



وزارة التعليم العالي والبحث العلمي  
الجامعة التقنية الجنوبية  
المعهد التقني العمارة  
قسم تقنيات التمريض



الحقيبة التدريسية لمادة

# اللغة الانكليزية

## الصف الاول

تدريسي المادة  
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الفصل الدراسي الثاني

## جدول مفردات مادة ..اللغة الانكليزية.....

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Giving direction .Translation, preposition ,there is and there are	١
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الهدف من دراسة مادة .. اللغة الانكليزية..... (الهدف العام):

تهدف دراسة مادة .. اللغة الانكليزية..... للصف ...الاول..... الى:

(١) .....

(٢) .....

(٣) .....

(تذكر الأهداف الموجودة في الخطط الدراسية او مفردات المنهج)

### الفئة المستهدفة:

طالبة الصف ...الاول..... / قسم ...التمريض.....

التقنيات التربوية المستخدمة:

١. سبورة واقلام
٢. السبورة التفاعلية
٣. عارض البيانات Data Show
٤. جهاز حاسوب محمول Laptop

# **1-Leson one (Translation,there is and there are prepositionsand giving direction)**

## **Introduction :**

English language is very important in the medical field ,because it is necessary for graduates of medical specialties so that the patient does not understand some details about his medical record and thus reflect on his health condition.

## **1-Educational aims**

The current lesson includes many aims and they are:

- 1-The current lesson includes an idea about translation and the principles of translation from Arabic to English and vice versa.
- 2- The use of prepositions and their types and how to use them in the sentence.
- 3-The use the use of there is and there are in English language
- 4- The application of giving direction in order to guide the Lerner how to describe the places when meets someone and giving him a direction for some places .

## **2-Times of the lesson: Two hours**

### **3- Activities of the Lesson:**

2-The teacher stars his lesson by introducing the main details that related to all the fourth parts of this lesson.

2-Imagen your friend call you and ask you about the place of educational hospital in your city because your friend is a strange person in your city and he could not know the way to reach this hospital ,the question is how could you inform him the good way to reach the hospital.

2-Home work: You have four exercises in this lecture, you should answer them as a home work for the next lecture.

3-we have lecture about the current lecture, this lecture should be presented by me in Google meet, I invite you to attend this lecture this night at nine o'clock. Letter I provided you with the link of this lecture

### **4-Styles of evaluation:**

1- There are something inside your class , try to apply there is and there are to express on these things.

2-Now,I provided you with some Arabic sentences and I ask you to answer these sentences.

- 2-Since you write group of sentences in the first item, therefore , I ordered you orally to read these sentences because there is no have enough time.
- 3- we have three sentences in Arabic sentences , try to translate these sentences and apply a suitable prepositions.
- 4-Now, I am going to answer some questions that presented in this lesson.

## **٥- Titles of the lecture: This lecture includes the following**

- 1-Translation
- 2-prepositions
- 3-There is and there are and their applications in the sentences
- 4- giving direction
- 5-some exercises in English language so as to apply all the details that presented in this lecture.

## **Details of the lesson**

### **الترجمة: Translation**

عند التحدث والترجمة من اللغة العربية الى اللغة الإنكليزية يجب اتباع الاتي:  
 ١- اذا كانت الجملة في اللغة العربية تحتوي على فعل فأنا نقوم بذكر الفعل بنفس زمنه في اللغة الإنكليزية حيث اذا كان ماضي نذكره بالماضي واذا كان مضارع نذكره بنفس الزمن وهو المضارع وكذلك بالنسبة للمستقبل.

مثال: تعيش الاسود في الغابة: lions live in the forest  
 والملاحظة المهمة انه اذا ذكرت الفعل بالمضارع بالنسبة للغة الإنكليزية فيجب الانتباه الى الفاعل, فاذا كان ضمير ( he ,she ,it ) أو اسم مفرد (Ali) فيجب اضافة (s) الشخص الثالث للفعل مثل: he plays football very well.  
 اما اذا كان الفعل بالمضارع والفاعل ضمير الجمع (I , you , we , they) او اسم جمع مثل مهندسون فأنا نجرد الفعل من اي (s).

اما اذا كان زمن الجملة في اللغة العربية بالماضي فأنا نترجم تلك الجملة الى الزمن الماضي ونستخدم الفعل في زمن الماضي لتلك الجملة, وفي حالة كون الجملة مكتوبة في اللغة العربية على النحو الاتي: سافرت الى البصرة قبل يومين, فان ترجمة كلمة قبل الى اللغة الإنكليزية معناها ( ago )

وعليه تكون ترجمة الجملة أعلاه على النحو التالي: I traveled to Basra two days ago .  
 اذا كانت الجملة في اللغة العربية خالية من الفعل مثلاً انا قوي, هذه السيارة جديدة , فلأجل الترجمة يجب ان نضيف احد الافعال المساعدة التي تناسب الزمن للجملة وكذلك الفاعل (مفرد او جمع, اسم أو ضمير). ولغرض ترجمة الجمل أعلاه فنقول: I am strong و this car is new .

**ملاحظه: ان استخدام الافعال المساعدة في الجملة في اللغة الإنكليزية هو عندما تنتهي الجملة باسم او صفة او ظرف.**  
**ترجم الجمل الآتية الى اللغة الإنكليزية:** علي مريض , انا فخور ببلدي , القدح مملوء بالماء , هذه الساعة جديدة , انا مستعد لا ساعدك , الطلبة في الصف  
 الحل:

١- Ali is ill ٢- I am proud of my country ٣- The class is fill of water ٤- This watch is new-  
 ٥- I am ready to help you ٦- Students are in the class  
 تطرقنا في الجمل اعلاه الى استخدام الافعال المساعدة في الزمن المضارع وهذا ينطبق على الافعال المساعدة في الزمن الماضي وهما:  
 ( was ,were ). ومن يحدد استخدام هذه الافعال هو زمن الجملة كما في المثال الاتي :كانت مريض البارحة , وعند الترجمة نقول:

She was ill yesterday  
 وعلى من يقوم بعملية الترجمة ان يكون لديه الامام الكامل بالمفردات والافعال والظروف الزمانية التي تستخدم مع الجمل في الزمن المضارع او الزمن الماضي او المستقبل, وخير مثال على الزمن المستقبل عند قولنا سأسافر الى بغداد غدا وعند الترجمة نقول:

I will travel to Baghdad tomorrow

ولأجل تذكير الطالب بأن الظروف التي تستخدم مع الزمن المضارع هي: today , at this moment , now وكذلك الظروف التكرارية وهي: usually , always , often , sometimes , occasionally , generally , seldom and never  
اما الظروف التي تأتي مع الجملة في الزمن الماضي هي: yesterday , last year , last month , last Friday , two days ago .

والظروف التي تستخدم مع زمن الجملة في المستقبل هي: tomorrow , next day , next month .  
والافعال التي تستخدم مع المستقبل البسيط هي: will , shall , must and can وعند المستقبل في الماضي البسيط هي: should , would and could.

ان هذه المعلومات البسيطة التي ذكرت هي من باب التذكير وان هذه المعلومات سبق وان مر الطالب عليها في الدراسة الاعدادية ونحن ليس في صلب تدريس الطالب القواعد التي يجب ان يعرفها حول الجمل, ولكن ان نعلم الطالب بعض الامور البسيطة التي يجب ان يعرفها بشأن الترجمة وان عملية الترجمة لا يمكن تدريسها من خلال فقرة ذكرت في المحاضرة الاولى التي تتناول عدة فقرات ومنها استخدام ( there is and there are ) وكذلك كيفية استخدام بعض العبارات التي يجب ان نستخدمها فقرة (direction) وتطبيقاتها في الحياة اليومية في مسألة كيفية ارشاد شخص حول عنوان معين وكيفية بدء الحوار لغرض معرفة مكان ما على سبيل المثال , ناهيك عن فقرة الصوت (pronunciation) وكل هذه المحاور التي تتضمنها المحاضرة الاولى لا يمكن ومن المستحيل ان ينفذها تدريسي في محاضرة واحدة لا كننا ضمن الحد المعقول ومن ضمن خبرتنا في مجال التدريس سنحاول ان نعطي بعض الامور وبصورة ملخصة للمحاضرة الاولى والا ان كل فقرة من فقرات المحاضرة الاولى لا يمكن الخوض بكل تفاصيلها لان كل محور يحتاج الى محاضرات بحد ذاتها ولا كننا نفهم قصد المؤلف في وضع مفردات المحاضرة الاولى, ان سبب ذكري لهذه التفاصيل هو لأجل تعريف المختصين في اللغة الانكليزية بأن المحاضرة الاولى تتناول عدة محاور وان الترجمة هي احد تلك المحاور في هذه المحاضرة واننا تناولنا محور الترجمة بشيء من الاجاز لكي نغطي كل محاور المحاضرة الاولى لقسم للصف الاول من قسم تقنيات التمريض, وعموما ارجع الى مسألة الترجمة وفي جانبها الثاني هو كيفية ترجمة الجملة الفعلية في اللغة العربية الى اللغة الانكليزية وبهذا الخصوص على الطالب معرفة زمن الجملة هل هو ماضي ام مضارع ام مستقبل قبل الخوض في ترجمة الجملة من اللغة العربية الى اللغة الانكليزية. وفيما يلي تمارين تطبيقية لهذا الامر:

### Exercise 1: translate the following sentences from Arabic In to English language

- ١- اكتب درسك الان ٢- سلمى طالبة مجدة ٣- انا انتظرك في المحطة غدا ٤- درس الطالبة الدرس ٥- انا اعطني بالمريض ٦- يجب عليك ان تعطي المحلول ببطيء في الوريد ٧- انها ممرضة جيدة ٨- خذ الكبسولة ثلاث مرات باليوم ٩- عليك برج المحلول قبل تناوله ١٠- اتبع ارشادات الطبيب في العلاج ١١- يشعر المريض بالتحسن ١٢- ينظف الممرض الجرح بعناية جيدة ١٣- لا تتأخر عن عملك ١٤- الراحة ضرورية للمريض ١٥- قياس العلامات الحيوية ضروري جدا

### حلول الترجمة للتمرين الاول:

- 1-Write your lesson now?
- 2-Salma is active student.
- 3-I will wait you at the station tomorrow.
- 4-The student studies seriously.
- 5-I take care of the patient.
- 6-You have to give the solution very slowly.
- 7-She is a good nurse.
- 8-Take the capsules three times a day.
- 9-You should shake the solution before use it.
- 10-you should follow doctor's instruction on the treatment.
- 11-The patient feels good.
- 12-The nurse cleans the wound with a good care,
- 13-You should not be late to the your work.
- 14-Rest is very necessary for the patient.
- 15-Masuring of vital signs are very necessary.

### Exercise 2: Complete the following sentences with ( help, are ,is, have ,take, clean ,work) .

- 1-The doctors--work----at hospital.
- 2- I can --help----sick person.
- 3-There -are----many patients in the surgery word.
- 4-My friend --is---a good nurse.
- 5-I feel pain because ,I--have-----a bad teeth.
- 6---Take-----the medicine every three times a day.

