



**Ministry of Public Health
Professor Ghazanfar Institute of Health Science
Pharmacy Department**

English Course Book

By: Pohanmal Yalda Azim

2015

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پیام وزارت صحت عامه

وزارت صحت عامه مسرت دارد که برنامه تجدید نصاب تحصیلی دیپارتمنت فارمسی انستیتوت علوم صحتی پوهاند غضنفر به پایه اكمال رسیده و نصاب درسی می‌تواند نیازمندی‌های آموزشی برای محصلان این رشته را جهت عرضه خدمات بهتر برای مردم نیازمند کشور فراهم سازد.

بدون شک رفاه، توسعه و پیشرفت یک جامعه مستلزم صحت بهتر افراد آن است، حفظ و ارتقای صحت افراد نیز به نوبه خود نیازمند تنظیم و مدیریت مؤثر سیستم‌های عرضه خدمات صحتی و رعایت اصول و معیارات اساسی در جریان این خدمات می‌باشد. در واقع خدمات صحتی معیاری که متضمن تحقق استفاده معقول ادویه و حصول اطمینان از کیفیت، مؤثریت و مسئولیت دواها و تدارک، توزیع و کاربرد آنها با رعایت شرایط و ضوابط معین می‌باشد، نمی‌تواند بدون مسؤلین و کارمندان شایسته فراهم گردد. با توجه به اینکه فارمسی یک رکن عمده نظام صحت و دوا یک فکتور اساسی سیستم‌های عرضه خدمات صحتی را تشکیل می‌دهد، می‌توان به اهمیت موجودیت افراد دارای دانش و مهارت لازم مسلکی در زنجیره عرضه خدمات دواپی پی برد.

البته این اهمیت هم از نظر کمیت و هم از نظر کیفیت قابل عطف می‌باشد. چنانچه نهادهای تحصیلات عالی فارمسی در کشور محدود بوده و تعداد فارغان آنها نمی‌تواند جوابگوی همه نیازمندی‌های کشور از نظر منابع بشری فارمسی باشد، از اینرو لازم است مؤسسات آموزشی نیمه عالی این رشته نیز از توجه به دور نمانند. خوشبختانه نقش مؤثر سکتور خصوصی در جهت تحت پوشش قرار دادن نیازمندی‌های کشور از نظر افراد مسلکی فارمسی رو به گسترش بوده، ولی اطمینان از کیفیت آموزشی این همه فارغان از اهمیت خاص برخوردار است، که بایست مورد توجه جدی قرار گیرد.

نصاب تحصیلی قبلی با نظر داشت تحولات و پیشرفت‌های گسترده که جهان و منطقه شاهد آن است نمیتوانست نیازهای بالقوه کنونی جامعه را مرفوع سازد و لازم است همگام با دگرگونی‌ها، ابزار و دانش اهل مسلک‌های مرتبط به صحت نیز تجدید گردیده و نیازهای جدید را هدف قرار دهد تا کیفیت خدمات ارتقا یابد و مشتری نظام صحت ما به هدف اصلی خود که همانا اعاده و بهبود صحتش است، دست یافته و از این نظام ابراز رضایت نماید.

با توجه به موارد مذکور، انستیتوت علوم صحتی پوهاند غضنفر با یک ابتکار و تصمیم بجا و بموقع دست به کار شده و با تجدید نصاب تحصیلی بخش فارمسی آن انستیتوت در هماهنگی با نصاب تحصیلی پوهنحی فارمسی پوهنتون کابل مسؤولیت خود را ایفا نموده است که وزارت صحت عامه این موفقیت را به رهبری و مسؤلین انستیتوت مذکور تبریک گفته و برایشان موفقیت‌های بیشتر را آرزو می‌کند.

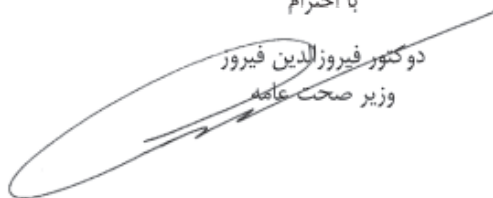
این تجدید نصاب در یک پروسه منظم و معیاری توسط یک کمیته تخنیکی و تخصصی مؤلف مشمول اشخاص نخبه و صاحب نظر از نهادهای اکادمیک و اجرایی ذیربط صورت گرفته و کمیته مذکور نیز مسؤولیت خود را به بهترین وجه لازم به انجام رسانیده و رسالت خود را در قبال کشور و مردم ایفا نمود که وزارت صحت عامه به آن ارج گذاشته و از اعضای محترم کمیته مؤلف و تمام اشخاصی که به نحوی در این پروسه ملی سهم داشته‌اند، صمیمانه سپاسگذاری می‌نماید.

همچنان جا دارد از پوهنحی فارمسی، پوهنتون کابل بخاطر کمک‌های تخنیکی ایشان و از پروژه محترم تقویت سیستم‌های فارمسی (SPS) که توسط مؤسسه علوم اداره برای صحت (MSH) و با تمویل اداره انکشاف بین‌المللی ایالات متحده امریکا (USAID) تطبیق می‌گردد، بخاطر انجام کمک‌های مالی و تخنیکی بی‌شایبه از آغاز تا ختم پروسه تجدید نصاب متذکره، ابراز سپاس نمایم.

با احترام

دوکتور فیروزالدین فیروز

وزیر صحت عامه



اظهار سپاس

حمد و سپاس خداوند (ج) را که ما را توفیق بخشید تا مسؤولیت بزرگ را که در تهیه مواد آموزشی برای آینده‌سازان مسلک فارمسی داریم با موفقیت و توأم با دست‌آورد‌های بزرگ به پایه اکمال برسانیم. اینک به نمایندگی از ریاست انستیتوت علوم صحتی پوهاند غضنفر خورسندم که مجموعه علمی کریکولم، شامل ۲۱ عنوان کتاب درسی برای رشته فارمسی این انستیتوت و انستیتوت‌های خصوصی را تقدیم شما می‌نمایم. این کوریکولم تحول عظیم و اسناد مهم در انکشاف خدمات صحتی دویایی در کشور به شمار می‌آید. با در نظر داشت اهداف تجدید نصاب تحصیلی مسلک فارمسی برای تدوین این آثار با ارزش فعالیت‌های عمده چون ایجاد گروه کاری، تدویر ورکشاپ‌های نیاز سنجی و معرفی نصاب، حدوداً ۴۰ مجالس گروه کاری، عقد قرار داد برای تحریر هر کتاب با نویسندگان مجرب از پوهنتون کابل و انستیتوت علوم صحتی پوهاند غضنفر، ارزیابی و تصحیح کتاب‌ها به وسیله گروه کاری برای تحقق اهداف کوریکولم جدید، نهایی سازی بسته‌های آموزشی شامل رهنمود برای استاد، رهنمود برای کارهای عملی و اصل کتاب، استفاده از جدیدترین منابع و مآخذ برای تدوین این کتب از فعالیت‌های اساسی و درخور توجه این انستیتوت و همکاران ما به شمار می‌آید که مطابق پلان مطروحه موفقانه تطبیق گردیده است.

اینجانب به نمایندگی از انستیتوت علوم صحتی پوهاند غضنفر می‌خواهم از همکاری‌های تمویل کننده‌گان پروگرام فوق، اداره انکشاف بین‌المللی ایالات متحده (USAID)، پروژه تقویت سیستم فارمسی (SPS) که در فراهم نمودن هزینه مالی و تخنیکی برای پروسه مذکور و ارایه مشورت‌ها و فیدبک‌های گرانبها که در جریان تطبیق پروژه با ما داشتند، اظهار سپاس و قدردانی نمایم.

همچنان‌جا دارد که از حمایت وزارت‌های محترم صحت عامه و تحصیلات عالی، پوهنتون محترم کابل بخصوص رهبری و استادان پوهنحی فارمسی ریاست عمومی امور فارمسی، پوهنتون طبی کابل، استادان دیپارتمنت‌های انستیتوت علوم صحتی پوهاند غضنفر، اتحادیه انستیتوت‌های علوم صحتی خصوصی و اتحادیه سراسری فارمستان افغانستان که نماینده‌های ایشان در مهیا ساختن زمینه‌های مناسب کاری از طریق هم‌آهنگی و مشوره‌های نیک سهم‌گیری فعال در ورکشاپ‌ها و گروه‌های کاری این پروسه را حمایت و همکاری نموده‌اند، اظهار سپاس نمایم.

بدیهی است که تطبیق این برنامه بدون اداره مؤثر، همکاری صادقانه تخنیکی، فداکاری، تعهد و سعی و تلاش مخلصانه مؤسسه همکار SPS که در تمام موارد ذکر شده با ما در تهیه، تدوین و ترتیب این کوریکولم و مواد درسی آن سهیم بودند، ممکن نبود، خاصتاً از توجه محترم محمد ظفر عمری رئیس پروژه و زحمات محترم احمد نجیب راشد مشاور تجدید کوریکولم آن مؤسسه سیاستگذاری نمایم.

یقیناً تهیه و ترتیب این نصاب در نتیجه مساعی همه جانبه تیم فوق صورت گرفته است، که لازم است بار دیگر از ایشان و ادارات محترم مربوطه اظهار امتنان و قدردانی نموده و از خداوند (ج) موفقیت مزید را برای ایشان خواهانم.

با احترام

دوکتور کیمیا عزیز

رئیس انستیتوت علوم صحتی پوهاند غضنفر



اعضای گروپ کاری:

- ۱) پوهاند محمد نسیم صدیقی رییس پوهنځی فارمسی
- ۲) دوکتور کیمیا عزیز رییس انستیتوت علوم صحی پوهاند غضنفر
- ۳) محمد ظفر عمری رییس پروژه MSH/SPS
- ۴) پوهنمل آقا محمد ژکفر معاون پوهنځی فارمسی
- ۵) دوکتور سیدعرب شاه عرب شاهي رییس اتحادیه انستیتوت‌های علوم صحی خصوصی افغانستان
- ۶) فارمسست عبدالخلیل خاکزاد رییس انستیتوت فارمسی ابن سینا
- ۷) محمد داوود معصومی آمر دیپارتمنت فارمسی انستیتوت علوم صحی پوهاند غضنفر
- ۸) احمد نجیب راشد مشاور تجدید کوریکولم، پروژه MSH/SPS

اعضای همکار:

- ۱) پوهنمل محمد شفیق مشال استاد پوهنځی فارمسی
- ۲) احمد جاوید احسان مسؤول خدمات فارمسی پروژه MSH/SPS
- ۳) دوکتور عبدالستار جبارزی معاون علمی انستیتوت علوم صحی پوهاند غضنفر
- ۴) دوکتور صنیع الله زلمی استاد پوهنتون طبی کابل
- ۵) عبدالظاهر صدیقی مشاور پروژه MSH/SPS
- ۶) فارمسست مریم فهیم استاد انستیتوت علوم صحی پوهاند غضنفر
- ۷) دوکتور ذبیح الله مومند مدیر عمومی محصلان انستیتوت علوم صحی پوهاند غضنفر
- ۸) دوکتور ذبیح الله غوثی آفیسر منابع بشری پروژه MSH/SPS
- ۹) تانا ولیجی مشاور پروژه MSH/SPS
- ۱۰) عبدالطیف فقیری مسؤول اداری MSH/SPS

پیشگفتار

مسرت داریم، که کتاب درسی هذا به همت اساتید محترم پوهنتون کابل، پوهنځی فارمسی و دیپارتمنت فارمسی انستیتوت علوم صحی پوهاند غضنفر اقبال چاپ یافت.

