



**A New English Course for  
Kindergarten Education Students  
Selected Passages with Comprehension  
Questions, Linguistic Drills & Grammar  
Explanation**

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## **Foreword**

Strongly believing that teaching English for non-specialists should promote the various areas of their study at the University stage, I have decided to write this book in a way different from many others of the kind, hoping to reach the primary objective behind it. It has miscellaneous passages on kindergarten education, which I have picked up from different sources on the subject, each of which I have followed by strenuous comprehension questions and widely varied linguistic drills, with a view to helping kindergarten education students be quite cognizant with the most common English terms and expressions in their field of study. All comprehension questions are built up carefully so as to make the students grasp well the main ideas and concepts discussed in each passage. Much more important, understanding the basic rules of grammar, which I have produced and set at the end of the book, will also help them easily answer the linguistic drills entailing the passages and have the capacity of using English language properly in writing any of the assignments, class or research works. I have intentionally

used simple English in writing this course so as to make the non-specialists, whose primary concerns are always with subjects other than English, easily study and comprehend the course. Any student who seeks to improve his/her own English is recommended to exert much time and effort on studying this course neatly. This is not to claim that this English course is the best on the subject, for there must be far better ones, but I always believe that acquiring knowledge requires doing a permanent hard work.

*Ahmed Hussein Khalil, South  
Valley University, March 2021*

## **Unit 1**

### **Kindergarten**

Kindergarten is a preschool educational approach based on playing, singing, practical activities such as drawing, and social interaction as part of the transition from home to school. Such institutions were originally made in the late 18th century in Bavaria and Alsace to serve children whose parents both worked outside home. The term was coined by the German Friedrich Fröbel, whose approach globally influenced early-years education. Today, the term is used in many countries to describe a variety of educational institutions and learning spaces for children ranging from 2 to 6 or 7 years of age, based on a variety of teaching methods.

#### **Early years and development:**

In 1779, Johann Friedrich Oberlin and Louise Scheppler founded in Strasbourg an early establishment for caring for and educating pre-school children whose parents were absent during the day. At about the same time, in 1780, similar infant establishments were created in Bavaria. In 1802,

Princess Pauline zur Lippe established a preschool center in Detmold, the capital of the then principality of Lippe, Germany (now in the State of North Rhine-Westphalia).

In 1816, Robert Owen, a philosopher and pedagogue, opened the first British and probably globally the first infants school in New Lanark, Scotland. In conjunction with his venture for cooperative mills Owen wanted the children to be given a good moral education so that they would be fit for work. His system was successful in producing obedient children with basic literacy and numeracy.

Samuel Wilderspin opened his first infant school in London in 1819, and went on to establish hundreds more. He published many works on the subject, and his work became the model for infant schools throughout England and further afield. Play was an important part of Wilderspin's system of education. He is credited with inventing the playground. In 1823, Wilderspin published *On the Importance of Educating the Infant Poor*, based on the school. He began working for the Infant School Society the next year, informing others about his views. He also wrote *The Infant System, for*

*developing the physical, intellectual, and moral powers of all children from 1 to seven years of age.*

Countess Theresa Brunszvik (1775–1861), who had known and been influenced by Johann Heinrich Pestalozzi, was influenced by this example to open an *Angyalkert* ("angel garden" in Hungarian) on May 27, 1828, in her residence in Buda, the first of eleven care centers that she founded for young children. In 1836 she established an institute for the foundation of preschool centers. The idea became popular among the nobility and the middle class and was copied throughout the Kingdom of Hungary.

### **Comprehension questions**

- 1-How is the term 'kindergarten' generally and simply defined before the beginning of the eighteenth century?
- 2-Why did some countries establish kindergartens in the eighteenth century?
- 3-Who was behind coining this term?

- 4-People's concept of the term had changed from time to time. What is the most recent concept of it?
- 5-When and where were the first establishments founded for preschool education?
- 6-Robert Owen, a British philosopher and pedagogue, established the first infants school in Britain, and perhaps the world. When was that school opened?
- 7-Within the early years of the nineteenth century, Britain witnessed the opening of hundreds of infants schools and the publication of several works on early childhood education. How can you prove that this statement is most accurate?
- 8-The idea of opening care centers for young children became popular among the nobility and the middle class and was copied throughout the Kingdom of Hungary. How far is this statement right?
- 9-What is the writer's behind objective using this title: *The Importance of Educating the Infant Poor*?
- 7-Translate the following paragraph into standard English:

يعد تعليم الأطفال الصغار قبل التحاقهم بالمدارس فى غاية الأهمية، حيث يتم إعدادهم علميًا وثقافيًا وتربويًا واجتماعيًا بشكل يساعدهم على التكيف بسهولة مع البيئة المدرسية الجديدة، وهيئة التدريس والعاملين، وعلى السير بخطى سريعة ودائمة نحو تقدم مستواهم فى كل ما يقدم لهم من علوم وآداب ومعرفة، ويأخذ هذا اللون من التعليم أشكالاً مختلفة مثل: الحروف، الأرقام، الصور، الألوان، الأشكال، والأغاني والمسرحيات والقصص القصيرة.

## Language Practice

- 1-Pick up five nouns from the passage and use each in a meaningful sentence of your own.
- 2-As used in the passage, the word ‘establishment’ means:  
(a)-corporation      (b)-organization      (c)-institute  
(d)-cooperation
- 3-The most appropriate alternative in the passage for ‘affected by’ is:  
(a)-effect by    (b)-resulted in    (c)-influenced by  
(d)-inflicted with
- 4-The phrase ‘of the then’ in the passage can be replaced by:



(a)-of that time      (b)-in our time      (c)-in ancient times  
(d)-in old times

5-The word 'popular,' as used in the passage, is equivalent to:

(a)-famous    (b)-fame    (c)-common    (d)-uncommon

6-Now, it is the Ahly team 2 and the Zamalek team 1.....

(a)-Which is going to win?      (b)-Which will win?  
(c)-It is going to win.      (d)-It will win.

7-I.....like fish, but now I love it.

(a)-don't    (b)-didn't use to    (c)-wouldn't    (d)-am not

8-A young boy comes back home from school and doesn't know how to get into the closed house, although he has got the keys, as his mother has gone shopping. When she returns, she tells him: .....

(a)-Why are you crying?      (b)-Why are you late?  
(c)-Why are you upset?      (d)-Learn how to open the house door yourself.

9-In 2017, we didn't have lessons online.....

(a)-as we did now    (b)-as we do now    (c)-as now

(d)-as it did

10-I can't carry this heavy bag to the train station,  
.....

(a)-should you help me, please?      (b)-can you help  
me, please?      (c)-you must help me.      (d)-would  
you help me, please?

11-We live in a house .....the sea.

(a)-with a view of      (b)-with a view from  
(c)-with a view to      (d)-with a view at

12-It doesn't take me much time to go to school on foot.  
We live.....the school.

(a)-far from      (b)-away from      (c)-off      (d)-by

13-She always listens carefully to her teachers, and  
.....notes.

(a)-sees      (b)-watch      (c)-take      (d)-pick

14-She always respects everyone in the village, so all  
people love her. She .....

(a)-must be polite.      (b)-is very active.      (c)-is  
always kind.      (d)-is very good.

15-The pen you have got in your hand is not yours  
.....

(a)-it is mine (b)-It is mine. (c)-It is me. (d) It is  
ours.

16-All you do when adults speak.....to keep your  
mouth shut.

(a)-that (b)-is (c)-are (d)-you

17-How is your ill friend today? He is good, and I hope  
that he gets .....real soon.

(a)-well (b)-fine (c)-better (d)-finely

## **Unit 2**

### **Curricula in early childhood care and education**

Curricula in early childhood care and education (ECCE) (or early childhood curriculum) address the role and importance of curricula in the education of young children, and is the driving force behind any ECCE program. It is ‘an integral part of the engine that, together with the energy and motivation of staff, provides the momentum that makes programs live’. It follows therefore that the quality of a program is greatly influenced by the quality of its curriculum. In early childhood, these may be programs for children or parents, including health and nutrition interventions and prenatal programs, as well as center-based programs for children.

### **Curriculum approaches:**

There is no single curriculum that is ‘best’ for all situations. However, a comparison of different curricula shows certain approaches to be generally more effective than others.