7-----clean----the wound every day?

**Exercise 3: Choose the appropriate choice to complete the following sentences.**

- 1-She -does not----leave their the patients. (don't, doesn't)
- 2-We--are----in the hospital now. (were , are).
- 3-you---have to----help the sick person.(must, have to).
- 4-I ----am-----assist the person who fells fracture in his leg. (am, are).
- 5-The patient-----left-----the hospital yesterday. (left, leave, leaves).
- 6-My duty ---is-- to help the human every were. (is, are).
- 7-You -should---do this exercise. ( should, may, must).
- 8-Take this--capsule---every three times. ( capsule ,dress, bandage).
- 9-The doctor asks me to change the dressing---every day----- (every day, every month).
- 10-She is-----engineer.(a ,an).
- 11-I clean my teeth------(two times, three times, all the times).
- 12-You must----- the wound( clean, fixed, leave).
- 13-Helping the sick persons -----a good job in the world.(was, were).
- 14-I eat-----apple every were ,leave-----doctor away.(the ,an ,a).
- 15-Where ----the needle? (are ,is).
- 16-Take---- pill every time(an, the ).

**English language /first lecture/ There is ,and There are**

**There is and there are** :They are represented the basic thing of grammar rules in English language:

1. **There is** :It is used for singular noun whether this noun is countable or uncountable .

- There is a book on the table .
- There is a dog in the garden in the cage .

There is can be used to describe some things which can be used for one purpose as in:

- There is a pen, pencil ,and a ruler on the desk.
- There is a cat and a bird in the cage.
- there is chicken ,and vegetables in the pot.

**Note 1** : if the noun is singular and countable , it must precede by(a, an ,and the)

(A) is preceded the singular noun which started by consonant letter as in( c, d, k, m, no----etc)  
whereas if the nouns is started by vowel letter as in(I ,e ,o ,u, a) the noun should precede by (an)

**Examples** :There is a book on the table .

- There is an apple in the refrigerator.
- There is some milk in the fridge.( milk is uncountable noun).
- The book is on the table.

**2. There are** :It is used for the countable nouns.

- There are two books on the table
- There are some dogs in the garden
- There are a few apples in the basket

It is also preceded the numbers when the numbers are used to describe something as in:

- There are nine students in the classroom.
- there are three cars in the park.
- there are three nurses in the surgery ward.

**Note 2: WE use ( the) in front of the countable noun in the singular or plural form as in:**

**Examples:**

- 1-**The** students are there.
- 2-**The** farmers are in **the** garden
- 3- **The** nurse is in **the** room.
- 4-**The** boy feels happy.

**Note 3: we used (the) after the preposition in the sentence.**

Example: There are some books in **the** desk.

## **Exercises on the "there is and there are**

### **Activity 1 : Write "There is / There are"**

- a.- \_\_\_\_\_ six bananas in the bag.
- b.- \_\_\_\_\_ three buses at 11:30.
- c.- \_\_\_\_\_ tigers in the zoo.
- d.- \_\_\_\_\_ a pencil in the pencil case.
- e.- \_\_\_\_\_ a red telephone on the desk.
- f.- \_\_\_\_\_ some books in the library.
- g.- \_\_\_\_\_ a dog in the garden.
- h.- \_\_\_\_\_ eleven players in a football team.
- i.- \_\_\_\_\_ parks in London.
- j.- \_\_\_\_\_ students at school

### **Activity 2: Write in order:**

- a.- There dog home at a is.
- b.- is a park There big
- c.- seven in There week are days a.
- d.- twenty There are students. e.- is little a There baby.
- f.- are There three cats.
- g.- at is There train 10:00 a.
- h.- 30 September are days There in.
- i.- books the five table There are on.
- j.- is pencil my in There a bag



### **Activity 3: Write about your classroom**

1.- There is a brown door in my classroom.

2.- There are \_\_\_\_\_.

3.- There is -----

4.- There are \_\_\_\_\_.

5.- There is \_\_\_\_\_.

6.- There are \_\_\_\_\_.

7.- There is-----

8.- There are \_\_\_\_\_.

9.- There is -----

10.-There are \_\_\_\_\_

### **Activity 4: Correct the mistakes**

a.- There are a television at home.

b.- There is some flowers.

c.- There is a computers in class.

d.- There are a poster in my bedroom.

e.- There are a bed in the room.

f.- There is two radios on the table.

g.- There are a fridge in the kitchen.

h.- There is 24 hours in a day.

i.- There are a photograph of Tim.

j.- There are a big cinema in town.

### **Activity 5: Match list A with List B**

#### **List A**

a.- There are seven days

b.- There are 365

c.- There are 31 days

d.- There are twenty-six letters

e.- There are twenty-four hours

#### **List B**

1.- in a month.

2.- in a week.

3.- in a football team.

4.- in the Solar system.

5.- in the English alphabet.

- f.- There are one hundred years
- g.- There are eleven players
- h.- There are nine planets
- i.- There are 60 seconds
- j.- There are five players

- 6.- in a basketball team.
- 7.- in a year.
- 8.- in a day.
- 9.- in a century.
- 10.- in a minute

## **2-Lesson two** (Word group& using was and were)

### **1-Aims of the lesson:**

This lesson aims at:

- 1-Identifying the words group(types of phrases in English).
- 2-Applying specific subject in writing.
- 3- identifying the application of was and were as two verbs in the simple past sentences in past continuous sentences

### **٢-Time: Two hours**

### **3-Activities:**

- 1-The teacher states the main details of this lesson
- 2-(How do you apply was and were in simple past tense)
- 3- Imagine yourself in Al-Rashid street, try to describe the main detail in this street in general, please specify your answer as much as possible in oral way.
- 3-Home work: try to write about a famous personality ,as well as you must answers all the question that provided you in this lecture.

**Note:** I would like to inform you that there is an electrical lecture which presented on googol meet at nine o'clock this evening about this lecture.

### **4-Styles of Evaluation:**

- 1- Show me the different types of phrases and how they work in the sentences.
- 2-Here are some sentences on the types on phrases , identify types of these phrases.

### **5-Details of the lesson:**

#### **1-Word group**

In **grammar**, a **word group** is a set of words that function together as a single unit within a sentence. It does not necessarily form a complete sentence but plays a specific grammatical role. There are several types of word groups:

- 1. **Noun Phrase (NP)** – Acts as a noun in a sentence.
  - Example: *The black cat* is sleeping.
  - (*The black cat* = noun phrase, subject of the sentence).

- 
- 2. **Verb Phrase (VP)** – Consists of a main verb and its helping verbs.
  - Example: She *is writing a letter*.
  - (*is writing* = verb phrase).
  -
- 3. **Adjective Phrase (AdjP)** – A group of words that describe a noun.
  - Example: The test was *very difficult*.
  - (*very difficult* = adjective phrase modifying "test").
  -
- 4. **Adverb Phrase (AdvP)** – A group of words that modify a verb, adjective, or another adverb.
  - Example: He ran *extremely fast*.
  - (*extremely fast* = adverb phrase modifying "ran").
  -
- 5. **Prepositional Phrase (PP)** – Begins with a preposition and includes an object.
  - Example: The book is *on the table*.
  - (*on the table* = prepositional phrase showing location).

Here's a more detailed explanation with additional examples for each type of **word group** in grammar:

## 1. Noun Phrase (NP)

A **noun phrase** consists of a noun (or pronoun) and its modifiers (adjectives, determiners, or other words). It functions as a subject, object, or complement in a sentence.

**Examples:**

- **Subject:** *The tall boy* won the race. (*The tall boy* is the subject.)
- **Object:** She bought *a red dress*. (*a red dress* is the object.)
- **Complement:** My favorite food is *spaghetti*.

## 2. Verb Phrase (VP)

A **verb phrase** contains a main verb and auxiliary (helping) verbs. It can also include objects and complements.

**Examples:**

- She **has been studying** all night. (*has been studying* = verb phrase)
- They **will arrive** soon. (*will arrive* = verb phrase)
- He **wrote a letter** to his friend. (*wrote a letter* = verb phrase including the object)

## 3. Adjective Phrase (AdjP)

An **adjective phrase** consists of an adjective and its modifiers, describing a noun.

**Examples:**

- The weather is *too cold to go outside*. (*too cold to go outside* = adjective phrase modifying "weather")
- That dress is *very beautiful*. (*very beautiful* = adjective phrase describing "dress")

- The task seemed *quite difficult*.

#### 4. Adverb Phrase (Adv P)

An **adverb phrase** consists of an adverb and its modifiers. It describes a verb, adjective, or another adverb.

##### Examples:

- She speaks *very softly*. (*very softly* = adverb phrase modifying "speaks")
- He finished the work *surprisingly quickly*. (*surprisingly quickly* = adverb phrase modifying "finished")
- The car moved *as fast as possible*.

#### 5. Prepositional Phrase (PP)

A **prepositional phrase** consists of a preposition and its object (a noun or pronoun). It provides information about place, time, direction, etc.

##### Examples:

- The keys are *on the table*. (*on the table* = prepositional phrase showing place)
- She arrived *after the meeting*. (*after the meeting* = prepositional phrase showing time)
- They walked *through the park*. (*through the park* = prepositional phrase showing direction)

#### Exercise 1 state kinds of the phrase in the following sentences:

1-*The tall boy* won the race.

2-*He wrote a letter* to his friend.

3- The dress is *very beautiful*.

4-She speaks *very softly*.

5- The keys are *on the table*

#### 2-Using was and were:

We use the simple past to talk about finished actions that happened in the past.

##### B. Time Markers( adverbs of time). In the past

Words that show the time of an action are called "time markers". Common time markers for the simple past are : yesterday, last, ago, and when.

##### **Time Marker Examples**

**yesterday** • I walked my dog yesterday.

- He called me yesterday morning.

**last** • They went to the movies last night.

- Our company hired 20 new employees last year.

**ago** • She got a new job two months ago.

- **Six weeks ago**, we moved to New York.

**when** • My brother learned to ride a bike when he was four years old.

- When I graduated from university, I applied for many jobs.

### **C. Form**

A common way to form the simple past is to add -ed to the end of a verb.

These verbs are called “regular verbs”.

Other verbs have many kinds of changes.

They are called “irregular verbs”.

### **D. Regular Verbs**

To form the past tense of regular verbs, add -ed to the base verb.

#### **Type of Sentence Pattern Examples**

Positive base verb + -ed

- I talked to my friends for hours yesterday.
- They worked until 7:00 pm last night.
- She tried to help me two weeks ago.
- My coworkers completed the project.

#### **Negative did not / didn't + base verb**

- He did not study French at school.
- My classmates didn't like my speech.

#### **Question did + subject + base verb**

- Did you call me last night?
- Did she go on a trip last year?