مواد درسی رکن مهم یک نصاب تحصیلی را تشکیل داده و به کمک آن دانش‌ها، مهارت‌ها و تغییرات ذهنی و سلوکی به مستفید شونده‌گان برنامه تحصیلی انتقال داده می‌شود. کتاب هذا در تطابق با کوریکولم جدید دیپارتمنت فارمسی انستیتوت علوم صحی پوهاند غضنفر به رشته تحریر درآمده است. در کتاب هذا تمام اصول مروج کتاب نویسی مراعات گردیده و مشکل دیپارتمنت فارمسی را از نگاه کمبود کتب و مواد درسی مرفوع خواهد ساخت.

کتاب هذا با در نظر داشت سویه تحصیلی مستفید شونده‌گان (معاون فارمسست - چهارده پاس مسلکی) تحریر گردیده و جهت تدریس برای دیپارتمنت فارمسی انستیتوت علوم صحی پوهاند غضنفر در سطح مرکز و ولایت و تمام انستیتوت‌های علوم صحی خصوصی تهیه گردیده است.

گروپ کاری تجدید کوریکولم دیپارتمنت فارمسی انستیتوت علوم صحی پوهاند غضنفر زحمات نویسنده‌گان محترم را در تحریر کتاب هذا با دیده قدر نگریسته و موفقیت‌های هرچه بیشتر شان را در راه خدمت به اولاد وطن از بارگاه ایزد منان خواهان است.

با احترام

گروپ کاری تجدید کوریکولم دیپارتمنت فارمسی
انستیتوت علوم صحی پوهاند غضنفر

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CHAPTER ONE

GENERAL ENGLISH

Content objective

This chapter will help students to learn the lessons of other chapters easily.

Language objective

Students will be able to understand some main points of English language and practice the exercises for assessing their improvement in English language.

English alphabet:

There are 26 letters in English language.

A a B b C c D d E e F f G g H h I i J j K k L l M m

a bee cee dee e ef gee (h)aitch i jay kay el em
[eɪ] [bi:] [si:] [di:] [i:] [ɛf] [dʒi:] [(h)ertʃ] [aɪ] [dʒeɪ] [keɪ] [ɛl] [ɛm]

N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

en o pee cue ar ess tee u vee double-u ex wy(e) zed/zee
[ɛn] [oʊ] [pi:] [kju:] [ɑ:/ɑr] [ɛs] [ti:] [ju:] [vi:] [ˈdʌbəlju:] [ɛks] [waɪ] [zɛd/zi:]

Vowels, Consonants and Semi vowels

It is important to know the difference between vowel sounds and consonant sounds. Here is a table of English vowels and consonants:

vowels	a		e		i		o		u												
consonants	b	c	d	f	g	H	j	k	l	m	n	p	q	r	s	t	v	w	x	y	z

Words with Vowel Letters:

absorb, enjoy, idea, open, uneasy, each, idiot, etc... .

Semi vowels:

Semi-vowels: y and w are considered as semi- vowels.

Sometimes semi- vowel letter is a consonant e.g. *when* and sometimes is a vowel e.g. *now*. Therefore, semi vowels are letters which represent semivowel sounds, such as w or y in English.

Words with Vowel Sounds:

y- *shy, sky, dry, cry, fry, fly, etc.,*

w- *cow, bow, know, how, brown, etc.,*

Exercise 1: Write five words with semi vowels and share them with a partner.

W: _____

Y: _____

Exercise2:

Read the example below and then tell to the class that what is your favorite letter and why.

Meet Alima

Hi. My name is Alima.

I am from a small town in Afghanistan.

I am an English language student.

I am studying English in the Kabul University.

My favorite letter is "A" because
there are 2 "As" in my name.

What is a word?

A word is a letter or a group of organized letters which has a particular meaning. Each word is formed by a series of characters.

Ex.: *kind, famous, pharmacy, English, I, etc.*

Exercise

Write five words which can be name of a person, place, or thing.

1. _____
2. _____
3. _____
4. _____
5. _____

What is a sentence?

A sentence is a word or a group of words which has a complete meaning and sense.

Kinds of Sentences:

1. **Declarative:** A declarative sentence makes a statement. A declarative sentence ends with a period.

Ex: The house will be built on a hill.

2. **Interrogative:** An interrogative sentence asks a question. An interrogative sentence ends with a question mark.

Ex: How did you find the card?

3. **Exclamatory:** An exclamatory sentence shows strong feeling. An exclamatory sentence ends with an exclamation mark.

Ex: The monster is attacking!

4. **Imperative:** An imperative sentence gives a command.

Ex: Ahamd, close the door.

Sometimes the subject of an imperative sentence (you) is understood.

Examples:

- *Look in the closet. (You, look in the closet.)*
- *Clean the board. (You, clean the board.)*
- *Open the window. (You, open the window.)*

Exercise:

Identify the kind of sentence. The first two have been done for you.

A. Why do you believe that? *Interrogative*

B. I want to know why you believe that. *Declarative* (This is not a question.)

- Please accept my apology.
- Your face is frightening the baby!
- My shoe is on fire!
- When did you first notice that your shoe was on fire?
- My doctor told me to take these vitamins.
- Ask Doris for the recipe.
- Did you solve the puzzle yet?

- Ann, hand me your coat.
- It's hard to believe that this paper is made from wood.
- There are more apples in the refrigerator.
- We're on the wrong planet!
- Will Parwin pause to place poached pickles on Parisa's pretty plate?
- I would send her a gift if I were you.
- Send her a nice gift.

What is a subject?

The subject of a sentence is the person, place, thing, or idea that is *doing* or *being* something. You can find the subject of a sentence if you can find the verb.

Examples:

- *He is a really nice guy.*
- *Dawood takes care of the patient well.*
- *The doctors couldn't visit all the patients.*
- *The sky is blue.*
- *Many people want to a doctor in the future.*

Exercise

Read the following sentences and circle the option that is the subject of the sentence.

1. All the children in the class study math.
A: math
B: study
C: All the children in the class
2. The naughty puppy chewed on my shoes.
A: chewed
B: my shoes
C: naughty puppy
D: shoes
3. Fawad and his three friends went swimming.
A: went
B: Fawad and his three friends
C: swimming
D: three

4. Farhat had fun at the sleepover.
 A: Farhat
 B: fun
 C: sleepover
 D: at

What is object?

An object is the receiver of the action.

Ex: Ahmad kicked the ball.

Exercise

Write a subject and an object to complete each sentence below.

1. _____ bought _____.
2. _____ likes _____.
3. _____ made _____.
4. _____ is carrying _____.
5. _____ bit _____.
6. _____ used _____.
7. _____ is cleaning _____.
8. _____ is watching _____.
9. _____ washes _____.
10. _____ took _____.

What is a complement?

A complement is a word or phrase which modifies a subject.

Ex:

- Fahima is a *pharmacist*.
- Karim is a *hardworking doctor*.

Exercise

Complete the following sentences with appropriate complements.

1. My grandfather is _____.
2. The cookies smell _____.
3. My least favorite assignment was _____.
4. The worst part of the workday is _____.
5. Farhad couldn't become _____.

Sentence Pattern:

There are three basic sentence patterns in English language.

- Subject + Verb
I swim. Ahmad swims. They swam.
- Subject + Verb + Object
I drive a car. Ahmad plays the guitar. They ate dinner.
- Subject + Verb + Complement
I am busy. Ahmad became a doctor. They look sick.

Exercise:

Write three sentences for each pattern and share them with a partner.

1.
2.
3.

Parts of Speech:

“Parts of speech” are the basic types of words that English has. Most grammar books say that there are eight parts of speech: *nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions* and *interjections*.

It is important to be able to recognize and identify the different types of words in English, so that you can understand grammar explanations and use the right word form in the right place. Here is a table with brief explanation of what the parts of speech are:

Part of Speech	Function or "Job"	Example words	Example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	I run fast.
Noun	Thing, person or place	pen, dog, work, music, town, London, teacher, Jamshid	I live in Kabul .
Adjective	describes a noun or pronoun	good, big, red, smart, interesting	Farhat is a smart girl.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	Farhat runs quickly .
Pronoun	replaces a noun	I, you, he, she	Farhat is Afghan. She is a good doctor.

Preposition	links a noun to another word	to, at, after, on, but	We went to school on Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like English and Spanish languages a lot.
Interjection	Expressing a sudden feeling	oh!, ouch!, hi!, well!	Oh! What a nice hospital!

Exercise 1

Read the following sentences and underline the word or words that belong to the part of speech specified in the bracket.

An example is given below.

1. She must have reached home. (verb)
She must have reached home.
1. She went to the market and bought some eggs. (verb)
2. I want to go now. (adverb)
3. What are you doing there? (adverb)
4. There is a mouse under the table. (preposition)
5. Masons build houses. (noun)
6. Jamila is my best friend. (proper noun)
7. My family live in different parts of India. (noun)
8. That was a difficult question. (adjective)
9. She was very impressed with her results. (adverb)
10. I can't be a good pharmacist, but she can. (pronoun)

Exercise 2

Write the correct Parts of Speech above each word in the following sentences.

Stop!	Ali	works.	Ali	is	working		

She	loves	animals.	Animals	like	Kind	people	

Ali	speaks	English	well.	Ali	speaks	good	English.

She	run	to	the	station	quickly.		

Here is a sentence that contains every part of speech:

Well,	he	and	young	Jamil	walk	to	school	slowly.

CHAPTER TWO

HOME REMEDIES

Content Objective

Students will be able to discuss the positive and negative effects of home remedy.

Language Objectives

1. Students will recognize the words and identify the advice related to diseases that can be treated by home remedy.
2. Students will be able to compose imperative sentences.
3. Students will practice stressed and unstressed words.
4. Students will produce a well- written paragraph.

Vocabulary building:

Activity 1

Working with an elbow buddy, draw a table of four lines and then write the word, synonym, antonym, and a personal association of the word. The words are: *stuffy nose, acupuncture, breathe, contiguous, terrible, respiratory, infection, flu.*

Note: Teacher can read the example below before students make their word charts.

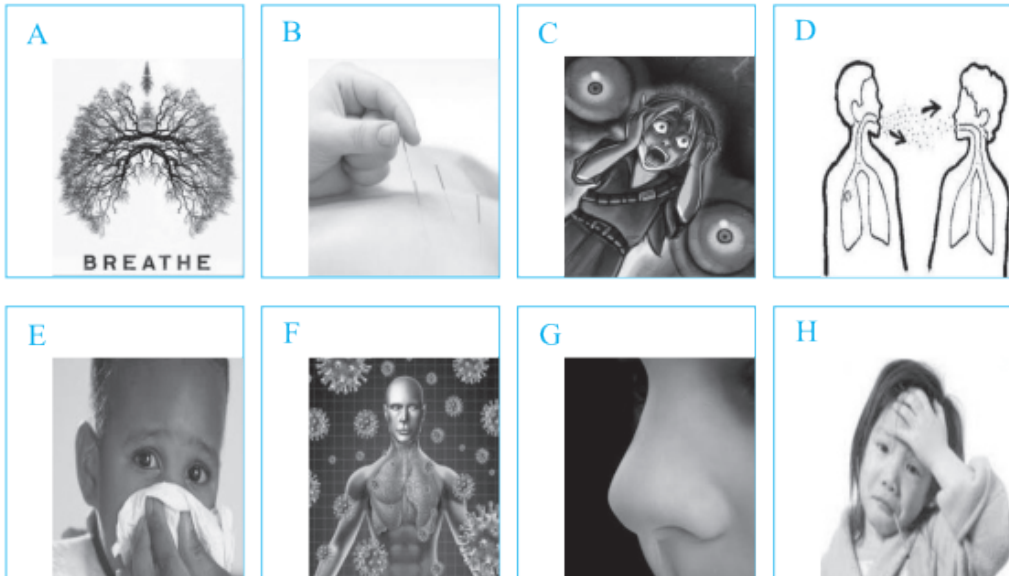
Word	Synonym	Antonym	Personal Association
Wonderful	Great	Very bad	Yesterday, I had a wonderful day with my family.