For example, High/Scope conducted longitudinal research of children in programs using three different curriculum models:

- The Direct Instruction model, in which teachers initiated activities using academic goals.
- The traditional Nursery School model, in which teachers responded to activities that children initiated, with a minimum of structure.
- The Reggio Emilia or High Scope model, in which teachers and children both initiated activities. Teachers arranged the room and the daily routine so that children could plan, do and review their activities, while teachers provided support as needed.

By following the pathways over many years of children who began all three programs, Schweinhart and Weikart determined that the High/Scope model was most effective, and that children in the Direct Instruction model were most likely to have behavior and social problems later in life. These are significant findings for curriculum designers in both developed

and developing nations as the High/Scope model has been adapted for use in countries around the world. Schweinhart and Weikart concluded that the goals of early education should not be limited to academic preparation for school, but should also include helping children learn to make decisions, solve problems and get along with others.

The National Association for the Education of Young Children (NAEYC) has also identified the following indicators of effective curricula:

- Children are active and engaged
- Goals are clear and shared by all
- Evidence-based
- Valued content is learned through investigation, play and focused, intentional teaching
- Builds on prior learning and experiences
- Comprehensive
- Professional standards validate the curriculum's subject matter
- The curriculum is likely to benefit children

## **Comprehension questions**

- 1-What does the early childhood curriculum address?
- 2-Do the teaching staff members have any effective role in activating such curriculum? What is it?
- 3-What types of programs does this curriculum present?
- 4-Each curriculum has its own approaches to the subject. Which models can be more effective than others?
- 5-How did the High/Scope model prove to be the best?
- 6-According to the National Association for the Education of Young Children (NAEYC), there are certain indicators of the effective curricula. Mention five of them.
- 7-Translate this paragraph into classic Arabic.

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problems later in life. These are significant findings for curriculum designers in both developed and developing nations as the High/Scope model has been adapted for use in countries around the world.

### **Language Practice**

1-Pick up five adjectives from the passage and use each in a meaningful sentence of your own.

2-As used in the passage, the word ‘Curriculum’ means:

- (a) way    (b) manner    (c) syllabus    (d) behavior

3-The most appropriate alternative in the passage for ‘questions’ is:

- (a) problems    (b) answers    (c) methods    (d) approaches

4-The word ‘behavior’ can be replaced by:

- (a) dealing    (b) doing    (c) conduct    (d) construct

5-The word ‘attitude’ can be used as an equivalent to:

- (a) place    (b) location    (c) direction    (d) situation

6- We have to teach our children.....make decisions.

- (a) to    (b) for    (c) at    (d) of



7-Girls are.....than boys.

(a) active (b) activer (c) more active (d) most active

8-Why didn't you.....your homework before last night?

(a) make (b) do (c) did (d) made

9-She doesn't .....to attend the party with us.

(a) wants (b) wanting (c) is wanting (d) want

10-There isn't ..... park nearby our new house.

(a) any (b) some (c) no (d) much

11-We need to ask for a loan from any bank. The money left with us is.....

(a) a little (b) little (c) few (d) a few

12-She needs to go to a dentist. One of her teeth.....broken.

(a) are (b) is (c) was (d) were

13-I always like to take a picture of this mountain, ..... the weather is too hot at the moment.

(a)-but (b)-and (c)-because (d)-so

14-She couldn't come to school yesterday,.....she was ill.

(a) so (b) although (c) though (d) because

15-I ..... to London. I hope to be there one day.

- (a) Have never been    (b) never have been    (c) ever been    (D) have ever been

16-My birthday.....next Tuesday.

- (a) was    (b) is being    (c) will be    (d) is going

17-My young children are always smart and tidy. They .....their beds every day.

- (a)-do    (b)-make    (c)-fix    (d)-mend

18-Lazy people are .....to do well in their own lives.

- (a)-expected    (b)-hoped    (c)-not expected  
(d)-watched

## Unit 3

### 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 vulner-able 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 be .....order. (Insert an appropriate  
preposition)

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

c-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-Call .....as 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 4**

### **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 backgrounds 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 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 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.

(c)-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.

(a) -who

(b) -whose

(c) -which

(d) -whom

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

(a) -wherever

(b) -whichever

(c) -whatever

(d) -whomever

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

(a) -where

(a) -which

(b) -whom

(d) -when



## Unit 5

### 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 an 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 التتموى 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.

(e) -borrow

(f) -lend

(g) -waste

(h) –save

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

(e)–I didn’t have enough money

(f) –I don’t have enough money

(g)–I didn’t afford

(h)–I hadn’t enough money

(8)-I .....myself when I lit that cigarette.

(b) -spent

(c) -killed

(d) -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

## **Unit 6**

### **Developing nations**

In developing nations, programs for children under three are more likely to be embedded in community based programs in which parents are endorsed as the primary teachers of young children and given support to fulfill that role. These programs generally cater for ages from pre-birth to school entry with the curriculum having goals for both parents and children. They are often accompanied by a training manual and delivered through participatory workshops and other negotiated and community-based activities.

Apart from strengthening the role of parents, these programs respond to gaps that have persisted in the developing world despite global attention to ECCE; i.e. a focus on under threes and servicing the most marginalized children and families. While some incorporate weekly activities for older pre-school children – such as A New Day for Kids (ANDK) in Cambodia – they are not a substitute for a pre-school program

with a trained teacher who has the skills to plan and implement an effective curriculum. This is an important ingredient in high-quality ECCE programs for pre-school-aged children.

### **Comprehension questions**

- 1-How can parents participate in developing their nations by teaching their children certain programs before joining school?
- 2-How long can these programs go on serving children?
- 3-What other means can a community use to help children contribute to the development of their nation?
- 4-Do the social activities for pre-school-aged children replace any academic programs dedicated to them?
- 5-Who are recommended in the passage to work together for creating a highly intellectual generation of people?
- 6-What is the focal point in this passage?
- 7-Translate the following into Standard English:



الطفولة المبكرة هي مرحلة من مراحل النمو البشري، وتتضمن عموماً بداية المشي والفترة اللاحقة. وعمر اللعب وهو مسمى غير محدد ضمن نطاق مرحلة الطفولة المبكرة. وهذه المرحلة تمتد من عمر السنتين إلى السادسة إذ تستقبل دور الحضانة ورياض الأطفال، وتمثل هذه المرحلة أكثر من 15%، ويكون نمو الشخص في هذه المرحلة سريعاً.

## Language Practice

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

(1)-We can make a late start tomorrow, if you.....

(a)-like.

(b)-liked.

©-would like.

(d)-will like.

(2)-Our journey finished - ..... – in Cairo.

(a)-as it was begun

(b)-as it is begun

©-as it had been begun

(d)-as it had begun

(3)-We have decided to.....a new approach to the parking problem.

(a)-adopt

(b)-adapt

©-adopting

(d)-adapting

(4)-This .....child is very naughty.

(a)-ten years old

(b)-ten-year-old

©-ten years age

(d)-ten-year age

(5)-The term 'environment' is easily defined as .....

(i) –the air, waters, and land around us.

(j) –the plants and animals in the world

(k)–the trees, mountains and oceans surround us.

(l) –the human beings and animals on earth.

(6)-.....going out together to smell some fresh air?

- (a)–What do you think
- (b)–What do you think in
- (c)–How about
- (d)–Do you prefer

(7)- .....there any mushrooms in the refrigerator?

- (c) -Are
- (e) -Is
- (f) -Was
- (d)-Aren't

(8)-The food has much salt tastes.....

- (a)-salt
- (b)-saltless
- ©-salty
- (d)-edible

(9)-My family moved to a .....villa last week.

- (a)-larger
- (b)-much large
- ©-large
- (d)-largest

(10)-This lane is made for cars. Bikes are .....to go down it.

- (a)-allowed
- (b)-not allowed
- ©-allowing
- (d)-allow

(11)-This is.....pants and shirts I have ever bought.

- (a)-the most casual
- (b)-casual
- (c)-more casual
- (d)-least casual

(12)-Cotton products are normally known to be.....materials.