#### **Wh- Question Wh- word + did + subject + base verb**

- When did you leave?
- How did they know about the test?

### **E. Irregular Verbs**

To form the past tense of an irregular verb, we must make a change (in the middle or ending) to the verb.

#### **\*Note:**

For a complete list of irregular verbs.

#### **Type of Sentence Pattern Examples:**

Positive various changes\*

- She wrote me a long email this morning.
- I ate an entire pizza on the weekend.
- The staff members met with the boss.
- They rode their bikes to school when they were young.

#### **Negative did not / didn't + base verb**

- He did not read the newspaper yesterday.
- My neighbors didn't pay their rent last month.

#### **Question did + subject + base verb**

- Did you tell her about your accident?
- Did they go shopping yesterday afternoon?

### **Wh- Question Wh- word + did + subject + base verb**

- When did you catch a cold?
- Why did you sing that song?

**Exercise: 1: Fill in the blanks: Put the correct past tense form of Be in the blanks below.**

**Example: Eva sick yesterday.**

- ١- We-----in the same class last year.
- ٢- -----tired after a long day at work.
- ٣- The weather----- beautiful yesterday.
- ٤- My teachers----- really good last semester.
- ٥- The children -----hungry after so much exercise.
- ٦- The wind----- very strong last night.
- ٧- She -----so happy last week.
- ٨- They -----nervous on the first day of school.
- ٩- Luckily, the windows -----closed during the rainstorm.
- 10- We -----very happy to get your invitation last week

**Exercise 2: Choose a verb from the list below to complete the following sentences. Write the verb in the past tense. Use each verb only once.( change, visit ,paint, travel, listen, help, arrive, learn, watch, play, wait).**

**Ex. I my visited friend in the hospital last night.**

- ١- The boys -----baseball in the field behind the school.
- ٢- Robert -----his wife wash the dishes.
- ٣- We -----our living room a soft blue color.
- ٤- Susan -----TV for two hours last night.
- ٥- We -----planes on the way to New York.
- ٦- She -----for him for 20 minutes at the coffee shop.
- ٧- He----- how to swim when he was a child.
- ٨- They -----all around the country three years ago.
- ٩- The students----- late for class.
- ١٠- We----- to the radio until midnight.

We use the simple past to talk about finished actions that happened in the past.

### **B. Time Markers( adverbs of time). In the past**

Words that show the time of an action are called "time markers". Common time markers for the simple past are : yesterday, last, ago, and when.

#### **Time Marker Examples**

**yesterday** • I walked my dog yesterday.

- He called me yesterday morning.

**last** • They went to the movies last night.

- Our company hired 20 new employees last year.

**ago** • She got a new job two months ago.

- **Six weeks ago**, we moved to New York.

**when** • My brother learned to ride a bike when he was four years old.

- When I graduated from university, I applied for many jobs.

### **C. Form**

A common way to form the simple past is to add -ed to the end of a verb. These verbs are called “regular verbs”. Other verbs have many kinds of changes. They are called “irregular verbs”.

#### **D. Regular Verbs**

To form the past tense of regular verbs, add -ed to the base verb.

#### **Type of Sentence Pattern Examples**

Positive base verb + -ed

- I talked to my friends for hours yesterday.
- They worked until 7:00 pm last night.
- She tried to help me two weeks ago.
- My coworkers completed the project.

#### **Negative did not / didn't + base verb**

- He did not study French at school.
- My classmates didn't like my speech.

#### **Question did + subject + base verb**

- Did you call me last night?
- Did she go on a trip last year?

#### **Wh- Question Wh- word + did + subject + base verb**

- When did you leave?
- How did they know about the test?

#### **E. Irregular Verbs**

To form the past tense of an irregular verb, we must make a change (in the middle or ending) to the verb.

#### **\*Note:**

For a complete list of irregular verbs.

#### **Type of Sentence Pattern Examples:**

Positive various changes\*

- She wrote me a long email this morning.
- I ate an entire pizza on the weekend.
- The staff members met with the boss.
- They rode their bikes to school when they were young.

#### **Negative did not / didn't + base verb**

- He did not read the newspaper yesterday.
- My neighbors didn't pay their rent last month.

#### **Question did + subject + base verb**

- Did you tell her about your accident?
- Did they go shopping yesterday afternoon?

#### **Wh- Question Wh- word + did + subject + base verb**

- When did you catch a cold?
- Why did you sing that song?

**Exercise: 1: Fill in the blanks: Put the correct past tense form of Be in the blanks below.**

**Example: Eva sick yesterday.**

- ١-We-----in the same class last year.
- ٢- -----tired after a long day at work.
- ٣-The weather----- beautiful yesterday.
- ٤-My teachers----- really good last semester.
- ٥-The children -----hungry after so much exercise.
- ٦-The wind----- very strong last night.
- ٧-She -----so happy last week.
- ٨-They -----nervous on the first day of school.
- ٩-Luckily, the windows -----closed during the rainstorm.
- 10- We -----very happy to get your invitation last week

**Exercise 2: Choose a verb from the list below to complete the following sentences. Write the verb in the past tense. Use each verb only once.( change, visit ,paint, travel, listen, help, arrive, learn, watch, play, wait).**

**Ex. I my visited friend in the hospital last night.**

- ١-The boys -----baseball in the field behind the school.
- ٢-Robert -----his wife wash the dishes.
- ٣-We -----our living room a soft blue color.
- ٤-Susan -----TV for two hours last night.
- ٥-We -----planes on the way to New York.
- ٦-She -----for him for 20 minutes at the coffee shop.
- ٧-He----- how to swim when he was a child.
- ٨-They -----all around the country three years ago.
- ٩-The students----- late for class.
- ١٠-We----- to the radio until midnight.

**٣-Writing:**

**Essay-about-princess-Diana**

**Early life and Education of Princess Dianna our society is built of women and men. This includes women and men from all over the world. Our country's founding fathers to our presidents. Normally, women did not get recognition in history as we do now. Women; Myself included are expected to cook, clean the house and have children .but we are more.**

**Exercise 1: Writing an essay on a famous person in your country**



### **3- Lesson three(Wh-question& every day English language)**

#### **1-Aims of the lesson:**

- 1-This lesson deals with the using of Wh-questions ,and every day English language .Wh-questions mean that the way in which we enable the learner to use these articles of questions in English language, because the learner of English language should get an idea to how to use these articles. We know that the learner can use Auxiliaries verbs to construct a question sentences or main verbs to do the same purpose.
- 2-The second aim of this lesson is to enable the learner to use everyday language which mean the language that people use in their daily lives. It is the language of conversation, of making friends, of doing business, and of getting around. It is different from the formal English that is used in academic writing or in professional settings.

#### **2-Activites:**

- 1-The teacher states the main details of the lesson
- 2-How do you use the Wh-Question in construct a sentence.
- 3-Invite your friend to make a completion between yourself and your friend to apply types of Wh-Question and then give a chance to count the number of true and false that you make in construct these sentences and also count the same number for your friend and compare between these attitudes.
- 4-Home work: In the next week there are some exercise in side this lecture, answers all of them.
- 5-The teacher can suggest a strategy of (video or picture prompts).  
In this strategy the teacher can show the students video clip or an interesting picture and ask the students to generate Wh-Question based on what they see. For example: who is in the picture? What are they doing? Where are they? And so on.

#### **3-Style of evaluation:**

- 1-The teacher presents the students with situation and asks the student to choose the suitable article of question which suits the situation in order to evaluate the student whether they understand the application of these articles or note.
- 2-the teacher refers to some things inside the class and ask the students to prepare suitable questions.
- 3-Present the student with situations and ask the student to comment on these situation in order to apply English in everyday life .This item mainly depended on the total number of the vocabularies that the students keep in his mind.

#### **4-Details of the lesson**

- 1-Wh-questions:

##### **Introduction**

Questions are a common part of conversations in English.  
It is important to learn how to ask and answer different types of questions.

The most common Wh- question words in English are: “who,” “what,” “where,” “when,” “why,” “which,” “whose,” and “how.”

Let’s take a closer look at each Wh- word with examples for context!

### **Who**

Use “who” to ask about a person.

#### **Examples:**

##### **Question**

##### **Answer**

Who is that?

It’s our new teacher.

Who did you invite to your party? I invited Maria, Lee, and Abdul.

### **What**

1-Use “what” to ask about a thing.

#### **Examples:**

##### **Question**

##### **Answer**

What is your favorite movie?

I love The Shaw shank Redemption.

What did you do last night?

I did my homework.

**2-“What” is often used with another word such as time (to ask about clock time).**

#### **Examples:**

##### **Question**

##### **Answer**

What time is it?

It’s 4:30.

What time does the show start? It starts at 8:00 pm.

3-“What” is also used before another noun to talk about a choice. It’s usually interchangeable with “which.”

#### **Examples:**

##### **Question**

##### **Answer**

What movie do you want to watch?

Let’s watch the new Star Wars.

Which movie do you want to watch?

Let’s watch the new Star Wars.

What kind of ice cream do you want?

I would like chocolate, please.

Which kind of ice cream do you want?

I would like chocolate, please.

### **Where**

Use “where” to ask about a place.

#### **Examples:**

##### **Question**

##### **Answer**

Where do you live?

I live in California.

Where is your school? It’s on Somerset Street.

### **When**

Use “when” to ask about time. When asking about clock time, it's usually interchangeable with "what time."

#### **Examples:**

##### **Question**

##### **Answer**

When do you start your new job? I start next month.

**Question****Answer**

When does the class start? It starts at 9:00 am.

What time does the class start? It starts at 9:00 am.

**Why**

Use “why” to ask about a reason.

**Examples:****Question****Answer**

Why do you like reading so much? I like it because I can learn new things.

Why did you call me? I called you to invite you to my party.

**Which**

Use “which” to ask about a choice.

**Examples:****Question****Answer**

Which do you prefer, chicken or steak? I prefer chicken.

Which dress did you decide to wear? I decided to wear the black one.

**Whose**

Use “whose” to ask about possession.

**Examples:****Question****Answer**

Whose book is this? It's mine.

Whose car did you borrow? I borrowed my friend's car.

**How to form Wh- questions using patterns**

There are two basic patterns you can use to form Wh- questions in English.

1. With no auxiliary

Wh- word + be + subject

Examples:

Who is that?

2. With auxiliary

Wh- word + auxiliary + subject + verb

**Examples:**

What do you want?

Why did you quit?

What's an auxiliary verb?

**Exercise:1 choose the correct option.**

1----what-----do you work?

a) what

b) Where

c) why

2-----how long-----have you worked there?

a) How much

b) How long

c) How many

3----who-----do you work with?

a) Who

b) When

c) what

4-----how----- do you get to supermarket?

a) Who

b) Where

c) How

o-----how many----are there in your office?