Activity 2

Match the words with the pictures in the box. Write the correct letter in the space provided.

1. Terrible -----
2. Stuffy nose-----

3. Breathe -----
4. Respiratory -----
5. Infection -----
6. Contiguous -----
7. Acupuncture -----
8. Flu -----



Conversation 1

Instruction: Listen to the conversation from your teacher and then practice it with your partner.

Karima: Hi, Fahim! How are you?

Fahim: Not so good. I have a terrible cold.

Karima: Really? That's too bad! You should be at home in bed. It's really important to get a lot of rest.

Fahim: Yeah, you're right.

Karima: And have you taken anything for it?

Fahim: No, I haven't.



Karima: Well, it's helpful to chop up some garlic and cook it in chicken stock. Then drink a cup every half hour. It really works!

Fahim: Ugh!

Exercise

What other advice can you suggest for Fahim? Write down your advice.

Conversation

Instruction: Listen to the conversation from your teacher and one of your classmates and then practice it with your partner. And then answer the questions.

Farida: Hi, Sima. I won't be in class today. I'm very sick.

Sima: Who is this?

Farida: It's Farida. No wonder you don't recognize my voice because I'm so sick.

Sima: Right. I didn't even know it was you. What's going on?

Farida: I don't know. I must have caught a cold. I have such a bad stuffy nose, I can hardly breathe. And I ache all over.

Sima: Well, sounds like a respiratory infection, or maybe the flu. What are you doing for it?

Farida: Well, I'm staying in bed with a heating pad and lots of vitamin C.

Sima: That is a good idea. Whatever you have, it's probably contagious. Do you think you need to see a doctor?

Farida: Well, I would rather get some acupuncture for the pain in my neck or a massage would help. I prefer nontraditional medicine.

Sima: Don't forget to drink lots of herbal tea.

Farida: Yeah, thanks for the advice. Could you call me later with the assignment? I don't want to fall behind in class.

Sima: Sure. Take care. Talk to you later.

Questions

Work with your partner and find out the answer of these questions.

1. What happened to Farida?
2. What has she done to the treatment of her sickness?
3. What will she do for the pain of her neck?
4. What advice did her friend give?

Exercise 1

Look at these health problems. Choose several pieces of good advice for each problem.

Note: Students can go around the class and find advice for each problem. They may find someone who has experienced the advice for the problems. Teacher can help students with the meaning of new words.

Problems

1. a sore throat
2. a cough
3. a backache
4. a fever
5. a toothache
6. a bad headache.....
7. a burn
8. the flu

Advice

- a. take some vitamin C
- b. put some ointment on it
- c. drink lots of liquids
- d. go to bed and rest
- e. put a heating pad on it
- f. put it under cold water
- g. take some aspirin
- h. get some medicine from the drugstore
- i. see the dentist
- j. see the doctor

Exercise 2

Find a person in your class who has experienced one of these problems. Ask her/him what has s/he has done for it. Then report your classmate's responses to the class.

1. What would you do for dirty cut on your finger?
2. What remedy do you use for a stuffy nose?
3. What remedy do you use for allergies?

4. What do you do for insomnia?
5. What do you do if you have a sore eye?
6. What do you do if you have stress?

Exercise 3

Homework Assignment

Read the following illnesses and write their symptoms. Then write a home remedy for each and the country where it is applied. The first one is done as an example.

Note: Students can ask from their family members for help. They can also have some ideas from Indian, Iranian, Arabic, Turkish, and American movies and dramas they watch on TV.

Illness and Symptoms	Home Remedy and Country
1. A sore throat	Drink lemon tea – Korea
2. My throat hurts. It hurt to swallow.	Eat honey – Saudi Arabia
3. A headache	
4. A cough	
5. The hiccups	
6. The flu	
7. Diarrhea	
8. Constipation	
9. A toothache	

Reading Grandma knows best!

Pre reading question:

1. When you have a minor health problem, do you usually go to the doctor, get something from the drugstore, or use a home remedy?
2. When people have a cold, a fever, or the flu, they usually go to the doctor for help, or they get some medicine from the drugstore. But many people also use home remedies for common illnesses. Here are some simple home remedies.

Bee stings and insect bites

Wash the sting or bite. Put some meat tenderizer on the handkerchief and then put the handkerchief on the bite for half an hour. To avoid insect bites, it's helpful to eat garlic or take garlic pills.

Burns:

Put the burn under cold water or put a cold handkerchief on it. Then apply aloe vera gel to the burn. It's important not to put ice on the burn.

Colds:

Lots of people eat hot chicken soup when they have a cold. They find it clears the head and the nose. Some people rub oil on their chest for a cold. Other people drink a mixture of red pepper, hot water, sugar, lemon juice, and milk or vinegar.

Cough:

Drink warm liquids or take some honey.

Headaches:

Apply an ice pack or cold cloth to your head, or splash your face with cold water. It's also a good idea to put your hands into hot water and leave them there for several minutes. Also, you shouldn't read or watch TV.

Insomnia:

Drink a large glass of warm milk. It's also a good idea to soak in a warm bath.

Exercise 1

Reread the article and then cover the article and complete the chart. What problems are these things good for?

Advice	Problem
1. hot chicken soup/ rubbing oil on your chest	
2. a warm bath/ warm milk	
3. garlic/ meat tenderizer	
4. an ice pack/ putting your hands in hot water	
5. cold water/ aloe vera gel	
6. honey/ warm liquids	

Exercise 2

Discuss the following questions with your partner.

1. Do you use any of these remedies?
2. What other home remedies do you use?

Grammar

Imperative Sentences

An **imperative sentence** gives a command, direction, or request. The understood subject is the pronoun "you". It usually ends with a period, but it may also end with an exclamation point (!).

Examples:

1. Shut the door.
2. Take your prescription if you are going to drugstore.
3. When you get to the corner, turn right.

Exercise 1

Read the following sentences and circle the numbers which are imperative sentences.

1. You need to do well on the test.
2. This isn't a test though.
3. Cookies are delicious.
4. You'd better get one.
5. Finish the test.
6. Work hard on learning new words.
7. These questions are WAY too easy.
8. Try to get the first position in the class.
9. Don't forget to consume your medicine on time.
10. Studying pharmacy faculty needs lots of hard working.

Exercise 2

Write imperative sentences for commanding, requesting, or directing someone.

1. One of your classmates is always coming to the class late.
 - a. -----
 - b. -----
 - c. -----
2. How can you become a successful pharmacist?
 - a. -----
 - b. -----
 - c. -----
3. One of your friends is a pharmacist and s/he is very rude with customers.
 - a. -----
 - b. -----
 - c. -----

Exercise 3

Reread the article “Grandma knows best!” in the reading section, underline the imperative sentences and read them to the class. You should find seven imperative sentences.

Pronunciation

Syllables and Stress

Words can be divided into syllables. Listen to pronunciation of these words from your teacher and repeat after him/her.

Examples:

- | | |
|-------------------|---------------------|
| 1. Farm | has one syllables |
| 2. Be-gin | has two syllables |
| 3. Com-put-er | has three syllables |
| 4. In-tell-ig-ent | has four syllables |

Exercise 1

How many syllables do these words have? Write your answers in the space. One is done for you.

Ex: Brazil two syllables

- | | |
|----------------------|-----------------------|
| 1. Furniture ----- | 6. Anybody ----- |
| 2. Remember ----- | 7. Impossible ----- |
| 3. Grandmother ----- | 8. Please ----- |
| 4. Directions ----- | 9. Collect ----- |
| 5. Bought ----- | 10. Examination ----- |

Stressed and Unstressed Syllables:

Each word has at least one syllable that is STRESSED. The other syllables in the word are UNSTRESSED. In the examples below the stressed syllables are marked by big circles, and unstressed syllables are marked by small circles. The circles are placed over the vowel sound in each syllable.

Examples:

- | | | |
|------|---------|--------------|
| ○ | ○ ○ | ○ ○ ○ |
| Farm | be- gin | com -put -er |

Exercise 2

Reread the article “Grandma knows best” in the reading section and find five words with two syllables and five words with more than two syllables. Then mark the stress and unstressed syllables.

Two Syllable Words

1. -----
2. -----
3. -----
4. -----
5. -----

More than Two Syllable Words

1. -----
2. -----
3. -----
4. -----
5. -----

Note: Use your dictionary for help.

Writing

In Afghanistan many people who live in villages often use home remedies. Write two short paragraphs: one about positive effects of home remedy and one about negative effects of it.

Note: For the positive effects of home remedy, use your knowledge you gained from the lesson above. And for the negative effects of home remedy, read a passage below and take notes. Then use your notes and write your paragraph.

Negative Effects of home remedies:

Dangerous cures for head lice

There are many folk remedies for getting rid of head lice. People rub petrol or oil on their children's scalps, or use pesticides straight from their garden store. Other 'cures' involve coating the head with Vaseline, olive oil or salt water. Not only are these remedies ineffective, but they can be harmful. Safe and effective preparations can be purchased from pharmacies or prescribed by your general practitioner (GP) (family doctor).

Burns and paraffin consumption

Two of the most common dangerous home remedies are:

- *Putting butter or oil on a burn. It is bad for the burn, as it actually keeps the heat in. The correct treatment is to cool the burn with cool water, afterwards covering it with antiseptic cream and a dry dressing.*
- *Forcing a child who has ingested (swollen) paraffin to vomit. Paraffin is*

toxic, but vomiting takes it into the lungs, where it does more damage than in the stomach – it can lead to a form of pneumonia that is very dangerous. You should not give the child milk, charcoal or paraffin; instead give the child water to drink. The child should be admitted to hospital for X-rays and up to 24 hours' observation.

- *One bad home remedy is to use the urine of babies to wipe their eyes in order to treat eye infections. This practice is not effective and may simply make the infection worse.*
- *Another useless remedy is the use of apple cider vinegar to promote weight loss. This home remedy does the rounds with monotonous regularity, and nowadays some slimming products advertise that they contain apple cider vinegar. There is no scientific basis linking the ingestion of acetic acid to weight loss. In addition, vinegar and lemon juice can cause tooth enamel to erode over time, so whenever you've ingested these substances, rinse your mouth or brush your teeth straight afterwards.*

Difficult words from the text:

1. *Lice – small, wingless insect that feed on human blood*
2. *Scalps – the skin of the head*
3. *Pesticides – insect killer*
4. *Enamel – the hard outer layer of a tooth that covers and protects the inner structure*
5. *Erode – eat away at*
6. *Toxic – poisonous*
7. *Pneumonia – inflammation of the lungs due to infection*
8. *Charcoal – a form of carbon used in medicine in emergency treatment of some types of poisoning and drug over dose*

Positive effects of home remedy:

Negative effects of home remedy:

CHAPTER THREE

EATING FOR ENERGY

Content Objective

Students will be able to recognize the food that can have effect on their daily performance.

Language Objectives

1. Students will know the words related to healthy food.
2. Students will be able to identify and compose simple present sentences affirmative, negative and interrogation forms.
3. Students will practice the pronunciation of /a:/ and /? / sound
4. Students will produce a well- written paragraph.

Conversation

Teacher reads the dialogue and then you practice it with a partner.

Ahmad: Hi Karim! How are you doing?

Karim: Well, I am not feeling well.
I don't think if I can attend in biology lecture today.

Ahmad: You know, you look thirsty and tired most of the time and that is why you miss many classes.

I don't think if you can pass the exams well in this semester.
Can you tell me what is wrong with you?