- (a)-hard
- (b)-heavy
- ©-light
- (d)-soft

## **Unit 7**

### **Early childhood education**

Early childhood education (ECE; also nursery education) is a branch of education theory that relates to the teaching of children (formally and informally) from birth up to the age of eight. Traditionally, this is up to the equivalent of third grade. ECE emerged as a field of study during the Enlightenment, particularly in European countries with high literacy rates. It continued to grow through the nineteenth century as universal primary education became a norm in the Western world. In recent years, early childhood education has become a prevalent public policy issue, as municipal, state, and federal lawmakers consider funding for preschool and pre-K. The global priority placed on early childhood education is underscored with targets of the United Nations Sustainable Development Goal 4. It is described as an important period in a child's development. It refers to the development of a child's personality.

ECE is also a professional designation earned through a postsecondary education program. For example, in Ontario, Canada, the designations ECE (Early Childhood Educator) and RECE (Registered Early Childhood Educator) may only be used by registered members of the College of Early Childhood Educators, which is made up of accredited child care professionals who are held accountable to the College's standards of practice.

**Staff working in early childhood education hold varying job titles, ranging from:**

- Early Years Practitioner
- Child Development Officer
- Early Learning and Childcare Practitioner
- Nursery Nurse
- Early Years Officer
- Early Childhood Educator
- Nursery / Early Years Teacher

**with promotional opportunities to the posts of:**

- Senior Early Years Practitioner
- Equity and Excellence Lead Practitioner
- Depute Head of Establishment

- Head of Establishment
- Principal Early Years Practitioner

### **History:**

The history of early childhood care and education (ECCE) refers to the development of care and education of children from birth through eight years old throughout history. ECCE has a global scope, and caring for and educating young children has always been an integral part of human societies. Arrangements for fulfilling these societal roles have evolved over time and remain varied across cultures, often reflecting family and community structures as well as the social and economic roles of women and men. Historically, such arrangements have largely been informal, involving family, house-hold and community members. After a 20<sup>Th</sup>. century characterized by constant change, including a monumental campaign urging for greater women's rights, women were motivated to pursue a college education and join the workforce. Nevertheless, mothers still face the same challenges as the generations that preceded them on how to

care for young children while away at work. The formalization of these arrangements emerged in the nineteenth century with the establishment of kindergartens for educational purposes and day nurseries for care in much of Europe and North America, Brazil, China, India, Jamaica and Mexico.

**Context:**

While the first two years of a child's life are spent in the creation of a child's first "sense of self", most children are able to differentiate between themselves and others by their second year. This differentiation is crucial to the child's ability to determine how they should function in relation to other people. Parents can be seen as a child's first teacher and therefore an integral part of the early learning process.

Early childhood attachment processes that occur during early childhood years 0–2 years of age, can be influential to future education. With proper guidance and exploration children begin to become more comfortable with their environment, if they have that steady relationship to guide them. Parents who are consistent with response times, and



emotions will properly make this attachment early on. If this attachment is not made, there can be detrimental effects on the child in their future relationships and independence. There are proper techniques that parents and caregivers can use to establish these relationships, which will in turn allow children to be more comfortable exploring their environment. This provides experimental research on the emphasis on caregiving effecting attachment. Education for young students can help them excel academically and socially. With exposure and organized lesson plans children can learn anything they want to. The tools they learn to use during these beginning years will provide lifelong benefits to their success. Developmentally, having structure and freedom, children are able to reach their full potential.

### **Comprehension questions**

- 1-What type of education theories is the nursery education?

- 2-When and where did the nursery education emerge as a field of study?
- 3-How has the early childhood education become a prevalent public policy issue in recent years?
- 4-Give examples of the job titles held by the staff working in early childhood education?
- 5-The history of early childhood care and education (ECCE) refers to the development of care and education of children from birth through eight years old throughout history. How can you justify the accuracy of this statement?
- 6-When were women able to pursue a college education and join the workforce?
- 7-Why did many countries around the world care about kindergartens?
- 8-When can children create a sense of their selves and others?
- 9-Why are parents considered as an integral part of the early learning process?

10-How do early childhood attachment processes occurring during early childhood years (0–2) affect future education

11-Translate the following into Standard English:

يجب على كل من ينوى العمل بمهنة التدريس أن يتعرف على ماهية علم النفس التربوي ودوره في العملية التربوية ومدى حاجة المعلم الماسة إلى تعلم مبادئه وأساسياته كي يسترشد بها في تدريسه، ويستفيد منها في تعامله بشكل سليم مع تلاميذه.

### Language Practice

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

(1)-Dina is feeling ill, so I don't think she ..... to college this morning

(a)-comes

(b)-come

©-will come

(d)-will have come

(2)-At the moment, my elder brother .....as a taxi driver.

(a)-is working

(b)-will be working

©-is work

(d)-is doing

(3)-Look at the very cloudy sky! It's .....soon.

(a)-raining

(b)-going to rain

©-being raining

(d)-full of rain

(4)-I saw a lady wearing a.....necklace.

(a)-long, pretty, gold

(b)-gold, pretty, long

©-pretty, long, gold

(d)-long, gold pretty

(5)-My little children .....together in their room when the light went out last night.

(a)-had been playing

(b)-was playing

©-have been playing

(d)-were playing

(6)-These are .....expensive T-shirts in this shop.

(a)-the most

(b)-more

©-very

(d)-much

(7)-.....is a person who treats sick animals

(a)-A doctor

(b)- A physician

©-A veterinary doctor

(d)-A chemist

(8)-The person who takes care of sick persons at hospitals is called  
a .....

(a)-nurse

(b)-nursery

©-doctor

(d)-lab secretary

(9)-In their way to my house, my friends took the road south by  
....., as they wanted to go north.

(a)-wrong

(b)-mistake

©-right

(d)-left

(10)-Do you think that it will be.....to translate from  
English to Arabic next term.

(a)-easier

(b)-easy

©-more easy

(d)-easily

## **Unit 8**

### **Teaching certification**

Teachers seeking to be early childhood educators must obtain certification, among other requirements. "An early childhood education certification denotes that a teacher has met a set of standards that shows they understand the best ways to educate young students aged 3 to 8." There are early childhood education programs across the United States that have a certification that is pre-K to grade 3. There are also programs now that have a dual certification in pre-K to grade 3 and special education from pre-K to grade 8. Other certifications are urban tracks in pre-k to grade 3 that have an emphasis on urban schools and preparing teachers to teach in those school environments. These tracks typically take four years to complete and in the end, provide students with their certifications to teach in schools. These tracks give students in the field experience in multiple different types of classrooms as they learn how to become teachers. An example of a school that has these tracks is Indiana University of Pennsylvania.

Early childhood educators must have knowledge in the developmental changes during early childhood and the subjects being taught in an early childhood classroom. These subjects include language arts and reading, mathematics, and some social studies and science. Early childhood educators must also be able to manage classroom behavior. Positive reinforcement is one popular method for managing behavior in young children. Teacher certification laws vary by state in the United States. In Connecticut, for example, these requirements include a bachelor's degree, 36 hours of special education courses, passing scores on the Praxis II Examination and Connecticut Foundations of Reading Test and a criminal history background check.

For State of Early Childhood Education Bornfreund, 2011; Kauerz, 2010 says that the teacher education and certification requirements do not manifest the research about how to best support development and learning for children in kindergarten through third grade. States are requiring educators who work in open pre-kindergarten to have specific



preparation in early childhood education. As per the State of Pre-School Yearbook (Barnett et al., 2015), 45 states require their educators to have a specialization in early childhood education, and 30 states require no less than a bachelor's qualification. As indicated by NAEYC state profiles (NAEYC 2014), just 14 states require kindergarten instructors to be confirmed in early youth; in the rest of the states, kindergarten educators might be authorized in basic training. Fewer states require ECE affirmation for first-grade educators (Fields and Mitchell, 2007).

### **Comprehension questions**

- 1-What is required from the teachers deciding to be early childhood educators?
- 2-What kinds of programs have the United States of America established to help students get certificates for teaching early children?
- 3-Which American University has the facility of granting teaching certificates for such educators?

- 4-What are the characteristics of the early childhood educators?
- 5-Some States require the early childhood educators to have certain qualifications. Give examples of these States.
- 6-What does the abbreviation ECE refer to?
- 7-What is the origin of the abbreviation NAEYC?
- 8-Translate the following into Standard English:

يهدف برنامج التأهيل التربوي بشكل عام إلى الإعداد التربوي للمعلمين والعاملين بوزارة التربية والتعليم، غير الحاصلين على مؤهلات تربوية بمراحل التعليم المختلفة، ويتضمن تطوير مستوى الدارسين بغرض تحسين كفاءتهم المهنية، وتنمية مهارات التعامل الفعال مع الدارسين وإدارة المدرسة والمجتمع المحلي.