- |  |             |             |
|--|-------------|-------------|
| a) How much                                | b) How long | c) How many |
| 6-----when----- is your sister's birthday? |             |             |
| a) Who                                     | b) What     | c) When     |

**Exercise 2: complete the Sentences with Correct Wh-Questions.**

1. \_\_\_\_ is coming to the party tonight?
2. \_\_\_\_ did you eat for breakfast this morning?
3. \_\_\_\_ is the nearest grocery store?
4. \_\_\_\_ does the movie start?
5. \_\_\_\_ are you feeling sad?
6. \_\_\_\_ did you learn to play the guitar?
7. \_\_\_\_ won the race?
8. \_\_\_\_ are you studying in school?
9. \_\_\_\_ did you go on vacation last year?
10. \_\_\_\_ is your birthday?
11. \_\_\_\_ are the flowers wilting?
12. \_\_\_\_ can I improve my cooking skills?
13. \_\_\_\_ called you on the phone?
14. \_\_\_\_ is your favorite book?
15. \_\_\_\_ did you park your car?
16. \_\_\_\_ will the rain stop?
17. \_\_\_\_ did the computer crash?
18. \_\_\_\_ did you solve the math problem?
19. \_\_\_\_ is your best friend?
20. \_\_\_\_ does the concert end?
21. \_\_\_\_ are my keys?
22. \_\_\_\_ is the next train arriving?
23. \_\_\_\_ did you choose this restaurant?
24. \_\_\_\_ did you get here so fast?
- ٢٥ \_\_\_\_ is in charge of the project

**2-Everyday English language**

## **Section 1**

<b>Question</b>	<b>Answer</b>
What is your name?	My name is (your name).
How are you?	I'm fine.
Where are you from?	I'm from (place name).
Where are you staying?	I'm staying at (place name).
What is your nationality?	I'm Turkish. I'm coming from Istanbul.
What's your job?	I'm a teacher.
Where are you going?	I'm going to the hotel.
What do you do?	I'm working at the bank.
Where were you born?	I was born in Istanbul.
When were you born?	I'm born in 1998.

## **Section 2**

How old are you?	I'm 24 years old.
Where are they from?	They are from England.
Does your father have a car?	No, he doesn't.
Is there a restaurant near here?	Yes, there is one across the street.
Does he like fish?	Yes, he does.
When is your birthday?	My birthday is on June 1st.
Who is your favourite singer?	My favourite singer is (name).
What is your favourite football team?	My favourite football team is (name).
Are you single or married?	I am single.

Do you have a boyfriend?

I have a boyfriend?

### **Section 3**

what kind of food do you like?	I like fruits.
What kind of Films do you watch?	I like action films.
How do you go to work?	I go to work by train.
What time do you get up?	I get up about nine fifteen.
What time do you have breakfast?	I have breakfast at 9:30 am.
What time is it?	It's 10 O'clock.
What time did you get up yesterday?	I get up at seven O'clock yesterday.
What time do you go to bed?	I go to bed at 10 pm.
How tall are you?	I'm one meter seventy centimeter tall.
How much do you weigh?	I weigh eighty kilograms.

### **Exercise 1: Choose the correct answers.**

1. Do you work on Saturdays?

A - Yes, I work

B - Yes, I do

C - Yes, I am

2- How old are you?

A - No, I'm not

B - I'm 18

C - I'm a waiter

3. Do you have a brother?

A - No, I not have

B - No, they don't

C - No, I don't have

4. Where are they from?

A - There from Bath

B - They're from Bath

C - I'm from Bath

5. My name's John.

A - What's their name?

B - What's your name?

C - How's your name?

6. She's a doctor.

A - What's his job?

B - What's your job?

C - What's her job?

7. It's a notebook.

A - What's this in English?

B - What's in English?

C - What's it English?

8. Yes, I do. A

A - Have you got children?

B - Do you like your job?

C - How are you?

9. He's from Scotland.

A - Where's he from?

B - Where is she from?

C - Where does he live?

10. They are playing football.

A - What are you doing?

B - What are they doing?

C - What do you do?

### **Exercise 2 : Make question with: (who, whose, what , which ,when and whose)**

1- my favorite movie

- 2-I live in Baghdad
- 3-My class is started at 9:00 am
- 4- I called you to invite you to my party
- 5- I decided to wear the black dress.
- 6- I borrowed my friend's car.

## **4- Lesson four The pronunciation of (can-can't) & Request and offer:**

### **1- Aims:**

- 1-Pronunciation of can and cannot: We enable the students the suitable pronunciation of can and can't so as to avoid some mistake in speaking.
- 2-Request and offer: The second part of the lecture we provided the learner by the roles of applying request and offer and the purposes of using such as grammar style in English.

### **2-Time:Two hours**

### **3- Activities:**

- 1- Provided the students with "What can you do? -Class survey: this means ; Students will practice asking and answering questions using **“can”** and **“cannot”** to describe abilities.
- 2-The teacher asks the students to provided him with skills of muscular injection ampules by using can and cannot in constructing your sentences.
- 3-The teacher can classify the class in to two groups and provided each one by the following phrases ( speak ,play, cook , drive -----etc ) and ask the students to apply one of these phrases by using can for the first group and cannot for the second group.
- 4-Home work: The teacher asks the students to answer all the exercises in this lecture for the next week.

### **4-Style of evaluations:**

- 1-Teacher provided the student with :Swim for example and he asks the students to make question with can ; the answer of the student ; "I can swim" the teacher says good ,and in the second question he asks him to use the pronoun "he with can to construct sentences , the answer of the student; he can swims. It is not correct because we cannot finish the main verb "swim" with "s" when we use "can". This type of evaluation :Immediately feedback evaluation.
- 2-The teacher provided the students on the white board with correct and dis correct sentences and asks some of them to put line under the correct choice :Example:
  - 1- I can read quickly ( **correct- dis correct** ) sentences.

### **5-Details of the lesson:**

## **Titles:**

### **1- The pronunciation of (can-can't).**

### **2- Request and offer:**

#### **1-The pronunciation of can-can't:**

Modal verbs English are often used in questions of modals, making them essential for both written and spoken English. Through modals exercises, students can better understand the correct usage of modals in various situations. Engaging in a well-designed modals worksheet not only strengthens modals grammar but also builds confidence in both written and spoken English.

#### **How to pronounce CAN**

Here's how you can do it – the word “can” is also pronounced differently in fast spoken English!

We usually don't say can with a strong “a” sound. Instead, we say something like “kin” or “kn” – the word gets shortened, because the stress is usually on the main verb that comes after the word “can.”

Let me show you some examples to make it clearer:

- I can swim.  
*I kin swim.*
- You can call me anytime.  
*You kn call me anytime.*
- We can give you a ride.  
*We kn give you a ride.*

See how the word “can” sounds more like “kin”? Because the stress is on the main verbs, swim, call, and give.

This pronunciation of “can” more like “kin” also happens in questions with “can.”

Let's look at some of these:

Can you close the window?

Kinya close the window?

How can I help?

How kn I help?

Where can we buy tickets?

Where kn we buy tickets?

When you understand that “can” typically sounds like “kin” and “can't” typically sounds like can't, this will help you hear the difference.

#### **How to pronounce CAN'T**

Let's start with CAN'T. The main thing is that we don't pronounce the T like “t.” We don't usually say “can'T.” Instead, it sounds more like can't – the end of the word just stops suddenly; we simply cut off the sound quickly, instead of pronouncing a clear “t.” This happens with a lot of English words ending in “t.” We say hat, get, sit, and not haT , geT , siT.

So if you're expecting to hear a strong “t” sound at the end of can't – you won't. And this can be confusing – so how are you supposed to hear the difference between can and can't, if we don't pronounce the final T like “t”?



in British English, the words have different vowel sounds, and the final t in “can’t” is audible, so you could always try adopting a British accent! ;)

In USA accents, which I presume is what you’re concerned about, obviously context makes a big difference, but so does stress:

“I can help you”

“I can’t help you”

In the first, the “can” is short and unstressed; in the second, “can’t”, while similar phonetically, is longer and stressed more equally with “help”

in British English, can is pronounced "ken" normally and "kan" emphatically, and can't is nearly always "kaant."

### **Exercise 1: Fill in the blanks (can-can't) to complete the following sentences:**

1- I \_\_\_\_\_ go to work today because I’m sick.

٢. \_\_\_\_\_ your uncle speak Spanish? B: Yes, he \_\_\_\_\_

٣. No, my friend \_\_\_\_\_ drive, but he \_\_\_\_\_ ride a bicycle.

٤. We \_\_\_\_\_ go to the beach today because it’s raining.

٥. \_\_\_\_\_ they come with us to the store? B: No, they. \_\_\_\_\_

٦. Denise \_\_\_\_\_ play the piano. She knows how to play it.

٧. I already finished my work, so I \_\_\_\_\_ go home now.

٨. Excuse me, where \_\_\_\_\_ I buy a bus ticket?

9----- you help me with my homework?

١٠. Penguins \_\_\_\_\_ fly, but they \_\_\_\_\_ swim very well.

١١. I’m sorry, but I \_\_\_\_\_ believe what he said! He’s not telling the truth!

١٢. Henry \_\_\_\_\_ meet us tomorrow at three o’clock. We’ll meet him in the library.

١٣. My little brother \_\_\_\_\_ tell the time. Now he knows what time to watch TV!

١٤. \_\_\_\_\_ you see that bird? B: No, I \_\_\_\_\_. Where is it?

١٥. Do you think you \_\_\_\_\_ find your way home?

### **Exercise 2: Put in ‘can’ / ‘can’t’ / ‘could’ / ‘couldn’t’. If none is possible, use ‘be able to’ in the correct tense:**

١. -----you swim when you were?

٢. We \_\_\_\_\_ get to the meeting on time yesterday because the train was delayed by one hour.

٣. He \_\_\_\_\_ arrive at the party on time, even after missing the train, so he was very pleased.

٤. He’s amazing, he \_\_\_\_\_ speak 5 languages including Chinese.

٥. I \_\_\_\_\_ drive a car until I was 34, then I moved to the countryside so I had to learn.

٦. I looked everywhere for my glasses but I \_\_\_\_\_ find them anywhere.

٧. I searched for your house for ages, luckily I \_\_\_\_\_ find it in the end.

٨. She’s 7 years old but she \_\_\_\_\_ read yet – her parents are

getting her extra lessons.

٩. I read the book three times but I \_\_\_\_\_ understand it.

١٠. James \_\_\_\_\_ speak Japanese when he lived in Japan, but he's forgotten most of it now

١١. I \_\_\_\_\_ understand the chapter we had to read for homework. It was so difficult.

١٢. I \_\_\_\_\_ lift this box – it's too heavy! Would you help me?

١٣. Lucy \_\_\_\_\_ make it to our meeting after all. She's stuck in traffic at the moment.

14. John \_\_\_\_\_ play tennis really well. He's champion of his club.

١٥. Unfortunately, I really \_\_\_\_\_ sing at all! No-one in my family is musical either.

## **2-Request and offer:**

### **A-Request**

#### **Polite request (1)**

Can you	+ inf + me-----please ?
Could you	
Would you	

#### **Excise:**

1- give me that book (polite request)

**Answer:** Could you give me that book ,please ?

2-Give me this gloves (polite request).