Karim: As I think the problem is with my meal. I usually miss food in the morning and I arrive in university tired, empty and irritable.

Ahmad: Where do you get your breakfast then?

Karim: I get it from the university canteen. And mostly I opt for pizza, chips and a can of fizzy drink.

Ahmad: You know my father is a doctor he says that we should have a balanced diet in our meal.

Karim: What do you mean by balanced diet?

Ahmad: I mean that our meal should include vegetable, fruit, meat, sweet

food, oily food not just pizza, chips and fizzy drinks most of the time.

Karim: Thanks a lot my dear doctor for giving me such a nice advice!

Ahmad: You are welcome. What are friends for!

Exercise

Answer the following questions about the dialogue.

1. Why Karim can't attend to many classes?
2. What is the real problem with Karim?
3. What does Karim eat in university canteen?
4. What does Ahmad's father mean by balanced diet?

Reading Eating for Energy

Pre reading question

What type of food is good to perform your daily activities in a better way?

Many professional sports teams have recently added a new member to their organization- a nutritionist. That is because athletes have become aware that food affects performance. You don't have to be an athlete to notice this effect. If you've ever skipped breakfast and then tried to clean the house, you know that you need food for energy. Here are some tips about eating to increase your physical performance:

- **Eat enough food.** Your body needs a certain number of calories each day. If you're too thin, you'll often feel tired and you'll be more likely to get sick.
- **Read the labels on food products.** This information will tell you how nutritious the foods are.
- **Avoid eating foods that are high in simple carbohydrates, this is, sugar.** A chocolate bar will first give you energy, but then it will leave you feeling even more tired.
- **Eat a balanced diet, one that includes complex carbohydrates, protein, and fat.** Use the food pyramid (see the picture below) to help you decide how much to eat of each type of food. Complex carbohydrates provide the body with "fuel." They are found in fruits and vegetables, and in bread, rice, pasta, and other foods made from grains. The body uses protein to build muscles, and it uses fat to absorb the vitamins in food.

Protein and fat are found in food like milk, cheese, meat, fish, and eggs. Too much fat, however, can be harmful.



Exercise 1

Find the meaning of the following words from the box.

1. Nutritious -----
2. Athlete -----
3. Skip -----
4. Tip -----
5. Performance -----
6. Calories -----
7. Carbohydrate -----
8. Balanced -----
9. Diet -----
10. Complex -----
11. Pyramid -----
12. Grain -----
13. Muscles -----
14. Absorb -----
15. Harmful -----

- | |
|---|
| <ol style="list-style-type: none"> a. To jump over b. The doing of something c. Substance containing carbon, hydrogen & oxygen d. Point e. Food f. Firm |
|---|

- g. Complicated
- h. A person who is good at sport
- i. A unit of energy given by food
- j. Valuable as food
- k. Triangular sides meeting in a point
- l. A seed of wheat
- m. Damaging
- n. To take
- o. Any of the bundle of fibers in the body which cause movement of the body

Exercise 2

Read the article and then check True or False.

For the statements that you marked false, write the correct information.

1. You shouldn't eat foods that are high in complex carbohydrates. -----
2. Fruits and vegetables are a good source of protein. -----
3. A person should eat more carbohydrates than fat or protein. -----
4. If you're too thin, you might get sick easily. -----

Exercise 3

Work with a partner and talk about these questions.

1. Which of the tips in the article do you already follow?
2. What do you eat in a typical day? Is your diet balanced? What do you need to eat more of? Less of?
3. Can you think of a time when eating (or not eating) affected your performance? What happened?

Grammar

Simple Present Tense

- 1) It talks about things that happen repeatedly or habitually.

*Ex: He always **forgets** his keys.*

- 2) It talks about permanent or long-lasting situations

Ex: He works in a drugstore.

- 3) It talks about people or things in general.

*Ex: Football **is** a very popular sport in Bulgaria.*

4) It indicates general truths or facts.

*Ex: Water **freezes** at 0°C (32°F).*

5) It gives instructions/directions.

*Ex: **Walk down** the street to the corner and then **turn** right.*

Note: The verbs with 3rd person singular (he, she, it) takes s, es, ies

The verbs ended in s, ss, sh, ch, x, o added es.

Ex: misses, finishes, watches, mixes

The verbs that are ended in (y) and preceded by a consonant, (y) changes into (i) and (es) is added.

Ex: study= studies, carry= carries, cry= cries

Exercise 1

Fill in all the gaps, with the words in the box.

brush	comb	dry	eat	get	dressed	get up	go
have	make	pick up	put on	rings	wake up	wear	

Every weekday morning I (1) ----- as soon as my alarm (2) -----
----- After 10 minutes I (3) ----- and go to the bathroom. I (4) -----
- a shower, (5) ----- my teeth and (6) ----- my hair. After my
shower I (7) ----- myself with a big towel and go back to the
bedroom.

I sometimes (8) ----- trousers and a blouse. Next I usually go to the
kitchen and (9) -----myself a cup of tea, although I sometimes drink
coffee instead of tea. For breakfast I often (10) ----- glass of milk,
sweet tea, or cheese with jam. After breakfast I (11) ----- my car
keys and (12)-----to work.

Exercise 2

Put in the verbs in brackets into the gaps. Use the **Simple Present**. Watch the
punctuation and form sentences or questions.

Ex: _____ she _____ books? (to read)

Does she read books?

1) They ----- hockey at school. (to play)

2) She ----- e-mails. (not/to write)

3) ----- you ----- English? (to speak)

- 4) My parents ----- fish. (*not/to like*)
- 5) ----- Anisa ----- any hobbies?
(*to have*)
- 6) Anisa's brother ----- in an office. (*to work*)
- 7) Laila ----- very fast. (*can/not/to read*)
- 8) ----- Jamshid and Jamal ----- the flowers
every week? (*to water*)
- 9) Yama's mother ----- a motorbike. (*not/to ride*)
- 10) ----- Elias ----- cola? (*to drink*)

Exercise 3

Write the missing sentences.

1. Your body needs a certain number of calories each day. (Affirmative)
2. ----- (Negative)
3. ----- (Question)
4. Does body use protein to build muscles? (Question)
5. ----- (Affirmative)
6. ----- (Negative)
7. Balanced diet does not include complex carbohydrate, protein, and fat.
(Negative)
8. ----- (Affirmative)
9. ----- (Question)

Exercise 4

Read the article (Eating for Energy) and underline the verbs in simple present tense. Then tell the class that which of those verbs shows *habitual action*, *permanent action*, *things in general*, *general truth*, or *direction*.

Pronunciation of (a) sound

The letter (a) is pronounced in two ways:

1. /a:/ as park, dark, far
2. / ? / as cat, sat, map

Exercise 1

Practice pronouncing the following sentences and underline the letters which are pronounced /a: / and / ? /

1. I can't find my glasses.

2. Ask him where he comes from?
3. I was there last week.
4. Can you answer the telephone, please?
5. Don't forget your passport.
6. You are driving too fast
7. I'll do it after the football match.
8. There's a path down the garden.
9. She's arriving this afternoon.

Exercise 2

Read the article (eating for energy) and find the words with /a:/ sound and the words with /ʔ/ sound.

/a:/ sound words

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

/ʔ/ sound words

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

Writing

In order to have a balanced diet, what kinds of food should we eat in breakfast, lunch and dinner? Write your idea in a short paragraph.

CHAPTER FOUR

COMMON COMPLAINS

Content Objective

Students will be able to discuss about common complains and identify the symptoms and treatment of them.

Language Objectives

1. Students will learn and practice some words related to common complains.
2. Students will make sentences using model auxiliaries for advising, requesting, showing ability and making promise.
3. Students will practice (r) sound that links two words.
4. Students will produce a well written paragraph.

Exercise 1

Match the words with the pictures and write the correct letter in front of each word.

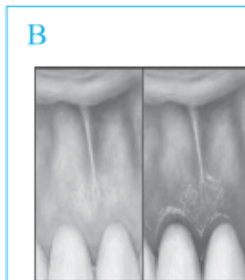
1. Gum -----

2. Tooth paste -----

3. Remove -----

4. Cavity -----

5. Dental floss -----



Exercise 2

Work with a partner and match the above words with definitions in the box.

1. Take away/ eliminate
2. Hole
3. Firm areas in the mouth to which the teeth are attached
4. A type of thread that is used for cleaning between teeth
5. A substance that you put on a brush and use to clean your teeth

Conversation

Listen to the teacher reads the dialogue and then practice it with a partner.

A: Good morning. What can I do for you today?

B: Good morning doctor. I have got a bad toothache. It hurts a lot.

A: Ok. Let me see it. Oh! You have some cavities in your three teeth.

B: Really? I filled out my two teeth last month. Why do I have too much cavities on my teeth?

A: Well, Maybe you don't take care of your teeth well. How often do you brush them?

B: I think I brush my teeth once a week.

A: Once a week? Listen; I have some advice for you before I fill the cavities of your teeth.

1. Brush your teeth at least twice a day for two minutes with a good tooth brush and tooth paste.
2. Brush them after every meal.
3. After brushing use dental floss to remove the food between your teeth and your gums.
4. Don't eat too much sweet
5. Finally, see me regularly and don't wait until you have a toothache.

B: Ok thank you very much. I'll keep all these points in mind.

A: Very good! Now let's work on the holes of your teeth.

Exercise 3

Use the words in correct sentences.

1. Cavity: -----
2. Tooth paste: -----
3. Dental floss: -----

4. Gum: -----
5. Remove: -----

Exercise 4

Work with a partner and answer the following questions.

1. How many times should we brush our teeth a day?
2. When someone's teeth get cavities what should he/ she do?
3. Is brushing alone enough?
4. How often do you brush your teeth?
5. What makes our teeth painful and rotten?

Reading The common cold

Pre reading question:

1. Have you ever got a cold?
2. How often do you get cold?
3. In which season do most people get cold?
4. How do you deal with it?

The common infectious disease is probably the common cold. It causes more people to miss work and school than any other disease, yet, it is still one of the most difficult diseases to prevent and treat.

It is believed that about fifty different viruses can cause the symptoms of a cold. Early symptoms are a slightly sore throat and a cold or tired feeling. Later symptoms are a stuffy and runny nose, sneezing and coughing. If a high fever occurs at the same time as cold symptoms, you should see a physician because a high fever is not a symptom of a cold; and it may indicate a dangerous secondary infection.

Colds spread when a virus from the nose or mouth of an infected person is transferred to a healthy person. This transfer may occur when germs are released in sneezing, coughing, or talking. It may also occur when an infected person and a healthy person both touch the same things.

Colds are not contagious five days after the symptoms begin. In fact, any cold symptoms remaining after five days are usually not the result of the old virus. They are the result of a secondary infection.

Unfortunately, there is no sure way to prevent the common cold. Even if precautions are taken, the average person can expect one or two colds a year. Some precautions, however, are only common sense. For example, one should avoid unnecessary contact with people who have colds, maintain general good health through adequate rest and nutrition, and dress for the weather neither too much clothing nor too little. No one has developed effective immunization against cold, probably because of the large number of viruses than can cause them.

The best treatment for a cold is simply to stay in bed during the early stages. If a person tries to 'fight' the cold by being very active, the result will often be a serious secondary infection, especially of the ear or the sinuses. The symptoms of these secondary infections may remain for weeks. Although antibiotics are useless against the cold virus, they may be necessary to treat a secondary bacterial infection.

Exercise 1

Find the meaning of the following words from the box and write the correct letter in front of each word.