### **Language Practice**

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

(1)-The food made from milk..... is called

(a)-cheese products

(b)-dairy products

©-daily products

(d)-creamy products

(2)-A person who speaks two different languages is called.....

(a)-bilingual

(b)-linguist

©-linguistics

(d)-multilingual

(3)-A person who is too young to stand on his or her feet is called.....

(a)-a child

(b)- a young

©-a baby

(d)-a boy

(4)-The person who is hired to look after early children holds the title.....

(a)-‘babysitter.’

(b)-‘babysitting.’

©-‘baby care.’

(d)-‘baby looker.’

(5)-A person who treats psychologically disordered people is known to be.....

(a)-a psychology.

(b)-a doctor.

©-a veterinary doctor.

(d)-a psychologist.

(6)-.....expensive T-shirts in this shop.

(a)-the most

(b)-more

©-very

(d)-much

(7)-I saw a mother .....her child a big hug.

(a)-giving

(b)-gave

©-gives

(d)-is giving

(8)-Dolphins always enjoy ..... out of water pools.

(a)-jump

(b)-jumping

©-their jump

(d)-jumped

(9)-What are you going to do this evening? I think I will go  
.....

(a)-fish

(b)-hunt

©-to climb mountains

(d)-fishing

(10)-I like.....with you this weekend.

(a)-being

(b)-be

©-becoming

(d)-am being

## **Unit 9**

### **Learning through play**

Early childhood education often focuses on learning through play, based on the research and philosophy of Jean Piaget, which posits that play meets the physical, intellectual, language, emotional, and social needs (PILES) of children. Children's curiosity and imagination naturally evoke learning when unfettered. Learning through play will allow a child to develop cognitively. This is the earliest form of collaboration among children. In this, children learn through their interactions with others. Thus, children learn more efficiently and gain more knowledge through activities such as dramatic play, art, and social games.

Tassoni suggests that "some play opportunities will develop specific individual areas of development, but many will develop several areas." Thus, it is important that practitioners promote children's development through play by using various types of play on a daily basis. Allowing children

to help get snacks ready helps develop math skills (one-to-one ratio, patterns, etc.), leadership, and communication. Key guidelines for creating a play-based learning environment include providing a safe space, correct supervision, and culturally aware, trained teachers who are knowledgeable about the Early Years Foundation.

Davy states that the British Children's Act of 1989 links to play-work as the act works with play workers and sets the standards for the setting such as security, quality and staff ratios. Learning through play has been seen regularly in practice as the most versatile way a child can learn. Margaret McMillan (1860-1931) suggested that children should be given free school meals, fruit and milk, and plenty of exercise to keep them physically and emotionally healthy. Rudolf Steiner (1861-1925) believed that play time allows children to talk, socially interact, use their imagination and intellectual skills. Maria Montessori (1870-1952) believed that children learn through movement and their senses and after doing an activity using their senses. The benefits of being active for young

children include physical benefits (healthy weight, bone strength, cardiovascular fitness), stress relief, improved social skills and improved sleep. When young students have group play time it also helps them to be more empathetic towards each other.

In a more contemporary approach, organizations such as the National Association of the Education of Young Children (NAEYC) promote child-guided learning experiences, individualized learning, and developmentally appropriate learning as tenets of early childhood education. A study by the Ohio State University also analyzed the effects of implementing board games in elementary classrooms. This study found that implementing board games in the classroom "helped students develop social skills that transferred to other areas." Specific outcomes included students being more helpful, cooperative and thoughtful with other students. Negative outcomes included children feeling excluded and showing frustration with game rules.



Piaget provides an explanation for why learning through play is such a crucial aspect of learning as a child. However, due to the advancement of technology, the art of play has started to dissolve and has transformed into "playing" through technology. Greenfield, quoted by the author, Stuart Wolpert, in the article "*Is Technology Producing a Decline in Critical Thinking and Analysis?*" states, "No media is good for everything. If we want to develop a variety of skills, we need a balanced media diet. Each medium has costs and benefits in terms of what skills each develops." Technology is beginning to invade the art of play and a balance needs to be found.

Many oppose the theory of learning through play because they think children are not gaining new knowledge. In reality, play is the first way children learn to make sense of the world at a young age. Research suggests that the way children play and interact with concepts at a young age could help explain the differences in social and cognitive interactions later. When learning what behavior to associate with a set action can help lead children on to a more capable future. As

children watch adults interact around them, they pick up on their slight nuances, from facial expressions to their tone of voice. They are exploring different roles, learning how things work, and learning to communicate and work with others. These things cannot be taught by a standard curriculum, but have to be developed through the method of play. Many preschools understand the importance of play and have designed their curriculum around that to allow children to have more freedom. Once these basics are learned at a young age, it sets children up for success throughout their schooling and their life.

Many say that those who succeed in kindergarten know when and how to control their impulses. They can follow through when a task is difficult and listen to directions for a few minutes. These skills are linked to self-control, which is within the social and emotional development that is learned over time through play among other things.

## Comprehension questions

- 1-Why do children learn more efficiently and gain more knowledge through activities such as dramatic play, art, and social games?
- 2-What is the importance of allowing children get snacks ready?
- 3-What do the Key guidelines for creating a play-based learning environment comprise?
- 4-What did Margaret McMillan (1860-1931) suggest for keeping children physically and emotionally healthy?
- 5-To what extent is Rudolf Steiner's view different from Maria Montessori's in terms of the types of social activities created for children's early learning?
- 6-What benefits do young children get from their being active?
- 7-Many more contemporary approaches and organizations (e.g. NAEYC) have emerged to promote the various ways of developing early childhood education. What are

the effects of implementing board games in elementary classrooms?

8-What is Piaget's concept of the theory of learning through play in the light of today's technological progress? Are there other scholars who agree or disagree with him?

9-Through interacting with adults around them, young children can pick up many of their conducts. Do they explore different roles or adopt the adults' roles?

10-Translate the following into Standard English:

هناك أكثر من مفهوم للتغذية السليمة للأطفال، وبصفة عامة يحتاج الطفل منذ لحظة ولادته إلى غذاء، والذي يعتبر مركبًا ضروريًا للنمو والتطور. التغذية السليمة تدعم تغيرات كثيرة رائعة ومثيرة: يتحول الأطفال الرضع إلى أطفال يمشون ويفكرون ويكبرون ليتحولوا لاحقًا إلى شبان مفعمون بالطاقة.

## Language Practice

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

(1)-The problem of most children..... sweets. They always want to eat them.

(a)-is that they are addicted to

(b)-are that addicted to

©-is that they feel addiction to

(d)-is that they hate

(2)-All food is good for the body when it is.....

(a)-expensive

(b)-light

©-fresh

(d)-frozen

(3)-Ancient Egyptians did not .....shoes.

(a)-used to wearing

(b)-use to wearing

©-use to wear

(d)-use to worn

(4)-I asked my friend to.....an English internet article into Arabic.

(a)-check

(b)-do

©-see

(d)-write

(5)-This road is not large enough for cars, but motorbikes can  
.....

(a)-easily go down it.

(b)-go down easily it.

©-move around it.

(d)-easily move around it.

(6)-This kind of dessert is delicious. It has .....fat and sugar in it.

(a)-lot of

(b)-a lot

©-lots of

(d)-a lots of

(7)-I thought I wouldn't be able to do it. I can.....believe  
my eyes.

(a)-hardly

(b)-hard

©-easily

(d)-highly

(8)-Football is..... sport in the world.

(a)-popular

(b)-very popular

©-the most popular

(d)-more popular

(9)-Last Monday, my grandparents.....to Cairo.

(a)-flight

(b)-flew

©-flue

(d)-flying

(10)-It is very cold this morning. What is the temperature  
..... this afternoon.

(a)-being

(b)-going to be

©-becoming

(d)-will be

(11)-To improve your English easily and quickly, you should ..... such four main skills as: reading, writing, listening and speaking daily.

(a)-practice

(b)-practiced

©-practicing

(d)-have practiced

(12)-The problem of many people is that they do not practice what they.....

(a)-preach

(b)-peach

©-porch

(d)-beach



## Unit 10

### Theories of child development

The Developmental Interaction Approach is based on the theories of Jean Piaget, Erik Erikson, John Dewey, and Lucy Sprague Mitchell. The approach focuses on learning through discovery. Jean Jacques Rousseau recommended that teachers should exploit individual children's interests in order to make sure each child obtains the information most essential to his personal and individual development. The five developmental domains of childhood development include: To meet those developmental domains, a child has a set of needs that must be met for learning. Maslow's hierarchy of needs showcases the different levels of needs that must be met the chart to the right showcases these needs.

- **Physical**: the way in which a child develops biological and physical functions, including eyesight and motor skills
- **Social**: the way in which a child interacts with others  
Children develop an understanding of their responsibilities and rights as members of families and

communities, as well as an ability to relate to and work with others.

- **Emotional**: the way in which a child creates emotional connections and develops self-confidence. Emotional connections develop when children relate to other people and share feelings.
- **Language**: the way in which a child communicates, including how they present their feelings and emotions, both to other people and to themselves. At 3 months, children employ different cries for different needs. At 6 months they can recognize and imitate the basic sounds of spoken language. In the first 3 years, children need to be exposed to communication with others in order to pick up language. "Normal" language development is measured by the rate of vocabulary acquisition.
- **Cognitive skills**: the way in which a child organizes information. Cognitive skills include problem solving, creativity, imagination and memory. They embody the way in which children make sense of the world. Piaget

believed that children exhibit prominent differences in their thought patterns as they move through the stages of cognitive development: sensorimotor period, the pre-operational period, and the operational period.

### **Comprehension questions**

- 1-What are the basic theories of the developmental interaction approach?
- 2-Why did Jean Jack Rousseau recommend that teachers should exploit individual children's interests?
- 3-Why is it necessary for programs to meet the needs of young children?
- 4-What is meant by the physical needs of young children?
- 5-How do social needs of children affect their personalities?
- 6-When do children's emotional connections develop?

7-How can young children express their needs to the adults around them?

8-What are the aspects of children's cognitive skills?

9-Translate the following into classic Arabic:

The way in which a child organizes information. Cognitive skills include problem solving, creativity, imagination and memory. They embody the way in which children make sense of the world. Piaget believed that children exhibit prominent differences in their thought patterns as they move through the stages of cognitive development: sensorimotor period, the pre-operational period, and the operational period.

### **Language Practice**

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

(1)-This computer does not work. It needs.....

(a)-to repair

(b)-repairing

©-to fix

(d)-fix

(2)-.....vegetables with some salt in boiling water, and .....  
them when they are done, if you want a healthy food.

(a)-Put.....eat

(b)-Have.....have

©-Chop.....eat

(d)-Throw.....freeze

(3)-If you want to get high marks in exams, you.....study  
hard every day.

(a)-mustn't

(b)-shouldn't

©-can

(d)-should

(4)-I want.....my English because I hope to join the English  
department.

(a)-to improve

(b)-improving

©-improve

(d)-study

(5)-Writing words in .....means putting a word in a written sentence.

(a)-contest

(b)-content

©-context

(d)-text

(6)-This kind of dessert is delicious. It has .....fat and sugar in it.

(a)-lot of

(b)-a lot

©-lots of

(d)-a lots of

(7)-She is smart, but I think that her mother is.....

(a)-as smart.

(b)-very smart.

©-much smart.

(d)-smarter.

(8)-She.....me 100 pounds last month. But, I can't repay her at the moment.

(a)-borrow

(b)-borrowing

©-lent

(d)-lends

(9)-Why didn't you finish reading the story you borrowed from me last week? .....

(a)-Is it bored?

(b)-Is it boring?

©- Is it boredom?

(d)-Are you boring?

(10)-English speakers who think that Arabic is easy to learn will be ..... This is because Arabic is a completely different language.

(a)-disappointed.

(b)-disappointing.

©-excited.

(d)-more excited



## **Unit 11**

### **Vygotsky's socio-cultural learning theory**

Russian psychologist Lev Vygotsky proposed a "socio-cultural learning theory" that emphasized the impact of social and cultural experiences on individual thinking and the development of mental processes. Vygotsky's theory emerged in the 1930s and is still discussed today as a means of improving and reforming educational practices. In Vygotsky's theories of learning, he also postulated the theory of the zone of proximal development. This theory ties in with children building off prior knowledge and gaining new knowledge related to skills they already have. In the theory it describes how new knowledge or skills are taken in if they are not fully learned but are starting to emerge. A teacher or older friend lends support to a child learning a skill, be it building a block castle, tying a shoe, or writing one's name. As the child becomes more capable of the steps of the activity, the adult or older child withdraws supports gradually, until the child is

competent completing the process on his/her own. This is done within that activity's zone—the distance between where the child is, and where he potentially will be. In each zone of proximal development, they build on skills and grow by learning more skills in their proximal development range. They build on the skills by being guided by teachers and parents. They must build from where they are in their zone of proximal development.

Vygotsky argued that since cognition occurs within a social context, our social experiences shape our ways of thinking about and interpreting the world. People such as parents, grandparents, and teachers play the roles of what Vygotsky described as knowledgeable and competent adults. Although Vygotsky predated social constructivists, he is commonly classified as one. Social constructivists believe that an individual's cognitive system is a resditional learning time. Vygotsky advocated that teachers facilitate rather than direct student learning. Teachers should provide a learning environment where students can explore and develop their learning without direct instruction. His approach calls for

teachers to incorporate students' needs and interests. It is important to do this because students' levels of interest and abilities will vary and there needs to be differentiation.

However, teachers can enhance understandings and learning for students. Vygotsky states that by sharing meanings that are relevant to the children's environment, adults promote cognitive development as well. Their teachings can influence thought processes and perspectives of students when they are in new and similar environments. Since Vygotsky promotes more facilitation in children's learning, he suggests that knowledgeable people (and adults in particular), can also enhance knowledge through cooperative meaning making with students in their learning. Vygotsky's approach encourages guided participation and student exploration with support. Teachers can help students achieve their cognitive development levels through consistent and regular interactions of collaborative knowledge-making learning processes.

## Comprehension questions

- 1-What are the main ideas in the passage?
- 2-Suggest another suitable title for the passage?
- 3-To make it easy for those who need further information from different sources on his subject, the writer prents in the passage certain key words. Point out such words?
- 4-What is the influence of socio-cultural learning on young persons as suggested by Russian psychologist Lev Vygotsky ?
- 5-How does the writer reach his objective behind writing this passage?
- 6-If you were in the writer's position, what would you like to add to or cut from what he has mentioned in the passage?
- 7-What judgment can you pass on the passage as a whole?
- 8-Is the language the writer uses easy or difficult? And why?

9-Choose any learning theory mentioned in the passage,  
and sum it up in your own words.

10-Translate the following into classic Arabic:

Vygotsky argued that since cognition occurs within a social context, our social experiences shape our ways of thinking about and interpreting the world. People such as parents, grandparents, and teachers play the roles of what Vygotsky described as knowledgeable and competent adults. Although Vygotsky predated social constructivists, he is commonly classified as one. Social constructivists believe that an individual's cognitive system is a resditional learning time. Vygotsky advocated that teachers facilitate rather than direct student learning.

## **Language Practice**

### **Exercise**

*Join each group of the following sentences to form one combined sentence:*

- 1- Yesterday, I met a strange boy.
  - That was in the morning.
  - The boy was tall and slim.
  - He asked me about the way to the nearest Mosque.
  
- 2- Mark Twain was an American novelist.
  - He was a short story writer.
  - He was most famous.
  - He called for the equality of the whites and the blacks.
  
- 3- She is a family girl.
  - She is very rich.
  - She is beautiful.
  - I love her very much.
  - I cannot marry her.
  
- 4- The weather is very nice.
  - It is cool.
  - It is sunny.
  - We are in winter.
  
- 5- My job is very hard.
  - It is not as hard as my brother's.
  - It needs much energy and patience.
  
- 6- I have bought a book.
  - The book is rare.
  - The book is on the history of Ancient Egypt.
  - My friend wants to borrow it.

- He wants to read it.

7- Drinking water is essential to our life.

- No one can live without water.
- It is greatly polluted.
- It urgently needs cleaning.

8- There are various viruses in Egypt.

- Many men are inflicted with the viruses.
- Many men are waiting for medical treatment.
- The government does not care.

9-We like to speak much.

- It is a bad habit.
- We refuse to work much.
- We are not going to progress in this way.
- Many countries around us have progressed.

10-I am most famous.

- I am most knowledgeable.
- I always work hard and persistently.
- Many of my colleagues waste their time in gossiping, playing, eating, drinking, and sleeping

## **Unit 12**

### **Piaget's constructivist theory**

Jean Piaget's constructivist theory gained influence in the 1970s and '80s. Although Piaget himself was primarily interested in a descriptive psychology of cognitive development, he also laid the groundwork for a constructivist theory of learning. Piaget believed that learning comes from within: children construct their own knowledge of the world through experience and subsequent reflection. He said that "if logic itself is created rather than being inborn, it follows that the first task of education is to form reasoning." Within Piaget's framework, teachers should guide children in acquiring their own knowledge rather than simply transferring knowledge.

According to Piaget's theory, when young children encounter new information, they attempt to accommodate and assimilate it into their existing understanding of the world. Accommodation involves adapting mental schemas and



representations in order to make them consistent with reality. Assimilation involves fitting new information into their pre-existing schemas. Through these two processes, young children learn by equilibrating their mental representations with reality. They also learn from mistakes.

A Piagetian approach emphasizes experiential education; in school, experiences become more hands-on and concrete as students explore through trial and error. Thus, crucial components of early childhood education include exploration, manipulating objects, and experiencing new environments. Subsequent reflection on these experiences is equally important.

Piaget's concept of reflective abstraction was particularly influential in mathematical education. Through reflective abstraction, children construct more advanced cognitive structures out of the simpler ones they already possess. This allows children to develop mathematical constructs that cannot be learned through equilibration — making sense of experiences through assimilation and accommodation — alone.

According to Piagetian theory, language and symbolic representation is preceded by the development of corresponding

mental representations. Research shows that the level of reflective abstraction achieved by young children was found to limit the degree to which they could represent physical quantities with written numerals. Piaget held that children can invent their own procedures for the four arithmetical operations, without being taught any conventional rules.

Piaget's theory implies that computers can be a great educational tool for young children when used to support the design and construction of their projects. McCarrick and Xiaoming found that computer play is consistent with this theory. However, Plowman and Stephen found that the effectiveness of computers is limited in the preschool environment; their results indicate that computers are only effective when directed by the teacher. [This suggests, according to the constructivist theory, that the role of preschool teachers is critical in successfully adopting computers as they existed in 2003.

## Comprehension questions

- 1-What is your understanding of Piaget's constructivist theory?
- 2-Why does Piaget mean by the experimental education?
- 3-What is relation of language to Piaget's theory?
- 4-What is meant by the physical needs of young children?
- 5-What types of technological tools does Piaget recommend for activating the Piagetian theory?
- 6-Sum up the main ideas in your own words.
- 8-Does Piaget fail or succeed in expressing his theory to the reader? And why?
- 9-What do think of what Piaget mentions in this article?
- 10-Translate the following into classic Arabic:

However, Plowman and Stephen found that the effectiveness of computers is limited in the preschool environment; their results indicate that computers are only effective when directed by the teacher. This suggests, according to the constructivist theory, that the

role of preschool teachers is critical in successfully adopting computers as they existed in 2003.

## **Language Practice**

### **Exercise**

*Rewrite each of the following sentences to create a parallel form:*

- 1-I always go to bed early, get up early, and starting my work on time.
- 2- The coach of our team is serious, punctual, and he works hard.
- 3-I want to exchange my car with my brother.
- 4-Either you should repay him or be gone.
- 5-The children felt tired, distressed, and they wanted to sleep.
- 6-Yussef Idris was a successful doctor, satirical writer, and good essay writing,

7-It was both an untidy region and very dirty.

8-Neither he showed up in time nor called us.

9-He rang the door bell but no one answers.

10-The more you read books, you gain more knowledge.

11-You are not going to do all this for me, but your country.

12-You are required to do some steps to understand the whole passage, first, read it very carefully; second, look up the difficult words in a good dictionary to know their meanings; thirdly, there are key words need to be considered to get to the writer's attitude towards what he/she writes.

13-We have agreed before our marriage to live together for better and worse.

14-His problem is that he never listens to anybody, and he always thinks he is right.

# Reading Passages

(1)

### **Kolb's experiential learning theory**

David Kolb's experiential learning theory, which was influenced by John Dewey, Kurt Lewin and Jean Piaget, argues that children need to experience things in order to learn: "The process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming experience." The experiential learning theory is distinctive in that children are seen and taught as individuals. As a child explores and observes, teachers ask the child probing questions. The child can then adapt prior knowledge to learning new information.

Kolb breaks down this learning cycle into four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Children observe new situations, think about the situation, make meaning of the situation, then test that meaning in the world around them.

### **Practical implications of early childhood education:**

In recent decades, studies have shown that early childhood education is critical in preparing children to enter

and succeed in the (grade school) classroom, diminishing their risk of social-emotional mental health problems and increasing their self-sufficiency later in their lives. In other words, the child needs to be taught to rationalize everything and to be open to interpretations and critical thinking. There is no subject to be considered taboo, starting with the most basic knowledge of the world that they live in, and ending with deeper areas, such as morality, religion and science. Visual stimulus and response time as early as 3 months can be an indicator of verbal and performance IQ at age 4 years. When parents value ECE and its importance their children generally have a higher rate of attendance. This allows children the opportunity to build and nurture trusting relationships with educators and social relationships with peers.

By providing education in a child's most formative years, ECE also has the capacity to pre-emptively begin closing the educational achievement gap between low and high-income students before formal schooling begins. Children of low socioeconomic status (SES) often begin



school already behind their higher SES peers; on average, by the time they are three, children with high SES have three times the number of words in their vocabularies as children with low SES. Participation in ECE, however, has been proven to increase high school graduation rates, improve performance on standardized tests, and reduce both grade repetition and the number of children placed in special education.

A study was conducted by the Aga Khan Development Network's Madrasa Early Childhood Program on the impact that early childhood education had on students' performance in grade school. Looking specifically at students who attended the Madrasa Early Childhood schools (virtually all of whom came from economically disadvantaged backgrounds), the study found that they had consistently ranked in the top 20% in grade 1 classes. The study also concluded that any formal early childhood education contributed to higher levels of cognitive development in language, mathematics, and non-verbal reasoning skills.

Especially since the first wave of results from the Perry Preschool Project were published, there has been widespread consensus that the quality of early childhood education programs correlate with gains in low income children's IQs and test scores, decreased grade retention, and lower special education rates.

Several studies have reported that children enrolled in ECE increase their IQ scores by 4-11 points by age five, while a Milwaukee study reported a 25-point gain. In addition, students who had been enrolled in the Abecedarian Project, an often-cited ECE study, scored significantly higher on reading and math tests by age fifteen than comparable students who had not participated in early childhood programs.[68] In addition, 36% of students in the Abecedarian Preschool Study treatment group would later enroll in four-year colleges compared to 14% of those in the control group.

In 2017, researchers reported that children who participate in ECE graduate high school at significantly greater rates than those who do not. Additionally, those who

participate in ECE require special education and must repeat a grade at significantly lower rates than their peers who did not receive ECE. The NIH asserts that ECE leads to higher test scores for students from preschool through age 21, improved grades in math and reading, and stronger odds that students will keep going to school and attend college. Nathaniel Hendren and Ben Sprung-Keyser, two Harvard economists, found high Marginal Values of Public Funds (MVPFs) for investments in programs supporting the health and early education of children, particularly those that reach children from low-income families. The average MVPF for these types of initiatives is over 5, while the MVPFs for programs for adults generally range from 0.5 to 2.

Beyond benefitting societal good, ECE also significantly impacts the socioeconomic outcomes of individuals. For example, by age 26, students who had been enrolled in Chicago Child-Parent Centers were less likely to be arrested, abuse drugs, and receive food stamps; they were more likely to have high school diplomas, health insurance and full-time employment. Studies also show that ECE heightens social

engagement, bolsters lifelong health, reduces the incidence of teen pregnancy, supports mental health, decreases the risk of heart disease, and lengthens lifespans.

The World Bank's 2019 World Development Report on *The Changing Nature of Work* identifies early childhood development programs as one of the most effective ways governments can equip children with the skills they will need to succeed in future labor markets.

According to a 2020 study in the *Journal of Political Economy* by Clemson University economist Jorge Luis García, Nobel laureate James J. Heckman and University of Southern California economists Duncan Ermini Leaf and María José Prados, every dollar spent on a high-quality early-childhood program led to a return of \$7.3 over the long-term.

(2)

## **The Perry Preschool Project**

The Perry Preschool Project, which was conducted in the 1960s in Ypsilanti, Michigan, is the oldest social experiment in the field of early childhood education and has heavily influenced policy in the United States and across the globe. The experiment enrolled 128 three- and four-year-old African-American children with cognitive disadvantage from low-income families, who were then randomly assigned to treatment and control groups. The intervention for children in the treatment group included active learning preschool sessions on weekdays for 2.5 hours per day. The intervention also included weekly visits by the teachers to the homes of the children for about 1.5 hours per visit to improve parent-child interactions at home.

Initial evaluations of the Perry intervention showed that the preschool program failed to significantly boost an IQ measure. However, later evaluations that followed up the participants for more than fifty years have demonstrated the long-term economic benefits of the program, even after accounting for the small sample size of the experiment, flaws in its randomization procedure, and sample attrition. There is

substantial evidence of large treatment effects on the criminal convictions of male participants, especially for violent crime, and their earnings in middle adulthood. Research points to improvements in non-cognitive skills, executive functioning, childhood home environment, and parental attachment as potential sources of the observed long-term impacts of the program. The intervention's many benefits also include improvements in late-midlife health for both male and female participants. Perry promoted educational attainment through two avenues: total years of education attained and rates of progression to a given level of education. This pattern is particularly evident for females. Treated females received less special education, progressed more quickly through grades, earned higher GPAs, and attained higher levels of education than their control group counterparts.

Research also demonstrates spillover effects of the Perry program on the children and siblings of the original participants. A study concludes, "The children of treated participants have fewer school suspensions, higher levels of education and employment, and lower levels of participation

in crime, compared with the children of untreated participants. Impacts are especially pronounced for the children of male participants. These treatment effects are associated with improved childhood home environments." The study also documents beneficial impacts on the male siblings of the original participants. Evidence from the Perry Preschool Project is noteworthy because it advocates for public spending on early childhood programs as an economic investment in a society's future, rather than in the interest of social justice.

### (3)

#### **International agreements**

The first World Conference on Early Childhood Care and Education took place in Moscow from 27 to 29 September 2010, jointly organized by UNESCO and the city of Moscow. The overarching goals of the conference are to:

- Reaffirm ECCE as a right of all children and as the basis for development

- Take stock of the progress of Member States towards achieving the EFA Goal 1
- Identify binding constraints toward making the intended equitable expansion of access to quality ECCE services
- Establish, more concretely, benchmarks and targets for the EFA Goal 1 toward 2015 and beyond
- Identify key enablers that should facilitate Member States to reach the established targets
- Promote global exchange of good practices [

According to UNESCO, a preschool curriculum is one that delivers educational content through daily activities and furthers a child's physical, cognitive, and social development.

Generally, preschool curricula are only recognized by governments if they are based on academic research and reviewed by peers. Preschool for Child Rights have pioneered into preschool curricular areas and is contributing into child rights through their preschool curriculum.

**(4)**



## **Curricula in early childhood care and education:**

Curricula in early childhood care and education (ECCE) is the driving force behind any ECCE program. It is 'an integral part of the engine that, together with the energy and motivation of staff, provides the momentum that makes programs live'. It follows therefore that the quality of a program is greatly influenced by the quality of its curriculum. In early childhood, these may be programs for children or parents, including health and nutrition interventions and prenatal programs, as well as center-based programs for children.

(5)

### **Orphan education**

A lack of education during the early childhood years for orphans is a worldwide concern. Orphans are at higher risk of "missing out on schooling, living in households with less food security, and suffering from anxiety and depression." Education during these years has the potential to improve a

child's "food and nutrition, health care, social welfare, and protection." This crisis is especially prevalent in sub-Saharan Africa which has been heavily impacted by the aids epidemic. UNICEF reports that "13.3 million children (0-17 years) worldwide have lost one or both parents to AIDS. Nearly 12 million of these children live in sub-Saharan Africa." Government policies such as the Free Basic Education Policy have worked to provide education for orphan children in this area, but the quality and inclusiveness of this policy has brought criticism.

**Barriers and challenges:**

Children's learning potential and outcomes are negatively affected by exposure to violence, abuse and child labour. Thus, protecting young children from violence and exploitation is part of broad educational concerns. Due to difficulties and sensitivities around the issue of measuring and monitoring child protection violations and gaps in defining, collecting and analysing appropriate indicators, data coverage in this area is scant. However, proxy indicators can be used to assess the situation. For example, ratification of

relevant international conventions indicates countries' commitment to child protection. By April 2014, 194 countries had ratified the CRC3; and 179 had ratified the 1999 International Labor Organization's Convention (No. 182) concerning the elimination of the worst forms of child labor. However, many of these ratifications are yet to be given full effect through actual implementation of concrete measures. Globally, 150 million children aged 5–14 are estimated to be engaged in child labor. In conflict-affected poor countries, children are twice as likely to die before their fifth birthday compared to those in other poor countries. In industrialized countries, 4 per cent of children are physically abused each year and 10 per cent are neglected or psychologically abused.

In both developed and developing countries, children of the poor and the disadvantaged remain the least served. This exclusion persists against the evidence that the added value of early childhood care and education services are higher for them than for their more affluent counterparts, even when such services are of modest quality. While the problem is more intractable in developing countries, the developed world

still does not equitably provide quality early childhood care and education services for all its children. In many European countries, children, mostly from low-income and immigrant families, do not have access to good quality early childhood care and education.

(6)

### **History of early childhood care and education**

The History of early childhood care and education (ECCE) refers to the development of care and education of children between birth and eight years old throughout history. ECCE has a global scope, and caring for and educating young children has always been an integral part of human societies. Arrangements for fulfilling these societal roles have evolved over time and remain varied across cultures, often reflecting

family and community structures as well as the social and economic roles of women and men. Historically, such arrangements have largely been informal, involving family, household and community members. The formalization of these arrangements emerged in the nineteenth century with the establishment of kindergartens for educational purposes and day nurseries for care in much of Europe and North America, Brazil, China, India, Jamaica and Mexico.

State-led expansion of ECCE services first emerged in the Russian Federation in the early twentieth century as part of the socialist project to foster equal participation of women and men in production and in public life, and to publicly provide education from the youngest possible age. This development extended to socialist or former socialist countries such as Cambodia, China and Viet Nam. France was another early starter having integrated pre-school into its education system as early as 1886 and expanded its provision in the 1950s. In real terms, the significant expansion of ECCE services began in the 1960s with the considerable growth in women's participation in the labor market and extensive

developments in child and family policies in Europe and the United States of America.

(7)

### **ECCE development in 1990s**

The 1990s opened a new page in the history of the development of ECCE catalyzed mainly by the rapid and successive ratification of the 1989 United Nations Convention on the Rights of the Child (CRC). By its explicit mention of 'the child' – meaning every human being under the age of eighteen or majority – the CRC reinforced the 1960 UNESCO Convention and Recommendation against Discrimination in Education which should have covered young children in any case. With its moral force and near universal ratification, the CRC formally recognized children as holders of rights to survival and development, to be heard and to participate in decisions affecting them in accordance with their evolving capacities with their best interests and nondiscrimination as overarching principles. While the CRC in Article 18 also recognizes the primary role of parents and

legal guardians in the upbringing and development of children, it obliges States Parties to help them carry out these duties.

The second boost to the development of ECCE was the adoption of the World Declaration on Education for All (EFA) in March 1990 in Jomtien, Thailand. Reflecting General Comment 7, the Jomtien Declaration explicitly stated that 'learning begins at birth', and called for 'early childhood care and initial education' (Article 5). This novel recognition of ECCE as an integral part of basic education featured again in the major goals adopted at the 1990 UN World Summit for Children. Ten years later, in 2000, this expanded vision of basic education was reaffirmed in the Dakar Framework for Action on EFA, adopted at the World Education Forum as the first of the six EFA goals: 'Expanding and improving comprehensive ECCE especially for the most vulnerable and disadvantaged children'. Regrettably, unlike other EFA goals, this was stated as a broad and aspirational goal without numerical targets or clear benchmarks.

(8)

### **ECCE Development in the 21<sup>st</sup>. century**

ECCE was further reinforced by the Millennium Development Goals (MDGs), albeit only partially. Adopted at the UN Millennium Summit in 2000, two of the MDGs had direct relevance to early childhood development:

- (i) improving maternal health, with the targets of reducing the maternal mortality rates by three quarters and providing universal access to reproductive health (MDG4), and
- (ii) reducing the under-five mortality rate by two-thirds between 1990 and 2015 (MDG5). Thus, the child and maternal health aspects of ECCE became part and parcel of a global 'effort to meet the needs of the world's poorest' while childcare and early education aspects were left out.



In recent decades, ECCE has further received attention from diverse stakeholders including research communities, civil society and intergovernmental organizations which furthered understanding of its holistic and multisectoral nature. Research continues to document the multifaceted development benefits of ECCE for health, education, social and emotional well-being, social equity and cohesion, the economy, employment and earnings.

# Grammar

## Unit 1

### The Definite 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 sugar-coated.

- *"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 Netherlands) 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**

*-Fill in the gaps with 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..... 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.....  
..... international 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 2**

### **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 3

### 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 and 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 4

### 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 were .....than 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 you 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 run .....the 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 in .....hotel 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 are .....news 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 is .....the 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 out 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 is .....for 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 is .....deep for the little boys.....to swim  
in.

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

## **Unit 5**

### **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 "بكد" or "يجد أو", while "**hardly**" is a negation 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  
ووحسنا/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-She .....stays at home.
- 6-He came to the party so.....
- 7-I haven't read this story which has .....been published.
- 8-I have just met him. He is working.....
- 9-Go on .....boy. You can do it.
- 10-Everybody knows him well. He is .....known.

### 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:**

- 1- نادرا ما يسهر حتى وقت متأخر من الليل.
- 2- يبذل جهدا بالغا في المذاكرة لكي ينجح.
- 3- اشتغلت بجد ليلة أمس.
- 4- لم يكد يفهم الدرس.
- 5- نادرا ما ينامون بالليل بسبب الضوضاء.
- 6- إنه في الغالب أعمى.
- 7- نادرا ما أخرج بالليل.
- 8- لا يتوفر لدى أي طعام بالبيت (أعانى من ندرة الطعام في بيتي).
- 9- لا يتحرك (لا يطير) هذا الطائر بجناحيه.
- 10- لا يرى أحدا الأخر إلا نادرا.

## Unit 6

### Proper nouns أسماء العلم

- Names of countries and persons are either translated or transliterated (تعرب أو تغرب إلى اللغة الأخرى). See how the following proper nouns are done into Arabic:

Gandhi	غاندي	Charles	تشارلز / شارل
Shakespeare	شكسبير	Dickens	ديكنز
Elizabeth	إليزابيث	Jack	جاك
England	إنجلترا	The River Nile	نهر النيل
The Thames	نهر التايمز	Tripoli	طرابلس
Sidon	صيدا	Gibraltar	جبل طارق
Comoro Islands	جزر القمر	Hungary	المجر
The Swiss	السويسريون	The Lebanese	اللبنانيون

## Unit 7

### Active and Passive Voice

- *The passive voice is formed by putting the object 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 when they do not add any clarification to the sense.*

#### 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 and doing the necessary changes:*

- 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 (بواسطته).

2-An innocent man was hanged by them. (or An innocent man was hanged.)

أعدم رجل بريء بواسطتهم.

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.

دائماً ما يعجب الناس بهذا التمثال.

5-Jerusalem would be restored by the Arabs.

استعيدت القدس بواسطة العرب.

- *It deserves to be mentioned here 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:*

1- صبغ لحيته بنفسه.

-3

2- أعدموا رجل بريء.

يستطيع الميكانيكي إصلاح السيارة

4- دائماً ما يحوز هذا التمثال على إعجاب الناس.

5- أستعاد العرب القدس.

## Unit 8

**though, although, even though,  
however, in spite of, despite, but**

- *These words are used to join 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, using any of the appropriate conjunctions explained above. The first five ones have been done for you.

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.

6-Today, the weather is windy. The weather is very hot.

7-He was so tired. He insisted on finishing his work.

8-The story seems very simple. The story is complicated.

9-You have to buy this rare, old car. It costs you much money.

10-The school rules should not be broken. Some students break them.



## Unit 9

### Neither.....no

- "*Neither.....nor*" is used to connect two negative sentences. Notice the necessary changes in this respect:

#### 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.

## Unit 10

### Wh-questions

#### Wh الأسئلة التي تبدأ بـ

- These type of questions are formed by beginning the question with these different question words:

Who (من للفاعل العاقل)  
Whose (من للملكية)  
Which (من لغير العاقل)  
Where (أين)  
Why (لما/لماذا)

Whom (من للمفعول العاقل)  
What (ما/ماذا لغير العاقل)  
When (متى)  
How (كيف)

#### **Examples:**

- 1-Who broke (or did break) the window?
- 2-What has happened?
- 3-Whose books are these?
- 4-Which is your car?
- 5-When are you leaving?
- 6-Where do you live?
- 7-Why are you laughing?

## Exercise

*Make Wh/questions out of the various following statements or answers:*

1-He is my father.

2-He works as a technician.

3-This book is mine.

4-she is staying in the next flat.

5-The train moves after 5 minutes from now.

6-He couldn't solve the problem because he is foolish.

7-There are two books left on my desk.

## Unit 11

### Tag Questions

- A tag question is a short question used at the end of a sentence. It begins with an auxiliary verb in the same tense of the main verb in the sentence. If the sentence is in a negative form, the tag question should be positive, and vice versa. The meaning of a tag question depends on the intonation of saying it. When someone says it in a going-down voice, he/she is not asking a question to be answered, but rather asks someone else to agree with him/her; and when the voice of saying it is raised up, it becomes a real question that needs an answer with "yes,.. " or "no,..." The underlined part in each of the following examples is called a "a tag question tag," which varies according to the meaning to be conveyed to the listener:

#### Examples:

1- William was one of the pioneers in science fiction, wasn't he? (for emphasizing an idea; the answer should be "Yes" or "Of course" = He was)

كان وليم واحد من الرواد (الأوائل) في قصص الخيال العلمي، أليس كذلك؟

2-He achieved a great success, didn't he?

لقد حقق نجاحا كبيرا (عظيما)، أليس كذلك؟

3-The weather is marvelous, isn't it?

الجو رائع، أليس كذلك؟

4-Let' go fishing, shall we? (tag questions for suggestion normally start with "shall + the personal pronoun)

هيا نذهب لصيد الأسماك، هل يمكننا ذلك؟

5-Stop doing this anymore, will you? (or 'could you? and can you? May be also used with such imperative contexts)

لا تفعل ذلك مرة ثانية، أيمكنك ذلك؟

6-You haven't finished reviewing the paper the tonight, have you? (it said with a high intonation)

- No, I am afraid I haven't.

7-You wouldn't have ten pounds, would you? (high intonation)

- Yes, here you are.

8-You couldn't help me, could you? (high intonation)

- It depends what it is.

9-You don't know where my boy is, do you? (high intonation)

-Sorry, I have no idea.

10-I am ready, aren't I? (aren't I? can be used instead of "Am I not?" Both are equal in meaning)

- Yes, I am.
- Yes, you are. (If you are waiting for the response of someone watching you)

### **Exercise**

*-Fill in the blank with a right tag question:*

- 1-He was a most decent person, .....?
- 2-We want to go out together, .....?
- 3-Shut the door,.....?
- 4-Leave it as it is, .....?
- 5-You are very cunning,.....?
- 6-Let's sing together,.....?
- 7-I am very serious,.....?
- 8-She is too thin,.....?
- 9-You won't mind if I leave the window open,.....?
- 10-Stop harassing me all the time,.....?