**Answer:** could you give me this gloves , please?

#### **Polite request(2)**

**May I+ inf + your-----please ?**

3- Ex :See your passport.(polite request).

**Answer:** May I see your passport , please?

#### **Accept request:**

Yes, of course!

No problem .

Certainly

#### **Reject request:**

I'm afraid not

Sorry it isn't possible...

Unfortunately, I'm not able to

#### **Exercise 3 :Making polite requests (possible answers)**

- |   |                   |
|---|-------------------|
| 1. Could you take me to the airport ?     | (reject request). |
| 2. Could you all follow me, please?       | (reject request). |
| 3. Could you help me do my homework?      | (accept request). |
| 4. Would you like anything else?          | (accept request). |
| 5. Would you mind turning off your phone? | (reject request). |

- |  |                   |
|--|-------------------|
| 6. Could you tell me how to get to the 5th floor? ?  | (accept request). |
| 7. Would you mind helping us off the bus? ?          | (accept request). |
| 8. Would you like me to take your bags to your room? | (reject request)  |
| 9. Would you like some more food ?                   | (reject request)  |

#### **Exercise 4 : Rewrite the requests to make polite request.**

- ١: Lend me 20 dollars until tomorrow..... :
- ٢-Tell me the way to the bus station..... :
- ٣- Meet me tomorrow at 10 a.m..... :
- ٤-Drive me to the train station..... :
- ٥- -Bring me the bill..... :

#### **B-offer:**

##### **1-first offer**

I'll	+ infi-----?
Shall I	

Ex :get you piece of cake.(offer)

Answer: Shall /I'll get you piece of cake

##### **2-Second offer:**

**Would you like+ noun**

Ex :A cup of tea (offer)

Answer: Would you like cup of tea?

#### **Exercise 3: make suitable offer for the following sentences:**

- 1- a Glass of water ----- would you like glass of water ?
- 2- a menu of meal-----would you like a menu of meal?
- 3- a piece of that cake ----- would you like a piece of cake?
- 4-bring them the dishes-----Shall I bring them the dishes?
- 5-clean the glass of oranges -----Shall I clean the glass of oranges?
- 6-put the syringe on the table.-----Shall I put the syringe on the table?
- 7-open the door.-----Shall I open the door?
- 8-get of the green note books .-----shall I get the green book?
- 9-stop talking.
- 10-read the instructions.

## **5- Lesson Five Odd-One-Out**

### **1-Aims of the lesson:**

1-odd one: this means we enable the students to know  
The odd word from group of words.

2-Asking politely: It mean how could the students to use(I want- would  
you like).

### **2-Time:Two hours**

### **3-Activites :**

1-The teacher shows for example four word one of these word is strange one then he  
asks the student to identity the odd one.

2-Do you hear some strange word or phrases in your study of nursing job. State them  
in separate paper.

3-The teacher provided the class with group of sentences .Each sentences includes  
one odd word and asks the students to identify the odd one.

4-The teacher ordered the students there are an electronic lecture on the googol meet  
at nine o'clock this night, later I provided you with link of this lecture.

5-Home work: answer all the exercise of this lecture.

### **4-Style of evaluation:**

1-The teacher asks the students to provided him .i.e. (each student) prepares just one  
odd medical word for one sentences.

2-The teacher provided the students with the list of sentences which include some  
mistakes and then asks the students to make the suitable correct.

### **5-Detail of the lesson**

The odd-one-out word

## **Odd-One-Out**

This simple activity practices vocabulary and to some extent speaking. Make a list of  
four or five words, all but one of which have something in common. Ask the students  
to find the "odd-one-out".

Don't be surprised if they come up with some surprising answers. Just ask them to  
justify their choice. You may well find it logical. Take, for example:

- **dog, cat, donkey, dragon**

The answer could be **dragon** (because it is the only mythical creature)  
or **cat** (because all the other words start with "d").

Ideally, the students should phrase their justification in a form such as:

- I think the odd-one-out is **dragon** *because it is a mythical creature and all the others are real creatures.*

Here are some suggested words. You can easily find more. And one good exercise is to ask your students to create some lists (along with valid justifications).

Words	some possible answers
dog, cat, donkey, dragon	<b>cat</b> - begins c <b>dragon</b> – mythical
banana, tomato, peach, apple, pear	<b>banana</b> – shape
Thailand, Singapore, Tokyo, England, Vietnam	<b>Tokyo</b> - city, not country <b>England</b> - not in Asia
car, aeroplane, truck, bus, train	<b>aeroplane</b> - flies <b>truck</b> - not for passengers <b>train</b> - guided by rails
camera, computer, television, telephone, fax-machine	<b>camera</b> - doesn't need electricity <b>television</b> - 4 syllables
love, hatred, fear, greed, anger	<b>love</b> - positive <b>greed</b> - not an emotion
hotel, motel, town-house, condominium, classroom	<b>condominium</b> - 5 syllables <b>classroom</b> - not for residence
water, bottle, shop, pencil, river	<b>water</b> - uncountable noun

branch, strawberry, anvil, iceberg, boat

**anvil** - doesn't float in water

knife, fork, cup – **cup** is the odd one out as it isn't something to eat with.

newsagent's, baker's, **police station** - police station is the odd one out as they don't sell anything.

lemon, orange, **potato** – potato is the odd one out as it isn't a fruit.

veal, beef, **cow** – cow is the odd one out as it isn't a type of meat.

car, bus, **bicycle** – bicycle is the odd one out as it isn't motorised.

table, bed, **carpet** – carpet is the odd one out as it isn't furniture.

shirt, trousers, **earrings** – earrings are the odd one out as they are not clothes.

### Exercise 1: Introduction to Odd One Out

- |            |          |          |
|------------|----------|----------|
| 1- knife   | fork     | cup      |
| 2- baker's | police   | station  |
| 3-lemon    | orange   | potato   |
| 4-veal     | beef     | cow      |
| 5-car      | bus      | bicycle  |
| 6-Table    | bed      | carpet   |
| 7-shirt    | trousers | earrings |

### Ex 2: For each vocabulary, decide which one is the odd one out: which one is different?

1. table - chair - fridge - stool (legs)
2. television - fridge - food mixer - oven (where).
3. toaster - cooker - microwave - bath
4. mirror - television - window - radio (all use eyes)
5. carpet - picture - rug - welcome mat (all on the floor)
6. wash basin - shower - bath - bed
7. wardrobe - dishwasher - bed - dresser (bedroom)
8. chair - mirror - table - bookshelf (material)

**Ex3: for each question, there are four words connected with food and cooking - which one is different?**

1. beef - pork - apple - chicken
2. cheese - fish - yoghurt - milk
3. pizza – taco – pasta– lasagna
4. apple - cucumber - pear – peach
5. lobster - fish - hamburger – tuna
6. grill – roast - cut – fry
7. cake - potato - cookie - apple pie
8. spoon - dish - knife - fork

**Ex 4: State the odd vocabulary in following medical terms.**

- 1-cold -cough - rash -stuffy nose .
- 2-fever -back ache -ear ache.
- 3-chiken box –cough -measles -cholera.
- 4-injection -medicine - syrup - x-ray.
- 5-bleed –dentist - doctor – nurse.
- 6-redness -fever- temperature -sneeze.
- 7-ache -pain -diarrhea- sore.
- 8-Doctor- nurse -pharmacist- lawyer.
- 9-liver -spleen- stomach -teeth.
- 10-virus -Bacteria - alge -طحالب
- 11-Measles -Mumps -Smallpox -spleen.

## **6- Lesson six: Asking politely**

### **1-Aims:**

It means how could the students use (I want- would you like). Both of them are used to ask politely , but; I want- less polite.

### **2-Time:Two hours**

### **3-Activity:**

- 1-The teacher presented for example the following activity "The patient said I want some water", Then the teacher asks someone "make question and use "would you like" the acceptable answer ,the student says "would you like warm or cold water? We can repeat the same activity with using "I want" .The patient said" I want to talk to the doctor! Answer: Would you like me to call the doctor for you?
- 2- someone asks you" I want to explain the steps of measuring blood pressure for me. The next ,some asks you to change the bed of the patient, How could you answer! The acceptable answer "would you like to change the bed?
- 4- answer all the exercise of this lecture.

### **4-Style of evaluation**

- 1-The teacher ordered the students to provide him with one sentences which is more polite in it's construction and mention the causes.
- 2-I am going to presented you with some sentences and your duty is to say which one is correct and which one is dis correct? State the reason.

### **5-Details of the lesson**

#### **1-Asking politely : ( I want ,would you like)**

Both of them are used to ask politely , but;

- 1.I want- less polite: It's usually better to avoid using this from making polite request :

for examples: I want glass o water: less polite, whereas more polite to say ; could I have glass of water please?

- 2-Would you like polite :Example: Would like a cup of tea?

Summary:

- 1-less polite: I want some help .
- 2-More polite: could you help me , please?
- 3-Less polite :you want tea.
- 4-More polite: Would you like some tea?

More Examples?

- 1-Student asking for clarification:

Less polite: I want you to explain this again?



More polite: Could you please explain this again?

## 2-Translation:

أمثلة مترجمة حول الطلب الغير المهذب والطلب المهذب:

الطالب يطلب الاذن بالخروج

١ - اريد الذهاب الى الحمام: الطلب الغير مهذب: I want to go to the bathroom:

الطلب المهذب: May I go to the bathroom:more polite

الطالب يطلب توضيحا:

٢ - الطالب يطلب توضيحا: الطلب الغير مؤدب: I want you to explain this again?:

الطلب المهذب: Could you please explain this again?:

٣ - عندما يطلب منك الاستاذ مشاركة اجابتك مع الاخرين, فلا بد ان يقول لك: هل تود ان تشارك اجابتك مع الاخرين؟

وعند الترجمة نقول: Would you like to share your answer with others?:

و عندما يدعوك الطبيب لقراءة التعليمات مرة اخرى فيقول لك: I would like you to read the instruction again

Exercise 1: write ten sentences on the concept of "Asking politely?"

Ex:2 Translate the following Arabic sentences in to English sentence.

١-ماذا تريد ان تأكل

٢-هل تريد بعض الماء

٣-لماذا تريد الذهاب الى هناك

٤ - متى تريد ان تغادر

٥ - من الذي تريد التحدث اليه.

٦ - هل تود بعض القهوة

٧-هل تود الانضمام الينا

٨- ما الذي تود ان تفعله الينا

٩-الى اين تود الذهاب في عطلة نهاية الاسبوع

١٠-هل تود ان اساعدك

## **7- Lesson seven ; Speaking**

### **1-Aims:**

1-Speaking is one of the English skills that enable the student to speak English language without hesitation ,this is the main aim of this lecture.

2-Reading is the second aim of this lecture

### **2-Time :Two hours**

### **3-Activity:**

1-The teacher may classify the class into two parts and ask the first part to read the first line of a selective conversation and ask the second part to read the second line of the same conversation.

2-The teacher asks the following question as an example "You want to buy a T. shirt from book shop , the question is how could you start conversation with the salesman

3-Home work: When you get back to your home ,try to memorize the conversation that presented in current lecture.

4- Tonight we have an electronic lesson which deals with free conversation about any topic in English language, the link of this lesson should be provided by me , this lesson is presented on googol meet.

### **4-Style of evaluation:**

1- Immediate feedback the teacher asks "what is the significance of relationship in the medical field?

2-Now, I provided you with conversation , and your duty is to evaluate the weak and strong point of this conversation according to the style of this conversation, please listen carefully.

### **5-Details of the lesson**

1- speaking

2-reading

### **1-Speaking (What is the problem):**

In this part we present a conversation about a problem, and we know how to deal with this problem among our friends, this type of conversation enables us the main style that should be followed when address our friend about specific problem in our life.

### **The conversation:**

**Jim:** Ok Tamara, what's the problem?

**Tamara:** Oh...I don't know.

**Jim:** Come on, I'm your friend-do you want to talk about it?

**Tamara:** Ok .it's Ken .He's fun to be with ,but he's the cheapest guy. I've ever gone out with.

**Jim:** Why what did he do?

**Tamara:** Last night we went to the a movie. I bought the tickets while he parked the car.

**Jim:** So?

**Tamara:** Well, he never gave me any money for his ticket. Then he went to the snack bar and came back with popcorn and soda...for himself ! He never even asked me if I wanted anything!

**Jim:** Wow! That sound pretty bad

**Tamara:** I know .I really like him , but he makes me so mad. What should I do?

**Jim:** you should start looking for a new friend!

### **2- Reading:**

#### **Read the following passage carefully and then answers the questions bellow:**

it is very important for us to eat healthy food. Eating healthy food means that our bodies and minds can work properly. Healthy foods include fruit and vegetables. Unhealthy foods are things like chocolate, crisps and sweets. It is okay to eat these things sometimes, but it is important to eat more healthy foods than unhealthy ones. This is called a balanced diet To be healthy we need to eat five portions of fruit and vegetables a day. One piece of fruit can be one portion. This means if you ate one banana and one orange you would have had two portions of fruit. Eighty grams of vegetable is called one portion. If we ate eighty grams of carrot and eighty grams of cabbage for dinner then we would have eaten two portions of vegetables. Fruit and vegetables are important because they give us energy and lots of vitamins. Our body uses vitamins to keep us healthy. In total we need to eat five portions of fruit and vegetables every day. To be healthy we need to eat three meals a day. Breakfast is the most important meal of the day because it helps you concentrate for the rest of the day. Foods like porridge or toast can be a healthy breakfast to eat. Lots of people eat cereal for breakfast but sometimes this can have a lot of sugar added to it. Foods like fruit, nuts and yoghurt are all healthy foods to snack on in between meals. Drinking water is very good for us. We should be drinking eight glasses of water a day to stay fit and healthy.

1.How many portions of fruit and vegetables do we need to eat a day to be healthy?

2- Make a list of the fruit you ate?

- 3- Why is salt and sugar added to unhealthy foods?
- 4- What does a balanced diet mean?
  - a. Measuring everything you eat.
  - b. Only eating eighty grams of vegetables.
  - c. Eating more healthy food than unhealthy food.
  - d. Never eating any unhealthy food.
- 5- Do you think you eat a balanced diet?
- 6- Can you think of one adjective to describe unhealthy foods?
- 7- How do you feel about healthy eating after reading this passage? Why?

## **8-Lesson eight :The pronunciation of vowel letters.**

**1-Aims:** This lesson provided the students with the details that related to the using of the vowel letters ,diphthong letters pronunciations ,and phonetic transcription.

**2-Time: two hours**

**3-Activities :**

- 1-The teacher presented on the white board the main details of vowel letters whether these vowels are singular or diphthong letter, and he also refers to the part of syllables in order to help the students in pronunciation of the difficult words in English language.
- 2-The teacher asks the student whether they be able to provide him with word that involved more than two syllables.
- 3- Home work: the teacher asks the students to make comparison between some selective words according to the type of syllables as a home work, and also provided the teacher by the phonetics transcription for some selective word in exercise that presented in the final of lesson the students should presented this home work in the next week.
- 4-The teacher may order the students that there is an electronic lesson on the googol meet at the nine o'clock this night, the lesson deals with the some roles and details about the singular and diphthong letters in English language, all the students must be attended this lesson.

**4-Style of evaluation:**

- 1- The teacher said , I am going to provide you with number of word, then you should make the phonetic transcription for them.
- 2-I show you some words from the list that presented in the first item and then you should correct the mistake that they made by some of your friend.
- 3-I am going to answer all the question which I am going to ask you in this lesson.

**5-Details of the lesson: The pronunciation of vowel letters.**

## Introduction:

In the English language, letters are divided into two main categories: **vowels** and **consonants**. Understanding vowels is essential for reading, writing, and pronunciation. This lecture focuses on vowel letters, their roles, and their variations in sound.

## Definition of Vowel Letters

There are **five primary vowel letters** in the English alphabet:

**A, E, I, O, U**

Additionally, the letter **Y** can also act as a vowel in certain words (e.g., "myth", "cry").

## Vowel Sounds vs. Vowel Letters

It is important to distinguish between **vowel letters** and **vowel sounds**. English has more vowel sounds than vowel letters. For example, the letter "A" can produce several sounds, as in:

- "cat" /æ/
- "cake" /eɪ/
- "father" /ɑ:/
- **Short and Long Vowels**
- Each vowel letter typically has a **short sound** and a **long sound**.

## Vowel Short Sound Example Long Sound Example

A	/æ/	cat	/eɪ/	Cake
E	/ɛ/	bed	/i:/	Me
I	/ɪ/	sit	/aɪ/	Kite
O	/ɒ/ or /ɑ:/	hot	/oʊ/	Nose
U	/ʌ/ or /ʊ/	cup	/ju:/	Cute

## Vowels and Syllables

Vowels are **essential for forming syllables**. A syllable typically contains **one vowel sound**. For example:

1-"apple" has two syllables: ap-ple

2-"open" has two syllables: o-pen

Without a vowel, a syllable cannot exist.

## Vowel Rules in Spelling and Pronunciation

Some general rules help in predicting the pronunciation of vowel letters:

- A vowel at the end of a syllable often has a **long** sound (e.g., "he", "go").
- A vowel followed by a consonant is often **short** (e.g., "hat", "pet").
- The "**magic e**" or "**silent e**" rule makes the vowel before it long (e.g., "hop" vs. "hope").

### Note:

Vowel letters are central to English language structure. Mastery of vowel letters and their sounds improves pronunciation, spelling, and overall fluency.

### Exercise 1: Identify the Vowel Letters

**Instructions:** Read the following words. Underline or highlight the **vowel letters** in each word.

1. Elephant
2. Umbrella
3. Island
4. Open
5. Apple
6. Engineer
7. Ocean
8. Under
9. Idea
10. Energy

### Exercise 2: Short or Long Vowel Sounds

**Instructions:** Read the following words. Write whether the **main vowel sound** in each word is **short** or **long**.

#### Word Vowel Sound Type (Short / Long)

Cake  
Sit  
Home  
Cat  
Cube  
Sun  
Like  
Bed  
Hope  
Run

## **9-Lesso nine; Present continuous tense**

**1-Aim** :This lesson aims to present continuous, the roles. Adverbs ,and the situation that should be used such as tense.

**2-Time: two hours**

**3-Activities:**

1-First of all the students should know the formation of present continuous tense ,the next the teacher will ask some one of the students "What are you doing? The student will answer the teacher, the teacher record the answer on the white board, after that , the teacher writes the base of present continues tense .i.e Subject + am/is/are + verb-ing .

2-The teacher asks the students to provided him with some of the sentences in present continues.

3-Home work: The teacher asks the students to write ten sentences next week in present continuous tense.

4-the teacher ordered the student to provided him with some sentences in present continues in the electronic lesson that presents this night on googol meet.

**4-Style of evaluation:**

1-In five minutes provided me with three sentences in present continuous, these sentences are ( affirmative, negative and question).

2- The teacher in oral way inform the students to correct the mistakes in the sentences that presented in first item.

3-Finally the teacher answer the question that presented in the lesson.

**5-The detailsof the lesson**

**Present continuous tense**

We use the verb to be + the present participle to make the present continuous forms:

I am reading. You are crying. The wind is blowing.

**A-Positive statements:** I am playing, you are playing, he is playing, we are playing, they are playing

**Short forms:** I'm playing, you're playing, he's playing, we're playing, they're playing

**B-Negative statements:** I am not sitting, you are not sitting, he is not sitting

**Short forms:** I'm not sitting, you aren't sitting (you're not...), he isn't sitting (he's not...)

**C-Questions:** Am I eating? Are you eating? Is he eating?

**Negative questions:** Am I not watching? Are you not watching? Is he not watching?

**Short forms:** Aren't you watching? Isn't he watching?

**Note:** Negative questions normally express a surprise.  
Isn't he working?

## **1-Use**

**A.** We use the present continuous tense to say that something is happening at the time of speaking.

**I am doing housework at the moment.**

**Look at him! What is he doing?**

**B-** It is used for temporary activities that are true now, but not necessarily happening at the time of speaking.

**I am in London. I am learning English here.**

**You can't meet him this week. He is working in Bath.**

**C.** We use the present continuous for planned future arrangements. The time of the action must be given in the sentence (**soon, tomorrow, on Monday, next week**).

**We are leaving on Monday.**

**She is starting next week.**

**D.** With always we can express the idea that something happens too often and it annoys us.

**I am always forgetting my keys.**

**He is always smoking in the living room!**

## **2-State verbs**

We do not normally use these groups of verbs (state verbs) in the continuous form:

**A.** Verbs of senses: **feel, hear, see, smell, taste.**

**I can hear you. Can you see the bird?**

**B.** Verbs of liking and disliking: **like, love, hate, fear, detest, want, wish...**

**I like animals. I hate snakes.**



**C. Verbs of mental states: agree, believe, forget, know, remember, suppose, think...**

**I agree with you. I suppose you are right.**

**D. Verbs of permanent states: be, have, belong, contain, owe, own, possess..**

**This pen belongs to me. I have a new pet.**

**E. Verbs of appearance: seem, appear, look, sound...**

**It seems that it will rain. Your new haircut looks really good.**

### **3-Action verbs**

If some of these verbs are used in the present continuous, they become action verbs and have a different meaning.

**A-I think he is my best friend. (mental state).**

I'm thinking of giving him a present. (mental activity)

**B-He has a new bathroom. (possess)**

He is having a bath. (take a bath)

**C-I see what you mean. (know)**

I am seeing a doctor. I am ill. (visit)

**D-The flower smells beautiful. (scent)**

The dog is smelling the sausage. (sniff)

**E-This wine tastes sour. (It is sour.)**

She is tasting the soup if it is warm enough. (She is doing it.)

**Exercise 1:Read the sentences in different tenses and change them into present continuous tense.**

1. He goes to play in the park.
2. COVID affects our lungs.
3. I ate a cheeseburger.
4. The Prime Minister will visit the school.
5. Ram walks to school.
6. The mason was building this tower.
7. Riya spoke at the inter-school competition.
8. The wrestlers fought hard.
9. The cuckoo sings beautifully.
10. Prerna left for Dubai.
11. I cleaned my room.
12. We bought a new car.
13. Anurag plays the guitar.
14. You went in the wrong direction.

15. I did a new project.

## **Exercise 2 :Do as required In present continuous**

1. Peter / to go / to the cinema (negative)
2. They / to play / a game (question)
3. She / to listen /to the radio (affirmative).
4. I / to dream (question).
5. they / to pack / their bags (negative).
6. you / to do / the washing-up (affirmative)
7. we / to talk / too fast (question).
8. they / to clean / the windows she / to watch / the news (question).
9. you / to pull / my leg (negative).
10. I / believe / you. (present continuous)
11. She/ hears/ the sound. (present continuous).
12. He/feels/ cold (present continuous).
10. She /looks/happy. (negative).
11. This book/belong/me (positive)
12. She/thinks/ in the accident (negative).

## **10-Lesson ten: Shifting sentence Stress**

### **1-Aims:**

- 1-Define sentence stress and its role in spoken English.
- 2-Recognize how and why sentence stress shifts in different contexts.
- 3-Identify the communicative functions of stress shifting.
- 4-Apply sentence stress shift appropriately in spoken English.

### **2-Time:Two hours**

### **3-Activities:**

1- The teacher states that sentence stress shift is the **re-positioning of stress** within a sentence to achieve a particular communicative effect. The change may occur to:

- Add emphasis.
- Clarify contrast.
- Correct misunderstanding.
- Highlight new or important information.

This shifting does not change the grammatical structure, but it **alters the meaning or focus** of the sentence.

#### **4-Style of evaluation**

1-The teacher for the first time presents sentences like the sentences that presented in the two exercises which provided in this lesson and the asks the student to give him the correct answer.

2-If the students present false sentences the teacher then will write these sentences and asks some of them who they answer correct answer to correct the mistakes in these sentences.

3-The teacher ordered the students to answer the two exercise that presented in this lesson.

**Note:** the teacher present the answer of the two questions in the lesson in order to give the reader of this lesson an idea about the correct answers of the two exercises, but in teaching the lesson in the class , he could not show the students the suitable answer of the two exercise, this very important not because the teacher of this subject prefers he presents a good lessons bag for the benefits of other teachers of English language.

#### **5-Details of the lesson:**

##### **Functions of Sentence Stress Shift**

##### **A. Emphasis and Focus**

Shifting the stress emphasizes a particular word to change what is being highlighted.

Example:

- *She didn't **take** the bus.* (She did not take it; maybe she missed it or ignored it.)
- *She **didn't** take the bus.* (The act of taking is denied—maybe someone else did.)
- ***She** didn't take the bus.* (Implying someone else did.)

##### **B. Contrastive Stress**

Used to compare or correct something previously said.

Example:

- A: Did John eat the **apple**?
- B: No, he ate the **orange**.

##### **C. Corrective Stress**

Correcting a listener's assumption or mistake.

Example:

- *I said she **can** come, not that she **can't** come.*

## 1-Intonation and Stress Shift

Stress shift is closely connected with **intonation patterns**. The stressed word often receives a **pitch rise** and more **loudness**, helping listeners grasp the speaker's intent. The new stress point carries the **nucleus of the intonation unit**.

## 2-Common Patterns of Stress Shift

Structure Type	Example	Stress Shift
Repetition / Correction	"I said the <b>first</b> one, not the <b>third</b> ."	Contrastive
Clarification	"It was <b>John</b> who broke the window, not <b>Jim</b> ."	Focus
Emotive Emphasis	"I <b>really</b> liked the movie!"	Emphatic

## 3-Practical Applications

Learners must train their ears and voices to:

- Listen for contrastive stress in real speech.
- Use shifting stress in dialogues to express nuance.
- Practice aloud with varied intonation contours.

## 4-Tips for Practice:

- Record and compare your own speech.
- Use context-based dialogues.
- Shadow native speakers.

## 5- Mini Practice (In-Class or Homework)

**Task:** Say the sentence below with the stress on the underlined word. How does the meaning change?

1. "I didn't say he stole the money."
2. "I **didn't** say he stole the money."
3. "I didn't say **he** stole the money."
4. "I didn't say he **stole** the money."
5. "I didn't say he stole the **money**."

## 6- Note:

Understanding and using sentence stress shift is essential for effective spoken English communication. It allows speakers to:

- Express emotions and attitudes.
- Clarify meaning.
- Engage more naturally in conversation.

**Exercise 1:** Read each sentence below. Then, identify how the meaning changes when you shift the stress to the **underlined word**. Write a short explanation (1–2 sentences) for each.

1. *He* didn't take the exam.
2. He *didn't* take the exam.
3. He didn't *take* the exam.
4. He didn't take *the* exam.
5. He didn't take the *exam*.

**The student task to** Explain the shift in meaning for each version.

Example:

**He didn't take *the* exam.** → This implies he took a different exam, not the one being discussed.

**Exercise 2:** Contrastive Stress in Dialogue (Role-play or Writing).

### Instructions:

Below is a short dialogue. Student A reads the questions, and Student B responds by shifting the stress to correct or contrast the information. You may perform it aloud in pairs or write out the stressed words and explain their meaning.

### Dialogue:

**A:** Did **Lisa** call you yesterday?

**B:** No, *Sarah* called me yesterday.

**A:** Oh, did she **text** you?

**B:** No, she *called* me.

**A:** So she called you **last week**?

**B:** No, she called me *yesterday*.

**A:** Did she call **Mark**?

**B:** No, she called *me*.

### The students task is:

Underline the stressed word in each of B's replies, and explain how the stress helps correct or contrast information.

## Answers of the first exercise:

**Sentence: He didn't take the exam.**

➡ We change which word is stressed. The stressed word shows the **focus** or what we want to **emphasize or correct**.

Here's how to explain each one:

1- **He didn't take the exam.** It means (someone else took the exam, not him ).

2- **He *didn't* take the exam.** It means (we are denying that he took it).

3- **He didn't *take* the exam.** It means (maybe he looked at it, maybe he wrote it but didn't submit it)

4- **He didn't take *the* exam.** It means (He took *a different* exam, not *the* one we are talking about).

5- **He didn't take the *exam*.** It means (He didn't take the exam, maybe he took something else) (e.g., the quiz or the test):

## Answers of the second exercise:

In this exercise, the **bolded word** is where B puts the stress to correct or emphasize. Let's go through it:

### **Dialogue with stress + meaning:**

**A:** Did **Lisa** call you yesterday?

**B:** No, ***Sarah*** called me yesterday.

👉 The stress is on ***Sarah*** because B is correcting the name (not Lisa, but Sarah).

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**A:** Oh, did she **text** you?

**B:** No, she ***called*** me.

👉 The stress is on ***called*** because B is correcting the action (not text, but call).

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**A:** So she called you **last week**?

**B:** No, she called me ***yesterday***.

👉 The stress is on ***yesterday*** because B is correcting the time (not last week, but yesterday).

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**A:** Did she call **Mark**?

**B:** No, she called ***me***.

👉 The stress is on ***me*** because B is correcting who was called (not Mark, but me).

## 11-Eleven Lesson: Present continues for expressing future tense

**1-Aim:** The **Present Continuous tense** (am/is/are + verb +ing) is normally used to talk about what is happening **now**. **But**, we also use it to talk about the **future** — especially for **plans** or **arrangements** that are already decided.

### 2-Time:Two hours

### 3-Activites:

1-First the teacher explains the main details of the form of the tense and their applications.

2-The teacher said, I hope some presented a sentences in this tense .

3-The teacher asks you should answer the some exercises that presented at the end of this lesson.

### 4-Style of evaluation.

1-The teacher ordered each student should present two sentences now.

2-The teacher asks the students to present the sentences, and then he asks them to share in correcting some mistakes if someone makes in constructing these sentences.

### 5-Details of the lesson

#### **1-When to Use It for the Future**

We use the Present Continuous for future when:

- We have **a plan**.
- We have **arranged** something (like booking a ticket or making an appointment).

#### **Examples:**

- I **am visiting** my grandmother tomorrow.
- We **are having** a party next Friday.
- They **are leaving** at 6 p.m.

These actions are **already organized**.

#### **2. Common Time Words(Adverbs ).**

To make it clear that we are talking about the future, we often use:

- tomorrow
- next week

- on Monday
- tonight
- later
- soon

**Example:**

She **is meeting** the doctor **tomorrow**.

### **3. Examples Compared to Other Future Forms**

**1-Present Continuous:**  
(fixed plan)

We **are flying** to London next week.

**2-Will:**  
(decision made now)

3-I **will book** a flight.

**4-Going to:**  
(plan, not fully arranged)

I **am going to travel** to London.

### **Other examples**

1- I **am flying** to New York next Monday.

2- She **is leaving** for Paris in the morning.

3- We **are staying** at a hotel near the beach this summer.

4-We **are going** to a concert tonight.

5-My friends **are coming** over for dinner later.

6-She **is celebrating** her birthday this weekend.

7-I **am buying** a new laptop next week.

8-We **are moving** to a new apartment next month.

9-She **is visiting** her cousin this Saturday.



## Notice:

In each example, the event is **planned**.

We often add a **time expression** (like tomorrow, next week, on Saturday) to show that it's a future plan.

## **Exercise 1 choose the correct answer**

1. I \_\_\_\_\_ my cousins next weekend.  
a) am visiting  
b) visit  
c) visits
2. She \_\_\_\_\_ her driving test tomorrow.  
a) takes  
b) is taking  
c) taking
3. We \_\_\_\_\_ dinner with our grandparents tonight.  
a) are having  
b) have  
c) having
4. My brother \_\_\_\_\_ to the dentist at 5 p.m.  
a) is going  
b) goes  
c) going
5. They \_\_\_\_\_ a new movie this Friday.  
a) watch  
b) are watching  
c) watching
6. I \_\_\_\_\_ the manager at 2 o'clock today.  
a) meet  
b) am meeting  
c) meeting
7. The children \_\_\_\_\_ a museum trip next Wednesday.  
a) are taking  
b) take  
c) taking
8. We \_\_\_\_\_ a big party for her birthday.  
a) are planning  
b) plan  
c) planning
9. My sister \_\_\_\_\_ her friend for coffee later.  
a) meeting  
b) is meeting  
c) meets
10. They \_\_\_\_\_ on holiday next month.  
a) go

- b) are going
- c) going

### **Exercise 2: Fill in the Blanks(using present continues)**

- 1-I \_\_\_\_\_ (start) my new course next week.
- 2-We \_\_\_\_\_ (meet) our teacher after class.
- 3-He \_\_\_\_\_ (not come) to the party tonight.
- 4-\_\_\_\_\_ you \_\_\_\_\_ (travel) to Spain next summer?
- 5-My parents \_\_\_\_\_ (move) to a new house soon.

## **12-Lesson twelve:** Reading: Going Sightseeing

**1-Aim:**The main aim of this skill is to develop the students ability in reading.

**2-Time:Two hours**

**3-Activity:**

1-The teacher suggests a passage and read this passage and asks the student to lesson then he gives him a few minutes to read silent , while they read silent the teacher states the meaning of new words in this passage, after that the teacher asks someone to read this passage .

2-The teacher asks the students to give him the main idea of the passage, and suggest the title for this passage.

3-home work :the teacher provided the student with some question related to the passage and he asks them to answer these question as a home work.

4-Styl of evaluation:

1-Meanwhile,someone of the students reads the passage, the teacher is going to give the other students to correct the mistakes if they had done by some of them to make a feedback.

2-The teacher ordered the students to identify the difficult words in the passage ,and how many mistakes are done by the reading of the passage.

3- The teacher asks the students to give him the answers of two question that are related to the main idea and the suggested title of the passage.

**5-The lesson details:**

### **Reading: Going Sightseeing**

Ali is visiting London for the first time. He wants to see the most famous landmarks. In the morning, he goes to **Big Ben** and takes pictures. Then, he visits the **London**

**Eye** and enjoys the view of the city. In the afternoon, he joins a bus tour that stops at **Buckingham Palace**. Ali watches the changing of the guard and buys some souvenirs. In the evening, he walks along the **River Thames** and takes a boat ride.

Ali says, "London is amazing! There is so much to see. I wish I had more time."

### **Speaking Practice**

Here are some useful questions and expressions for talking about sightseeing. You can practice with a partner or on your own:

#### **Questions:**

- 1- Where would you like to go sightseeing?
- 2- What famous places have you visited?
- 3- How do you usually plan your sightseeing trips?
- 4- Do you prefer sightseeing alone or with a group? Why?

#### **Exercise one:**

**Describe a sightseeing trip you enjoyed. Say where you went, what you saw, and how you felt about it. Write more than 80 words.**

#### **Exercise two:**

Read each sentence. Write **True** or **False** based on the passage.

- 1- Ali visited Big Ben in the afternoon.
- 2- He took photos of Big Ben.
- 3- Ali saw Buckingham Palace during a bus tour.
- 4- He did not buy any souvenirs.
- 5- Ali went for a boat ride on the River Thames in the evening.

## **13-Lesson thirteen (Speaking how to have good time in Sydney)**

### **1-Aim:**

The primary aim of speaking is to enable individuals to express their thoughts, feelings, ideas, and intentions clearly and effectively. In language learning and communication studies, speaking is considered one of the fundamental language skills, listening, reading, and writing.

### **2-Time:Two hours**

### **3-Activity:**

1- The teacher will ask the students to speak ,this will aim to give them a chance to practice the speaking to fulfill different purposes (transactional, interactional, and expressive) and reflect on how these purposes shape communication.

2- The teacher selects some questions and asks the students to answer these questions, for example "what are the main difficulties that face the students in speaking.

3-Home work: The teacher asks each one to prepare a free topic to make s discussion about these topics in the next week so as to develop the speaking skills.

### **4-Style of evaluation:**

1-The teacher immediately corrects the mistakes during the speaking of the students.

2-The teacher asks someone of the students to speak about suggested topic and gives the other chance to correct the mistakes that are done through speaking.

3-The teacher asks the students to give him the correct of the mistakes that had done by the students during this lesson.

### **5-Details of the lesson:**

#### **How to Have a Good Time in Sydney**

Sydney, the largest city in Australia, offers a wide range of attractions and activities that ensure visitors can have a memorable and enjoyable time. To begin with, one of the best ways to enjoy Sydney is by exploring its world-famous landmarks. For example, the Sydney Opera House and the Sydney Harbour Bridge are iconic structures that provide fantastic photo opportunities and cultural experiences. Many tourists choose to take guided tours or even climb the bridge for a breathtaking view of the city.

Another way to have a good time in Sydney is to visit its beautiful beaches. Bondi Beach and Manly Beach are perfect spots for swimming, surfing, or simply relaxing in the sun. These beaches are not only great for water activities but also have vibrant cafés and restaurants where visitors can enjoy local cuisine.

In addition, Sydney offers a variety of natural parks and gardens, such as the Royal Botanic Garden and Hyde Park. These places are ideal for picnics, walking, or just enjoying nature. They provide a peaceful escape from the busy city streets.

For those interested in shopping and nightlife, Sydney has numerous shopping centres, markets, and entertainment districts. Areas like Darling Harbour and The Rocks are popular for dining, live music, and shopping. Tourists can experience both traditional and modern Australian culture in these places.

Finally, participating in local festivals or events is another excellent way to enjoy Sydney. The city hosts many cultural events throughout the year, such as Vivid Sydney, which is a festival of lights, music, and ideas.

In conclusion, whether you are interested in sightseeing, outdoor activities, shopping, or cultural events, Sydney has something for everyone. Planning your visit carefully and trying a variety of activities will help you have a truly good time in this vibrant city.

## **13-Lesson fourteen (Vocabulary; medical vocabularies)**

**1-Aim:** This lesson aims to develop the ability of the student to keep some vocabularies that related to their specialist.

**2-Time two hours:**

**3-Activities:**

1-The teacher selects a topic related to the specialist of the students and asks them to add other academic medical vocabularies , that they think serve the aim of the passage.

2-The teacher asks the following question for example "What are the main Tests that should be done to the patient before we make a surgery operation for him.

3-The teacher asks the students to provided him by the surgical tools.

**4-Style of evaluation:**

1-The teacher asks the following question for example" provided me with medical necessary terms.

2-The teacher said that you know some of them provided me with number of vocabularies that don't relate the your specialist ,the question is , What are they? Summarize please in a spate paper.

3-Now, try to answer the questions which presented during this lesson.

## **5-Detals of the lesson: Medical Vocabularies**

Medical vocabularies form the foundation of communication in healthcare. These specialized terms allow healthcare professionals to convey complex information accurately and efficiently. Medical vocabulary includes terms related to anatomy, physiology, diseases, procedures, and treatments. For example, words like *hypertension* (high blood pressure), *myocardial infarction* (heart attack), and *intravenous* (within a vein) are part of the standard terminology used globally in medicine.

The use of precise medical vocabulary reduces the risk of errors in diagnosis, treatment, and documentation. It ensures that all professionals, regardless of their native language or country, can understand and collaborate effectively. Furthermore, standardized vocabularies such as the International Classification of Diseases (ICD) or the Systematized Nomenclature of Medicine (SNOMED) enable consistent recording and sharing of patient data across institutions.

Mastery of medical vocabulary is essential not only for doctors and nurses but also for pharmacists, medical technologists, and other allied health workers. Therefore, students and professionals in the health field must dedicate time to learning and applying these terms correctly.

## **Exercise :Answer the following questions**

- 1-What is the primary purpose of using medical vocabularies in healthcare?
- 2- Give two examples of medical terms mentioned in the passage.
- 3- Why is the use of precise medical vocabulary important for patient safety?
- 4- What are two examples of standardized medical vocabularies referred to in the passage?
- 5- According to the passage, who needs to master medical vocabulary besides doctors and nurses?
- 6- How do medical vocabularies support international collaboration in healthcare?
- 7- What does the term *intravenous* mean, as described in the passage?
- 8- What is the relationship between medical vocabulary and patient data recording?

## **15-Lesson fifteen(adverbs)**

### **1-Aim:**

**Adverb** – a word that modifies a verb, an adjective, another adverb, or a whole clause.

2-Time:Two hours

### **3-Activities:**

- 1- The teacher explains the lesson and provided the students with some sentences and asks the students to identify type of adverbs in the sentences.
- 2-The teacher asks the following question" Enumerate types of adverbs of frequencies in English language.
- 3-Home work: I provided you with two exercises of this lesson, try to present the answers of these exercises as a home work next week.

### **4-Style of evaluation**

- 1-What are the main types of adverbs?
- 2-Now ,provided me with two sentences for each students, and then you should identify the mistakes that had been done in order to correct these mistakes.

3-I am going to answer the current question that presented during this lesson.

5-Details of the lesson:

### **1-Function of the adverbs:**

- 1- **Modification** – the grammatical function of adverbs to change or limit the meaning of other words.
- 2- **Adjunct** – an optional adverbial element in a sentence (e.g., *He spoke loudly*.).
- 3- **Disjunct** – an adverb or adverbial phrase expressing the speaker's attitude or comment (e.g., *Frankly, I disagree*.).
- 4- **Conjunct** – an adverbial that connects ideas between clauses or sentences (e.g., *Therefore, we concluded...*).
- 5- **Adverbial** – a word or phrase functioning as an adverb.
- 6- **Intensifier** – an adverb that strengthens or weakens the meaning of an adjective or another adverb (e.g., *very, extremely, quite*).

### **2-Types of adverbs:**

- 1-**Manner adverb** – describes *how* an action is done (e.g., *quickly, softly*).
- 2-**Time adverb** – indicates *when* something happens (e.g., *yesterday, soon*).
- 3-**Frequency adverb** – indicates *how often* (e.g., *always, rarely*).
- 4-**Degree adverb** – expresses *to what extent* (e.g., *almost, too, enough*).
- 5-**Place adverb** – indicates *where* (e.g., *here, everywhere*).
- 6-**Probability adverb** – expresses likelihood (e.g., *probably, possibly*).
- 7-**Focusing adverb** – directs attention to part of a sentence (e.g., *only, even, just*).

### **Exercise 1:**

Fill in the blanks with the correct adverb or adverbial type (choose from the terms in the table above):

- 1- \_\_\_\_\_, I think the proposal needs more work.
- 2- She sings \_\_\_\_\_ in competitions.
- 3- The results were \_\_\_\_\_ surprising; we didn't expect them at all.
- 4- He worked all night; \_\_\_\_\_, he completed the project on time.

5- We should \_\_\_\_\_ focus on the main issue.

6- The adverb in *She completely forgot the meeting* is in \_\_\_\_\_ position.

### **Exercise 2:Answers the following questions:**

1-What is the main function of adverbs of manner, and where are they usually placed in a sentence?

2- How do adverbs of frequency differ from adverbs of time in expressing when an action occurs?

3- Give two examples of place adverbs and explain how they modify a verb.

4- What role do degree adverbs play in modifying adjectives or other adverbs? Provide an example.

5- Which category of adverbs expresses the speaker's assessment of the likelihood of an event, and can you give one example?

6- Describe the difference between time adverbs and probability adverbs using example sentences.