- | | |
|-----------------------|---|
| 1. Symptom _____ | a. Air coming noisily/ uncontrollably out from your nose and mouth. |
| 2. Sneezing _____ | b. Hollow space in the bones of the head behind the nose. |
| 3. Transfer _____ | c. Very small living thing that can cause disease |
| 4. Germ _____ | d. Disease spreads by people touching each other |
| 5. Release _____ | e. Action taken in advance to avoid danger or trouble |
| 6. Contagious _____ | f. Set something or somebody free |
| 7. Precaution _____ | g. Something that cannot be harmed by disease |
| 8. Adequate _____ | h. Moving somebody or something from one place to another |
| 9. Immunization _____ | i. Enough |
| 10. Sinuses _____ | j. Change in the body that is sign of illness |
| | k. Set something/someone from one place to another |
| | l. Enough |
| | m. Change in the body that is sign of illness |

Exercise 2

Read each statement and decide whether it is true or false. Write (T) for true and (F) for false ones.

1. The common cold is an unusual disease.
2. It is difficult to prevent colds.
3. Feeling tired is one of the early symptoms of a cold.
4. Scientists think that only a few viruses can causes cold symptoms.
5. High fever is not a symptom of the common cold. It may be a symptom of a secondary infection.
6. When you have a cold, and you still have a sore throat after five days, you probably have a secondary infection.
7. If you are careful, you won't have any colds.
8. Antibiotics have no effect on colds.

Exercise 3

Circle a, b or c which best completes the following items.

- 1) If a person had symptoms such as a sore throat, coughing and sneezing and also a high fever, you would advise him
 - a. rest at home
 - b. remain active
 - c. see a doctor
- 2) The best treatment for the common cold is to
 - a. stay in bed
 - b. take antibiotics
 - c. consult a physician
- 3) Scientists haven't found an effective way to prevent colds because
 - a. so many viruses can cause colds
 - b. antibiotics are useless against old viruses
 - c. most people simply don't use their common sense
- 4) Colds are contagious
 - a. on the first day
 - b. after the first five days
 - c. during the first five days
- 5) The common cold does not spread by

- a. sneezing and coughing
 - b. eating bad food
 - c. coming in contact with infected people
- 6) High fever is one of the of a serious infection in the body.
- a. Symptoms
 - b. Immunities
 - c. Precautions

Exercise 4

Answer the following questions orally.

1. What is the most common infectious disease?
2. What will happen to people when they catch cold?
3. Why is it difficult to prevent and treat the common cold?
4. What are the symptoms of the common cold?
5. Why should a person see a physician if he has a high fever and cold symptoms at the same time?
6. What is a secondary infection?
7. How does the common cold spread?
8. When are colds not contagious?
9. How many times does an average person catch cold in a year?
10. How can the common cold be prevented?
11. What precautions should be taken against the common cold?
12. Have scientists or physicians developed an affective immunization against the common cold?

Grammar

Modal Auxiliaries

(May, Should, Can and Will)

What are "modal auxiliary verbs"?

The verbs *can, could, will, would, shall, should, may, might, must, ought to, and need to* are verbs which 'help' other verbs to express a meaning.

A few basic grammatical rules applying to modal verbs

Modal verbs are NEVER used with other auxiliary verbs such as *do, does, did* etc. The negative is formed simply by adding "not" after the verb; questions are formed by inversion of the verb and subject:

Examples:

You should not do that. Could you pick me up when I've finished?

Note:

- Modal verbs **NEVER** change form: you can never add an "-s" or "-ed", for example.
- Modal verbs are **NEVER** followed by *to*, with the exception of *ought to* and *need to*.

The Functions of Some Modals:**WILL****1) Making personal predictions**

I don't think the Queen will ever resign.

2) Talking about the present with certainty

I'm sure you will understand that there is nothing the Department can do.

3) Talking about the future with certainty

I won't be in the office until 11; I've got a meeting.

4) Reassuring someone

It'll be all right! You won't have to speak by yourself.

5) Making a promise or a threat

You can count on me! I'll be there at 8 o'clock sharp.

MAY**1) Talking about things that can happen in certain situations**

Each nurse may be responsible for up to twenty patients.

CAN**1) Talking about ability**

Can you speak Urdu?

2) Making requests

Can you give me a ring at about 10?

3) Asking permission

Can I ask you a question?

SHOULD**1. Giving advice**

I think you should take some medicine.

2. Obligation: weak form of must

The University should provide more internet and computer facilities.

Exercise 1

Use appropriate models (*can, may, should, will*) in the following sentences.

1. We don't have plenty of time. You ----- hurry up.
2. I am very busy. I am afraid I ----- help you now.
3. Well, I don't know. She ----- like it.
4. You study very hard. I am sure you ----- become a good pharmacist.

Exercise 2

Make your own sentences using *will, may, can and should*.

1. -----
2. -----
3. -----
4. -----

Exercise 3

Read the article (The Common Cold) and find out the models and write down their functions.

Can	Function
1. -----	-----
2. -----	-----
3. -----	-----

Should	Function
1. -----	-----
2. -----	-----
3. -----	-----

May	Function
1. -----	-----

Will	Function
1. -----	-----

Pronunciation

Sound that links words (r)

When a word that ends in the letter (r) or in (re) is followed by a word that begins with a vowel sound, the words are usually linked with a /r/ sound.

Example: Wherere are you?

Exercise 1: Listen and repeat. First say the words on the left and then the phrases on the right.

- | | |
|--------------|----------------|
| 1. For | for example |
| 2. After | after all |
| 3. Further | further on |
| 4. Never | never again |
| 5. Four | four o'clock |
| 6. Somewhere | somewhere else |

Exercise 2

Fill in the gaps with the words from the box and practice repeating the sound /r/ linked with a vowel sound.

door	hour	their	neither	year	mother	far
brother						

1. Is the ----- open?
2. They've forgotten ----- air tickets.
3. She's my ----- -in-law.
4. He started his new job a ----- ago.
5. I've been waiting for an ----- and a half.
6. My ----- is older than me.
7. Do you live ----- away?
8. ----- am I?

Exercise 3

Work in pairs. Match pairs of words in the box and then pronounce them to the class. Two are done for you.

October	mother	under	summer	before	far
winter	over	November	near	brother	here
sooner	car	helicopter	beer	there	father
water	sister	later	after		

Ex: mother and father

1. -----
2. -----
3. -----
4. -----
5. -----

6. -----
7. -----
8. -----
9. -----
10. -----

Exercise 4

Read again the article (The Common Cold) carefully and find out the words that end with (r) or (er) followed by a vowel sounds. Then pronounce them to the class.

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

Writing

Think about another common infectious disease and write two short paragraphs about it. In the first paragraph write about the disease and its symptoms, and in the second paragraph write that how it can be treated.

CHAPTER FIVE

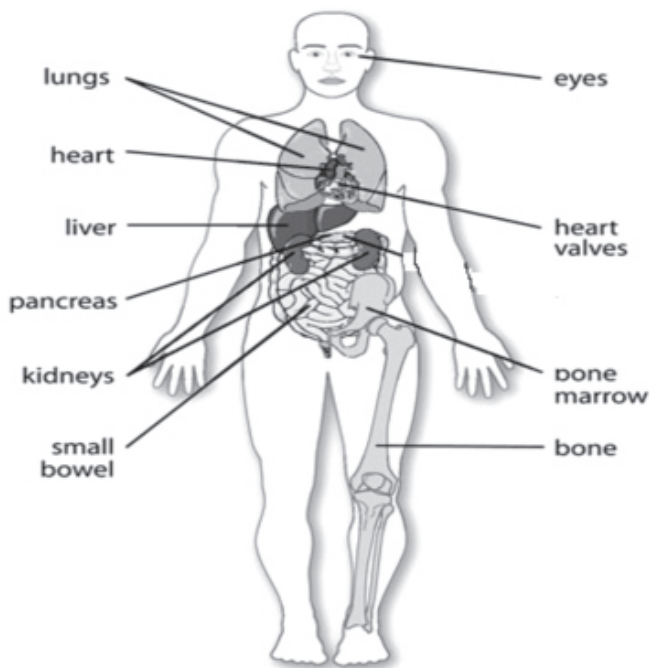
HUMAN ANATOMY

Content Objective

Students will be able to recognize internal and external organs of human body and will be able to discuss function of them.

Language Objectives

1. Students will learn and practice some words related to human anatomy.
2. Students will make sentences using “to be verbs” in affirmative, interrogative and negative forms.
3. Students will practice consonant clusters and consonant sounds.
4. Students will compose a paragraph about an organ of human body.



Exercise 1

Match the words related to body system to the definitions in the box:

Definitions:

1. a membranous structure in a hollow organ or vessel such as the heart or a vein that prevents the return flow of fluid passing through it by folding or closing
2. a pair of small organs which take away waste matter from the blood to produce urine
3. two organs in your face, which you use to see with
4. a large organ in the body which cleans the blood
5. two organs in the chest with which people and some animals breathe
6. the organ in your chest that sends the blood around your body
7. soft tissue containing a lot of fat in the center of a bone
8. long tube that carries solid waste from the stomach out of the body
9. the hard parts inside a human or animal make up its frame
10. a part of the body which helps in the digestion of food.

Conversation

Listen to the conversation and then practice it with partner.

- A:** Good morning Mr. Ghulam, good to see you again. What can I do for you today?
- B:** It's about my test result. You said to make an appointment for ten days and you'd have them ready to tell me about. Have they come back?
- A:** Yes, I think so- in fact, I am sure so.
Let's just have a look- oh , yes ... Now , Mr. Ghulam
I am afraid it's a little more complicated than we thought.
The test we did on your urine and your stool seem to indicate that.....
Well, we need to do some further tests.
- B:** Some more tests? Why, doctor? What's wrong? Is it serious?
- A:** Well, it might be - slightly. It's too early to say, really.
We haven't got enough to go on until we've done some more tests.
It's nothing to be alarmed about, just some more routine testes at the hospital itself this time. Just routine.
- B:** Just routine? That is what you said before and now you say I need some more tests. Deeper ones! And at the hospital this time!
I think you'd better tell me what is wrong before we go any further.
I am an adult, you know I am a big boy now.
You don't need to wrap me up in cotton wool!
- A:** All right, Mr. Ghulam. I take your points. Well, avoiding all the medical

mumbo-jumbo, it seems that you do indeed have slightly abnormal levels at stomach acid. That's what the tests indicate at this stage more than mere heart- burn, in fact.

Perhaps going a bit further than that.

B: How much further? What's really wrong with me? Stop messing me about

Exercise 2

Find the meaning of the following words from the box.

1. Complicated -----
2. Urine -----
3. Stool -----
4. Serious-----
5. Alarm -----
6. Routine -----
7. Wrap up -----
8. Wool -----
9. Heart burn -----
10. Mess -----

- a. The yellowish liquid waste which is released from the body when you go to the toilet
- b. To cover someone or something with paper or cloth
- c. A warning of danger
- d. A piece of solid waste from the body
- e. Habitual action
- f. Something that looks dirty and untidy
- g. Difficult
- h. Severe in effect
- i. A painful burning feeling in the lower chest caused by the stomach not digesting food correctly
- j. Soft hair which grows in the bodies of animals

Exercise 3

Answer the following questions.

1. Why did the patient come to see the doctor?
2. What did the doctor test on?
3. Does the patient need more tests? Why?
4. Which kind of tests does the patient need now?
5. What did the doctor finally say about the patient's real problem?
6. Did the patient's really worry about his health problem? Did it seem to be a serious problem?

Exercise 4

Read the systems organs and their functions in the body and then teacher asks you to name some organs of a system and explain its functions.

System	Organs	Functions
Respiratory	Lungs, nasal passages, bronchi, pharynx, trachea, diaphragm, bronchial tubes	Intake of oxygen and removal of carbon dioxide from body
Nervous	Spinal cord, brain, nerves, skin, eyes, ears, tongue, nose	Control of body activities and the reaction to stimuli
Digestive	Stomach, liver, teeth, tongue, pancreas intestine, esophagus	Break down of food and absorption for use as energy
Excretory/ Urinary	Kidneys, bladder, urethras, skin	Controls water and salt balance
Endocrine/ Lymphatic	Pituitary gland, adrenal gland, thyroid gland, gonads	Production of hormones and body regulation
Skeletal and somatic Muscles	Bones, muscles	Protection and movement
Circulatory / Hematology	Blood, blood vessels, heart, lymph	Transport of nutrients, metabolic wastes, water, salts, and disease fighting cells
Integumentary	Skin	Protection of body from injury and bacteria, maintenance of tissue moisture, holds receptors for stimuli response, body heat regulation
Reproductive	Testes, prostate gland, penis, ovaries, uterus, vagina	Reproduction
Cardiovascular	Heart, blood, lungs	Circulation of blood around the body

Exercise 5

Which body systems are the following medical terms connected with?

1. Movement, bone, cartilage, ribs

S _ _ _ _ _ AL SYSTEM

2. Ova, menstruation, semen, estrogen
R _ _ _ _ _ SYSTEM
3. Hair, sweat, Verruca, pustules
I _ _ _ _ _ SYSTEM
4. Thyroid, carriers, gland neurosecretion
E _ _ _ _ _ SYSTEM
5. Vein, value, pressure, aorta
C _ _ _ _ _ SYSTEM
6. Peritoneal cavity, chewing, absorption, villi
D _ _ _ _ _ E SYSTEM
7. Urea, bladder, cortex, nephron
U _ _ _ _ _ SYSTEM
8. Vessels, nodes, marrow, infection
L _ _ _ _ _ SYSTEM
9. Neurons, sensitivity, brain, olfactory
N _ _ _ _ _ SYSTEM
10. Bronchus, mucus, nose, ventilation
R _ _ _ _ _ Y SYSTEM

Internal Organs of Body

Exercise 6

Match the internal body parts to the appropriate function

Internal Body part	Function of the body part
1. ___ heart	a. is inside the neck area
2. ___ lung	b. controls actions, thoughts, and feelings
3. ___ kidney	c. carries blood to other body parts
4. ___ muscle	d. digests food
5. ___ vein	e. cleans the blood
6. ___ nerve	f. supports and protects internal organs
7. ___ brain	g. tightens to produce movement
8. ___ bone	h. carries messages to and from the brain
9. ___ stomach	i. breathes air
10. ___ throat	j. pumps blood throughout the body

Reading

The Human Body

Pre reading questions:

1. Do you think the human body can work well without having a good system?
2. What are some main systems of human body?

The human body is like a complex organization that has an important job to get done on a tight deadline. In order to get everything done perfectly and on time, it has to use a system. Actually, the human body uses many systems that work side by side.

The human body is made up of a head, neck, torso, two arms and two legs. The average height of an adult human is about 5 to 6 feet tall. The human body is made to stand erect, walk on two feet, use the arms to carry and lift, and has opposable thumbs (able to grasp). The adult body is made up of: 100 trillion cells, 206 bones, 600 muscles, and 22 internal organs.

Some of the body's systems are directly connected to the heart, while others are not. Of course, the heart is like the president of the organization. Even if it is not directly involved in the system, it still plays a part. Obviously, if the heart isn't working, nothing else is working either. The heart actively participates in the circulatory system, while it just keeps an eye on the respiratory and excretory systems.

The major systems of the human body are:

- Skeletal system: bones give support to the body and its organs
- Muscular system: moves the body with muscles
- Nervous system: collects & processes information from the senses via nerves and the brain and tells the muscles to contract to cause physical actions
- Respiratory system: the lungs and the trachea bring air into the body to sustain life
- Cardiovascular system: the heart, arteries and veins circulate blood through the body to carry oxygen and nutrients to organs & cells, and carry waste products away from organs & cells
- Digestive system: processes food with mouth, esophagus, stomach and intestines to provide nutrients to sustain life.
- Excretory system: eliminates wastes from the body; includes the Urinary

system.

- Endocrine system: provides chemical communication within the body using hormones
- Immune system: defends against disease-causing agents (includes the Lymphatic system)
- Integumentary system: skin, hair, nails, with sweat and other exocrine glands
- Reproductive system: the sex organs allow the opportunity to create offspring.

The Skeleton System:

The human skeleton is the internal framework of the body. It is composed of 270 bones at birth— this total decreases to 206 bones by adulthood after some bones have joined together. The human skeleton can be divided into the axial skeleton and the appendicular skeleton. The axial skeleton is formed by the vertebral column, the rib cage and the skull. The appendicular skeleton, which is attached to the axial skeleton, is formed by the pectoral girdles, the pelvic girdle and the bones of the upper and lower limbs. The human skeleton serves six major functions; support, movement, protection, production of blood cells, storage of ions and endocrine regulation.

Exercise 1

Match the words with definitions.

- | | |
|-------------|--|
| 1. Torso | a. upright |
| 2. Erect | b. back bone |
| 3. Vertebra | c. upper body |
| 4. Rib | d. belt/ tie |
| 5. Pectoral | e. member of body |
| 6. Girdle | f. flat curved bones that form a framework for the chest and a protective cage around the heart, lungs, and other underlining organs |
| 7. Pelvic | g. female reproductive system |
| 8. Limbs | h. a medical term means relating to chest |

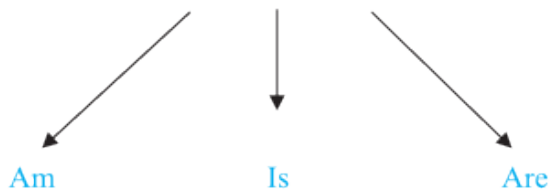
Exercise 2

Work with a partner and answer the following questions.

1. What are the main parts that make the human body
2. How many cells, bones, muscles and internal organs does an adult body

- have?
3. What is the role of heart in the body?
 4. Name some systems of the body.
 5. What is the function of cardiovascular system?
 6. What are the differences between axial skeleton and appendicular skeleton?
 7. What is the job of skeleton system in the body?

Grammar To Be Verbs



To be verb shows statement of being

Examples:

Affirmative sentences:

1. I am (I'm) a pharmacist
2. Karim is (Karim's) a doctor
3. They are (they're) druggists.

Asking a question:

1. Are you my patient?
2. Is she a chemist?
3. Am I sick?

Negative sentences:

1. You are not (aren't) my patient.
2. Nasir is not (isn't) a pharmacist.
3. I am not ill today.

Exercise 1

Fill in the blanks with correct to be verbs.

1. I _____ not a teacher.

2. I _____ a chemist.
3. He _____ a dentist.
4. Sayhed and Fahim _____ patients.
5. We _____ not in drugstore.

Exercise 2

Write these questions using the verb “to be”.

1. ?
2. ?
3. ?

Exercise 3

The teacher asks some questions with “To be” verbs from students and they answer.

Exercise 4

Read the article (Human body) and underline all ‘to be’ verbs and then use them in appropriate sentences.

Pronunciation

Consonant Clusters and Consonant Sounds

A consonant cluster is found when two or more consonant sounds come together. For example, the word ‘spell’ begins with the consonant cluster /sp/, and the word ‘against’ ends with the consonant cluster /nst/.

Exercise 1

Underline the parts of the words where there are two or more consonant letters together. The first three are done for you.

Words	Number of consonant letters	Number of consonant sounds	Words	Number of consonant letters	Number of consonant sounds
1. <u>bl</u> ood	2	2	7. <u>l</u> ight		
2. <u>ju</u> mp	2	2	8. <u>th</u> ere		
3. <u>ti</u> cket	2	1	9. <u>re</u> port		
4. table			10. <u>fi</u> lm		
5. dollar			11. <u>st</u> reet		
6. chair			12. <u>ne</u> xt		

CHAPTER SIX

RESPIRATORY SYSTEM

Content Objective

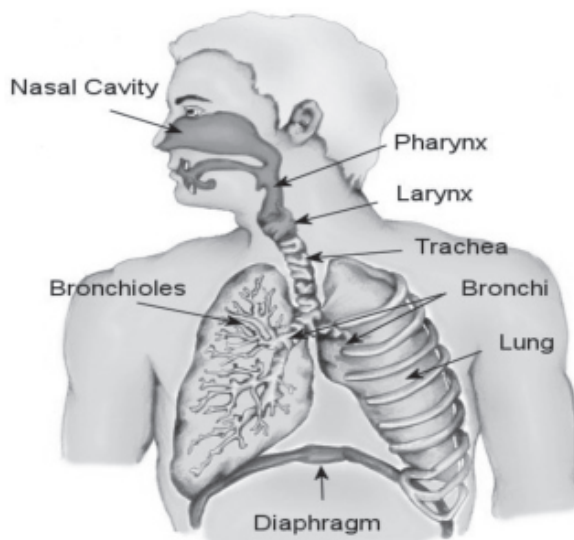
Students will be able to recognize different organs of respiratory system as well as learn one of common diseases related to respiratory system.

Language Objectives

1. Students will be able to identify the organs of respiratory system and the function of them.
2. Students will be able to recognize, produce and identify passive sentences in different tenses.
3. Students will practice the pronunciation of (ed) ending verbs in three ways.
4. Students will practice summary writing to be evaluated that how much they have learnt about asthma.

Vocabulary

Look at the diagram on the next page and learn the vocabulary related to respiratory system. Match the words with their definitions in the chart below.



Definitions:

1. Throat is located behind to the oral cavity and between nasal cavity and the larynx -----
2. Windpipe -----
3. Part of respiratory system that consists of branched airways leading from trachea to the microscopic air sacs in the lungs -----
4. A hollow space behind the nose, is divided medially into right and left portions by the nasal septum -----
5. Is an enlargement is the airway superior to the trachea and inferior to the pharynx -----
6. The layer of muscle between the lungs and the stomach, used specially to control breathing. -----
7. either of the two organs in the chest that you use for breathing -----

Conversation

Listen to the conversation then practice it with a partner.

A: Hello, Ahmad. How are you today?

B: Hi, I am fine and busy with my lessons.

A: How is everything going on with your lessons?

B: Well, it is going quite well. You know we studied a very interesting issue today.

A: Really! What was it about?

B: Guess what! It is a system that breathing cannot happen without its help.

A: Oh! You mean respiratory system which includes nose and mouth.

B: Yes, you are somehow right. Each day we breathe about 20,000 times. All of this breathing couldn't happen without help from respiratory system, which includes nose, voice box, windpipe, and lungs.

A: Ok, what else did you learn?

B: With each breath, you take in the air through your nostrils and mouth, and your lungs fill up and empty out.

A: Ok, and did you learn about the role of oxygen in respiratory system?

B: Yes, the lungs allow oxygen in the air to be taken into the body, and also enabling the body to get rid of carbon dioxide in the air breathed out.

- A:** Wow! It sounds very interesting when we know how a system functions in our body.
- B:** Yes, you know the air we breathe is made up of several gases. Oxygen is the most important for keeping us alive because body cells had it for energy and growth.
- A:** You mean without oxygen the body's cell would die.
- B:** Yes, definitely.
- A:** To tell you the truth, I could learn many things from you. I wish I were one of your classmates.

Exercise 1

Work with a partner and match the words with definitions.

- | | |
|---------------|---|
| 1. Breathe | a. the area at the top of the throat that contains larynx |
| 2. Voice box | b. remove |
| 3. Nostril | c. unfilled |
| 4. Get rid of | d. respire/ inhaling and exhaling |
| 5. Fill up | e. either of the two openings at the end of the nose that you breathe through |
| 6. Empty out | f. become full |
| 7. Windpipe | g. support/ facilitate |
| 8. Enable | h. the tube in the throat that carries air to the lungs |

Exercise 2

Use the following words in appropriate sentences.

1. Breathe -----
2. Voice box -----
3. Nostril -----
4. Get rid of -----
5. Fill up -----
6. Empty out -----
7. Windpipe -----
8. Enable -----

Exercise 3

Answer the following questions.

1. How often do you breathe every day?
2. What are the organs of respiratory system?
3. What is the most important oxygen and what is its role?
4. What other things do you know about respiratory system?

Reading Asthma

Pre reading questions:

1. Is asthma one of common diseases of respiratory system?
2. How a person may feel if s/he has asthma?
3. Can a person with asthma be treated easily?

What is asthma?

Asthma is a disease affecting the airways that carry air to and from lungs. People who suffer from this chronic condition (long- lasting or recurrent) are said to be asthmatic.

The inside walls of an asthmatic's airways are swollen or inflamed. This swelling or inflammation makes the airways extremely sensitive to irritations and increases your susceptibility to an allergic reaction.

As inflammation causes the airways to become narrower, less air can pass through them, both to and from the lungs. Symptoms of the narrowing include wheezing (a hissing sound while breathing), chest tightness, breathing problems, and coughing. Asthmatics usually experience these symptoms most frequently during the night and the early morning.

Asthma is an incurable illness. However, with good treatment and management there is no reason why a person with asthma cannot live a normal an active life.

What is asthma attack?

As asthma attack is when symptoms are worse than usual. They can come on suddenly and can be mild, moderated, or server.

What happens during an asthma attack?

- The muscles around your airways tighten up, narrowing the airway.
- Less air is able to flow through the airway.
- Inflammation of the airways increases, further narrowing the airway.
- More mucus is produced in the airways, undermining the flow of air even more.

Asthma attacks vary

In some asthma attacks, the airways are blocked such that oxygen fails to enter the lungs. This also prevents oxygen from entering the blood stream and travelling to the body's vital organs. Asthma attacks of this type can be fatal, and the patient may require urgent hospitalization.

Asthma attacks can be mild, moderate, severe and very severe. At onset, an asthma attack does allow enough air to get into the lungs, but it does not let the carbon dioxide leave the lungs at a fast enough rate. Carbon dioxide- poisonous if not expelled- can build up in the lungs during a prolonged attack, lowering the amount of oxygen into your bloodstream.

Exercise 1

Find the meaning of the following words from the box.

1. Chronic -----
2. Recurrent -----
3. Swollen -----
4. Inflammation -----
5. Irritations -----
6. Susceptibility -----
7. Mild -----
8. Mucus -----
9. Undermine -----
10. Vita organ -----
11. Fatal -----
12. Expel -----
13. Prolong -----

- a. Enlarged
- b. Prolong/ continuing
- c. Essential organs
- d. Infection
- e. Dismiss/ fire
- f. Extend
- g. Thick liquid
- h. Periodic
- i. Crossness/ impatient
- j. Damage
- k. Weakness
- l. Deadly/ serious
- m. Minor/ slight

Exercise 2

Read the article again and answer the following questions.

1. What is Asthma?
2. What happens with asthmatic's airways?
3. What are the symptoms of narrowing the airways?

4. When do the asthma symptoms usually happen?
5. What happens during asthma attacks?
6. Are all asthma attacks the same?
7. What types of Asthma can be fatal?
8. How much asthma attack can be serious?

Exercise 3

Much up the beginning of sentences 1- 15 with the appropriate endings a- o from the box to form fifteen true sentences about respiration.

1. External respiration involves taking oxygen into the body and -----
2. From the nose and mouth, air flows -----
3. The trachea divides -----
4. Gaseous exchange takes place -----
5. Ventilation is the process of -----
6. The respiratory tract is lined with -----
7. The mucus in the respiratory tract is continually moved -----
8. Residual air is left behind in the lungs -----
9. During heavy exercise, the depth and rate of ventilation -----
10. The epiglottis prevents -----
11. The larynx is also known as -----
12. Each of the two lungs is surrounded -----
13. The pleural cavities are filled -----
14. Air flows into the lungs when -----
15. Tensing the vocal folds in the larynx in a stream of air -----

- a. by cilia.
- b. food and liquid from entering the lower respiratory the lower respiratory tract.
- c. renewing alveolar air.
- d. causes them to vibrate and produce sound.
- e. increases dramatically.
- f. by its pleural cavity.
- g. into the larynx and windpipe.
- h. the chest wall and diaphragm move to increase the volume of the thorax.
- i. getting rid of excess carbon dioxide.
- j. with fluid.
- k. in the alveoli.
- l. after expiration.
- m. into the right and left bronchi.
- n. the voice box or Adam's apple.
- o. a layer of sticky mucus.

Exercise 4

Choose the correct answer from a, b, and c.

1. ----- “She was shouting at the top of her lungs” means:
 - a. She was speaking very loudly
 - b. The top of her lungs are in lots of pain
 - c. Her lungs had collapsed
2. ----- “To get something off your chest” means:
 - a. To remove the heavy pressure on your chest
 - b. To let someone know that something has been annoying or bothering you for a long time
 - c. To be very angry and anxious
3. ----- Another word for pertussis is:
 - a. Hacking cough
 - b. Persistent cough
 - c. Whooping cough
4. ----- If someone is experiencing shallow breathing, they are:
 - a. Breathing heavily
 - b. Wheezing
 - c. Breathing in small amounts of air
5. ----- If a patient complains of shortness of breath, wheezing, and fatigue, he or she might have:
 - a. Pleurisy
 - b. Bronchitis
 - c. Tuberculosis
6. ----- Emphysema is a common problem in:
 - a. Children with cystic fibrosis
 - b. Asthmatics
 - c. Smokers
7. ----- A hacking cough is;
 - a. A loud, repeated, painful cough
 - b. A dry cough
 - c. A cough that produces a lot of phlegm
8. ----- the patient complained that she was having shaking chills, a high fever, some chest pain, and that she was coughing with sputum. This could indicate she has:
 - a. A collapsed lung
 - b. Pneumonia
 - c. Bronchitis

Grammar
Passive Voice

Passive Voice: is used when the focus is on the action. It is not important to know who is performing the action.

Ex: *The drugs were stolen.*
 Form of passive:
 Subject+ to be + past participle

Ex: *A letter was written.*
 Passive in different tenses:

Tense		Subject	Verb	Object
Simple Present	Active:	Rita	helps	the patients.
	Passive:	The patients	are helped	by Rita.
Simple Past	Active:	Rita	helped	the patient.
	Passive:	The patients	are helped	by Rita.
Present Perfect	Active:	Rita	has helped	the patients.
	Passive:	The patients	have been helped	by Rita.
Future I	Active:	Rita	will help	the patients.
	Passive:	The patients	will be helped	by Rita.
Modals	Active:	Rita	can help	the patients.
	Passive:	The patients	can be helped	by Rita.

Tense		Subject	Verb	Object
Present Progressive	Active:	Rita	is helping	the patients.
	Passive:	The patients	are being helped	by Rita.
Past Progressive	Active:	Rita	was helping	the patients.
	Passive:	The patients	were being helped	by Rita.
Past Perfect	Active:	Rita	had helped	the patients.
	Passive:	The patients	had been helped	by Rita.
Future II	Active:	Rita	will have helped	the patients.
	Passive:	The patients	will have been helped	by Rita.

Exercise 1

Change the following sentences from active to passive.
 Write passive sentences in simple present.

the documents / print -----
 the shoes / buy -----

Write passive sentences in simple past.

the test / write -----

the house / build -----

Write passive sentences in present perfect.

the door / close -----

the room / book / not -----

Write passive sentences in Future.

the windows / clean -----

a dictionary / use / not -----

Exercise 2

Underline the passive voice verbs in the article about *Asthma* and then read them to the class? There should be six passive voice verbs.

Exercise 3

Change the following sentences from active to passive.

1. An asthma attack allows enough air to get into the lungs.

2. The patients may require urgent hospitalization.

3. Asthma doesn't let the carbon dioxide leave the lungs at a fast enough rate.

4. Asthma is affecting the airways.

Pronunciation (ed sound)

'-ed' endings are pronounced in one of three ways: /t/, /d/, /Id/

The pronunciation of '-ed' depends on the sound that comes before it. This table shows the letters that come before '-ed' and pronounced in these three ways:

/t/	/d/	/Id/
k p s	n v	t

Exercise 1

Complete the following sentences using the verbs in the box and pay attention to the pronunciation of "ed" sound.

walked	knocked	jumped	wanted	looked	explained	arrested
stopped	phoned	arrived	started	helped	carried	missed

Jamila was working in her office.

1. She ----- to see what the weather was like.
2. She ----- to the window and ----- outside.
3. A car ----- at the crossing.
4. A man and woman ----- to cross the road.
5. The woman ----- out of the way.
6. The car ----- her.
7. It ----- down the man.
8. Jamila ----- for an ambulance and the police.
9. They ----- quickly.
10. The ambulance men ----- the women to stand up.
11. They ----- the man into the ambulance.
12. Jamila ----- what she had seen.
13. Later, the police ----- the driver.

Exercise 2

Read the article (Asthma), underline the verbs ended in 'ed' and then practice the pronunciation. Which one pronounced /t/, which one /d/ and which one /Id/.

Writing

Homework assignment:

Read the article below and write the summary of it and then read your summary to the class.

Causes of Asthma:

It's not clear exactly what causes asthma, although it is likely to be a combination of factors. Some of these may be genetic. However, a number of environmental factors are thought to play a role in the development of asthma. These include air pollution, chlorine in swimming pools and modern hygiene standards.

There is currently not enough evidence to be certain whether any of these can cause asthma, although a variety of environmental irritants, such as dust, cold air and smoke, may make it worse.

Who is at risk?

Although the cause of asthma is unknown, a number of things that can increase your chances of developing the condition have been identified. These include:

- *a family history of asthma or other related allergic conditions*
- *having bronchiolitis (a common childhood lung infection) as a child*
- *childhood contact to tobacco smoke, particularly if your mother also smoked during pregnancy*
- *being born prematurely*
- *having a low birth weight as a result of restricted growth within the womb*

Effects of Asthma:

Having asthma can affect a person in many ways. Physical effects can range from the somewhat annoying (an occasional cough) all the way to the life-threatening (not being able to breathe). The frequency and seriousness of asthma symptoms are dependent on how well a person's asthma is controlled (with medicines and other measures) as well as how severe that individual's asthma was to begin with.

Physical Symptoms

Asthma symptoms and severity vary significantly from person to person. Most people with asthma do not have symptoms constantly. Difficult asthma symptoms can mean that asthma is not controlled sufficiently, or that an acute asthma episode may be starting. Common asthma symptoms include:

- *Cough*
- *Wheeze*
- *Tight Feeling in the Chest*
- *Shortness of Breath*
- *Awakening at Night from Cough or Wheeze*

How Is Asthma Treated and Controlled?

Asthma is a long-term disease that has no cure. The goal of asthma treatment is to control the disease. Good asthma control will:

- *Prevent chronic and troublesome symptoms, such as coughing and shortness of breath*
- *Reduce your need for quick-relief medicines*
- *Help you maintain good lung function*
- *Let you maintain your normal activity level and sleep through the night*
- *Prevent asthma attacks that could result in an emergency room visit or hospital stay*

Taking an active role to control your asthma involves:

- *Working with your doctor to treat other conditions that can interfere with*

asthma management.

- *Avoiding things that worsen your asthma (asthma triggers). However, one trigger you should not avoid is physical activity. Physical activity is an important part of a healthy lifestyle. Talk with your doctor about medicines that can help you stay active.*
- *Working with your doctor and other health care providers to create and follow an asthma action plan.*

An asthma action plan gives guidance on taking your medicines properly, avoiding asthma triggers (except physical activity), tracking your level of asthma control, responding to worsening symptoms, and seeking emergency care when needed.

Asthma is treated with two types of medicines: long-term control and quick-relief medicines. Long-term control medicines help reduce airway inflammation and prevent asthma symptoms. Quick-relief, or "rescue," medicines relieve asthma symptoms that may flare up.

Your initial treatment will depend on the severity of your asthma. Follow-up asthma treatment will depend on how well your asthma action plan is controlling your symptoms and preventing asthma attacks.

Your level of asthma control can vary over time and with changes in your home, school, or work environments. These changes can alter how often you're exposed to the factors that can worsen your asthma.

Your doctor may need to increase your medicine if your asthma doesn't stay under control. On the other hand, if your asthma is well controlled for several months, your doctor may decrease your medicine. These adjustments to your medicine will help you maintain the best control possible with the least amount of medicine necessary.

Difficult words with their meanings:

1. Chlorine- a chemical substance found in salt
2. Hygiene- cleanliness
3. Irritant- annoyances
4. Prematurely- early/ ahead of time
5. Chronic- long- lasting/ continuing
6. Adjustments- changes

CHAPTER SEVEN

THE EAR

Content Objective

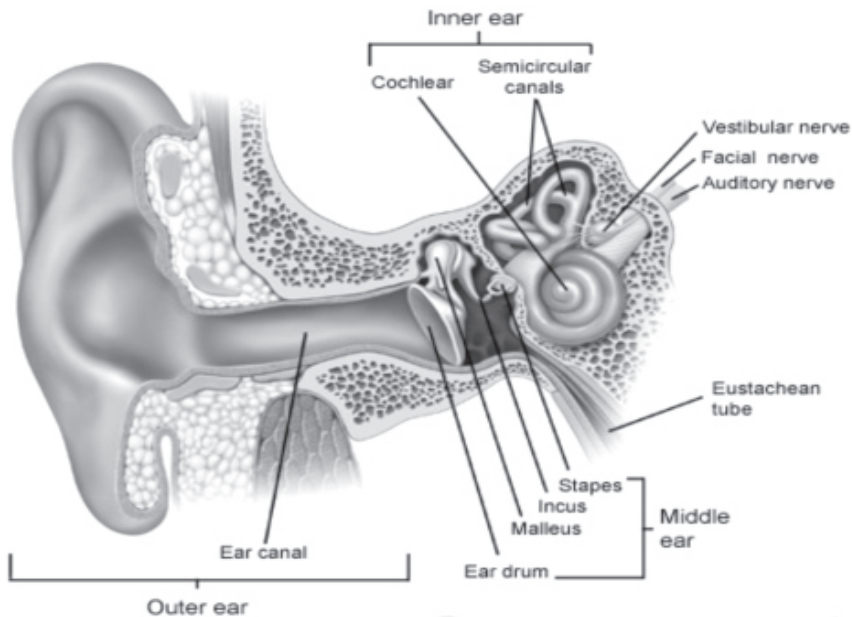
Students will be able to recognize the function of different parts of ear and will understand the benefits of ear wax.

Language Objectives

1. Students will be able to learn different words related to ear.
2. Students will be able to identify the differences between definite and indefinite articles.
3. Students will practice the pronunciation of (s/es) ending words.
4. Students practice composing a summary of an article about wax.

Vocabulary

Look at the diagram and learn the vocabulary related to ear. Then match the words with definitions.



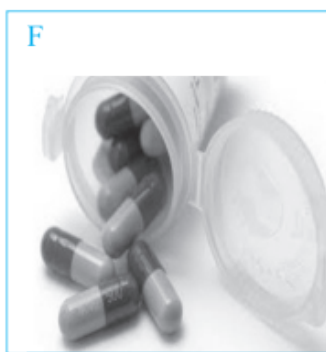
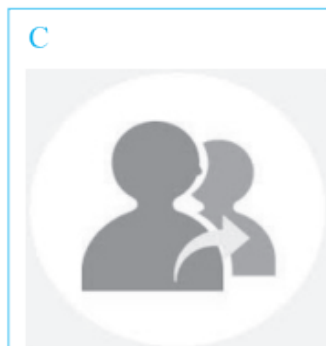
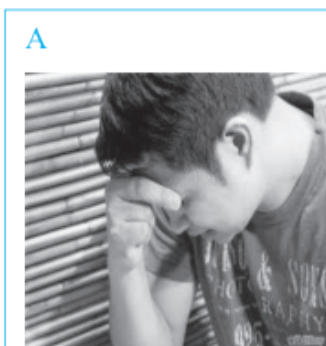
Definitions

1. A small bone, shaped like an anvil found in the middle ear of mammals, between the malleus and shaped bones (.....)
2. A tube shaped passage in the ear, carrying are, liquid, or semisolid material
3. A thin piece of skin inside the ear that moves backwards and forwards very quickly when sound waves reach it, allowing you to hear sounds (.....)
4. A small stirrup- shaped bone in the middle ear of mammals, the innermost of the three small bones that transmit vibration to the inner ear (.....)
5. A hammer- shaped bone that transmit sound waves from the eardrum to the inner ear (.....)
6. A branch of the acoustic nerve that carries nerve impulses from the semicircular canals and other organs in the inner ear. (.....)
7. Passage equalizing air pressure in ear (.....)
8. A spiral structure in the inner ear that looks like a snail shell and contains over 10,000 tiny hair cells that move in response to sound waves (.....)
9. A nerve that controls the muscles of face and jaw, and the sensory abilities of the palate, front of tongue and nose (.....)
10. Any one of three tubes in the inner ear, semicircular in shape and set at right angles to one another, that help to maintain balance (.....)
11. Nerve connecting inner ear to brain (.....)

Exercise 1

Match the following words with the pictures.

- | | | |
|---------------------|-----------------------|------------------|
| 1. Hurt ----- | 2. Infected ----- | 3. Earache ----- |
| 4. Antibiotic ----- | 5. Prescription ----- | 6. Refer ----- |



Conversation

Listen to the conversation from your teacher and then practice with a partner.

Doctor: Hi again, Mrs. Rahimi.

Mrs. Rahimi: Hello, Dr. Karim

Doctor: Hi, Abida, you don't look very happy today. Does your ear hurt?

Abida: Yes, it does.

Doctor: May I take a look at it? Don't worry; it won't hurt you.

Abadi: Ok.

Doctor: Hmm... Yes, that one's infected. Let's see your other ear now.

Abida: That one doesn't hurt...

Doctor: Ok. It looks fine. Thanks, Abida. When did the earache start this time, Mrs. Rahimi?

- Mrs. Rahimi:** Two days ago, and it's been getting worse.
- Doctor:** It looks like she'll need an antibiotic again. I'll give you another prescription. This is Abida's third ear infection this winter, isn't it?
- Mrs. Rahimi:** Yes, it is.
- Doctor:** I think it's time to look into this more. I'd like to refer you to a specialist.
- Mrs. Rahimi:** That's a good idea, Doctor.

Exercise 2

Answer the following question about the conversation.

1. What was Abida's problem?
2. Was her both ears infected?
3. How many times was her ear infected?
4. What was the doctor's suggestion?

Exercise 3

Complete the conversation below.

A: Ahmad, you look like you have a throat infection.

B: No wonder I feel so awful. What should I do?

A:

B:

A:

B:

A:

B:

A:

B:

Exercise 4

Read the words related to ear and match them with their meanings in the box.

1. Buzzing
2. Deafness
3. Drainage

4. Ear lobe
5. Ear plug
6. Hearing loss
7. Perforated eardrum
8. Tinnitus
9. Vertigo

- a. a condition in which somebody feels a sensation whirling that causes a loss of balance. It is often caused by disease of the inner ear concerned with balance
- b. a continual noise in the ear such as a ringing or roaring, usually caused by damage to the hair cells of the inner ear
- c. being unable to hear
- d. the process of carrying away the liquids from something
- e. a steady low humming sound like that of a bee
- f. the soft round part at the bottom of the ear
- g. holes in ear drum
- h. a piece of something soft such as wax or foam rubber that is placed in the ear to keep out noise, water, or cold
- i. reduction of ability of hear

Exercise 5

Choose five words from the above list and use them in appropriate sentences.

1.
2.
3.
4.
5.

Reading

Ear wax

Pre-reading questions:

1. Do you know what wax is?
2. Do you think having wax in your ear is a serious problem?
3. Do you know if wax has any benefit?
4. Where does wax come from?

Earwax is sticky and shiny which is made in the outer ear canal. This is the area between the fleshy part of the ear on the outside of your head (the part you can see) and the middle ear. The skin in the outer ear canal has special glands that produce earwax. The fancy name for this waxy stuff is cerumen (say: suh-roo-mun).

After the wax is produced, it slowly makes its way through the outer ear canal to the opening of the ear. Then it either falls out or is removed when you wash. In most people, the outer ear canal makes earwax all the time, so the canal always has enough wax in it.

So why do we need wax? Earwax has several important jobs. First, it protects and moisturizes the skin of ear canal, preventing dry, itchy ears. Second, it contains special chemicals that fight off infections that could hurt the skin inside the ear canal. Finally, it acts as a shield between the outside world and the eardrum. When dust, dirt, and other things enter your ear, the earwax traps them so they can't travel any further.

If you want to get rid of earwax, here's what you need to do: nothing! Most kids don't need to do anything special to remove earwax. If you wash your ear regularly, this is enough to keep your ears clean.

You can wipe the outside of your ear with a washcloth but don't use a cotton swab, your finger, or anything else to poke around inside your ear to remove earwax. Your ear canal and eardrum are very delicate, and you may hurt them or cause bleeding by trying to get rid of wax this way. Poking around in your ear can also push and pack the wax in further.

In some kids, one or both ear canals make extra earwax. If this sounds like you, tell an adult. Doctors often can prescribe special medicines that are placed in the ear to get rid of extra wax.



Exercise 1

Read the definitions and find out the words/ phrases from the article (wax). The first letter of the word has been given to you.

1. An organ in the body that produces some substances
G -----
2. Drop
F -----
3. To make something wet
M -----
4. Avoid
P -----

5. Scratchy	I -----
6. Safeguard	Sh -----
7. Capture	T -----
8. To clean up	W -----
9. Pad/ cloth	S -----
10. Push	Po -----
11. Gentle	D -----

Exercise 2

Answer the following questions about the above article.

1. What is another name for wax?
2. What are the three important jobs of wax?
3. What should you do for removing wax?
4. What should you do when you have extra ear wax?

Grammar

Articles (a, an, the)

Articles are the grammatical words of English. They do not have any real meaning by themselves, but rather it is used as a way of sending a signal about other words. The words it sends signals about are always nouns.

Types:

1. *Definite*
2. *Indefinite*

Definite article:

A **definite** article indicates that its noun is a particular one (or ones) identifiable to the listener. It may be something that the speaker has already mentioned. The definite article in English, for both singular and plural nouns, is *the*.

Ex. Give me the book.

Indefinite article:

An **indefinite** article indicates that its noun is not a particular one (or ones) identifiable to the listener.

Ex. Give me a book.

Articles with Proper Nouns:

Proper nouns don't need articles.

Ex.: *Afghanistan is a mountainous country.*

The Afghanistan is a mountainous country. (Not correct)

Articles with Common Nouns:

We can use article with common nouns.

Examples:

The people of Afghanistan are hospitable.

A pharmacy student should study very hard.

Exercise 1

Fill in the article (a, an, the) where necessary. Choose where no article is used.

1. I like ----- blue T- shirt over there better than ----- red one.
2. