.

4-It is to say goodbye to friends.

5-Shestays at home.

6-He came to the party so.....

7-I haven't read this story which hasbeen published.

8-I have just met him. He is working.....

9-Go onboy. You can do it.

10-Everybody knows him well. He isknown.

The Answer:

- 1-The streets are so crowded that I hardly ever drive these days.
الشوارع مزدحمة جدا لدرجة أنني لا أقود السيارة كثيرا هذه الأيام.
- 2-I tried hard to pass my exams but I did not succeed.
حاولت جاهدا أن أجتاز الامتحانات لكنني فشلت في النجاح.
- 3-I hardly sleep because I am so worried.
نادرا ما أنام لأنني قلق جدا.
- 4-It is hard to say goodbye to friends.
إنه من الصعب أن تودع الأصدقاء.
- 5-She hardly stays at home.
لا تتواجد بالبيت كثيرا.
- 6-He came to the party so late.
حضر الحفل متأخرا.
- 7-I haven't read this story which has lately been published.
لم أقرأ هذه القصة التي تم نشرها مؤخرا.
- 8-I have just met him. He is working well.
التقيت به توا. يؤدي عمله بشكل جيد.
- 9-Go on good boy. You can do it.
استمر أيها الولد الناجح. يمكنك فعل (انجاز) ذلك.
- 10-Everybody knows him well. He is well known.
يعرفه كل شخص جيدا. إنه شخص معروف (مشهور).

Exercise 2

- Translate the following sentences into classical Arabic:

- 1- He hardly stays up late.
- 2- He studies hard to succeed.
- 3- I worked hard last night.
- 4- He hardly understood the lesson.
- 5- They hardly sleep at night because of the noise.
- 6- He can hardly see.
- 7- I hardly go out at night.
- 8- I have hardly any food at home.
- 9- This bird hardly moves its wings.
- 10-We hardly see each other.

The answer:

- ١- نادرا ما يسهر حتى وقت متأخر من الليل.
- ٢- يبذل جهدا بالغاً في المذاكرة لكي ينجح.
- ٣- اشتغلت بجد ليلة أمس.
- ٤- لم يكده يفهم الدرس.
- ٥- نادرا ما ينامون بالليل بسبب الضوضاء.
- ٦- إنه في الغالب أعمى.
- ٧- نادرا ما أخرج بالليل.
- ٨- لا يتوفر لدى أي طعام بالبيت (أعاني من ندرة الطعام في بيتي).
- ٩- لا يتحرك (لا يطير) هذا الطائر بجناحيه.
- ١٠- لا يرى أحدنا الآخر إلا نادرا.

Unit 16

Active and Passive Voice

المبنى للمعلوم والمبنى للمجهول

- The passive voice is formed by putting the object (المفعول به) at the beginning of the sentence + verb "to be" in the same tense of the verb in the sentence + the past participle + by + the subject or the agent (الفاعل) whenever necessary. "by + the agent are omitted (يحذف) when they do not add any clarification (إيضاح) to the sense (المعنى).

Examples:

1-Bell invented the telephone. (Active voice)

أخترع بيل التليفون.

-The telephone was invented by Bell. (Passive voice)

أخترع التليفون بواسطة بيل.

2-The police arrested the criminal.

قبض البوليس على المجرم.

-The criminal was arrested.

ألقي القبض على المجرم.

(Here it is not necessary to use "by + the agent because criminals are known to be arrested by the police and not anybody else).

Exercise

- Change the following sentences into the passive voice by beginning with the underlined words (الكلمات التي تحتها خط) and doing the necessary changes (التغييرات الضرورية):

- 1-He dyed his beard.
- 2-They hanged an innocent man.
- 3-The mechanic can mend the car.
- 4-People always admire this statue.
- 5-The Arabs will restore Jerusalem.

The answer:

- 1- His beard was dyed by him. (It is better to say: His beard is dyed.)
صبغت لحيته (بواسطة).
- 2-An innocent man was hanged by them. (or An innocent man was hanged.)
أعدم رجل بريء بواسطةهم.
- 3- The car can be mended by the mechanic. (or The car can be mended.)
يمكن للسيارة أن تستصلح بواسطة الميكانيكي.
- 4- This statue is always admired by people.
دائما ما يعجب الناس بهذا التمثال.
- 5-Jerusalem would be restored by the Arabs.
استعيدت القدس بواسطة العرب.

- *It deserves to be mentioned here (جدير بالذكر هنا) that the Arabic translation of the above English sentences may not be regarded as good on the grounds (على أساس) that the passive voice should be rendered into the active voice in Arabic. The passive voice is more used in English than in Arabic. Therefore, the Arabic translation of the above English sentences is much better:*

- ١- صبغ لحيته بنفسه.
- ٢- أعدموا رجل بريء.
- ٣- يستطيع الميكانيكي إصلاح السيارة.
- ٤- دائما ما يحوز هذا التمثال على إعجاب الناس.
- ٥- أستعاد العرب القدس.

Unit 17

**though, although, even though,
however, in spite of, despite, but**
رغم أن (بالرغم من)، لكن

- *These words are used to join (تضم/تربط) two sentences to form a clause of contrast (جملة فعلية مركبة للتناقض)*

Examples:

1-He was poor. He was happy.

-Although he was poor, he was happy.

-However poor he was, he was happy.

-Even though he was poor, he was happy.

-In spite of his being poor, he was happy.

-Despite his being poor, he was happy.

-Despite his poverty, he was happy.

- بالرغم من (رغم) أنه كان فقيرا كان يشعر بالسعادة.

- كان فقيرا، لكنه كان يشعر بالسعادة.

- مع كونه فقيرا، إلا أنه كان يشعر بالسعادة.

Exercise

- *Join the following pairs of sentences (زوج من الجمل):*

1-The battle was fierce. We could win the battle.

2-The road was dangerous. They crossed it easily.

3-She was very hungry. She refused to eat.

4-He behaved unwisely. He was highly educated.

5-He made the same mistake. I warned him much.

The answer:

1-However fierce the battle was, we could win it.

-Although the battle was fierce, we could win it.

-Though the battle was fierce, we could win it.

رغم أن الحرب كانت عنيفة استطعنا أن نكسبها (نفوز بها).

2-Although the road was dangerous, they crossed it easily.

رغم أن الطريق كانت خطيرة استطاعوا عبورها بسهولة.

3-She was very hungry but refused to eat.

-Though she was very hungry, she refused to eat.

كانت جوعانة جدا، لكنها رفضت أن تأكل (تتناول الطعام).

4-Although he was highly educated, he behaved unwisely.

رغم أنه كان متعلم تعليما عاليا، لم يتصرف بحكمة.

5-Although I warned him much, he made the same mistake.

رغم أنني حذرتة كثيرا، ارتكب (فعل) نفس الخطأ.

Unit 18

Neither.....nor ("لم....ولم") (لا....ولا أو "لم....ولم")

- "Neither....nor" is used to connect (لتربيط) two negative sentences (جملتين في صيغة النفي). Notice (لاحظ) the necessary changes in this respect (التغييرات الضرورية في هذا الشأن)

Examples:

1-He cannot read. He cannot write.

-He can neither read nor write.

-Neither can he read, nor can he write.

لم يستطع القراءة ولا الكتابة.

2-She does not understand the lesson.

-She does not answer the question either.

-She neither understands the lesson nor answers the question.

لم تفهم الدرس ولم تجب على السؤال.

3-The tourist has not seen the Sphinx.

-He has not seen the Pyramids either.

-The tourist neither has seen the Sphinx nor the Pyramids.

لم يشاهد السائح أبو الهول ولا الأهرامات.

Exercise

Use "neither.....nor" to join the following pairs of sentences:

1-He did not attend the part. He did not call to apologize.

2-She did not respect her mother. She did not respect her father.

3-The money we have is not much. It is not enough.

4-This book is not simple. It is not interesting.

5-Ali could not learn how to speak English. He could not learn how to speak French.

6-My son hasn't bought the shirt he liked. He hasn't given me back the money I gave him.

7-He hasn't attended any of the classes. He hasn't studied any of the courses at home.

8-She is not beautiful. She is not rich.

9-The meal we have eaten in that restaurant is not cheap. It is not delicious.

10-I have no wallet. I have no money in my pocket.

- Notice that "neither" can be used alone (or without "or," but followed by an auxiliary verb and a pronoun) for a response agreeing with another one's on negative occasions or situations. "So + an auxiliary verb + a pronoun" is used for a response agreeing with another one's on positive occasions or situations. "so" is also used in many other contexts with different senses in negative and positive cases (e.g. I think so, I don't think so, I suppose so, I suppose not, I guess so, I guess not, I hope so, I hope not or I'm afraid not). Examine the following examples:

1-My wife never gets up late in the morning. Neither do I. (or I don't either)

2-The newly married couple don't have any problem. Neither do I or: I (we) don't either).

3-My wife always likes to read a newspaper before I go to bed. So do I (or I do too).

4-They have a strong feeling that their son is going to win. So do I .

5-Is he British? I think so.

6-Will he succeed in the exam? I guess so (or I hope so).

7-Does she tell us the truth? I suppose so (I suppose not).

8-Is it a good idea? I guess so.

9-Is he going to divorce his wife? I hope not.

10-Are you going to get to Cairo in 5 hours. I guess not.

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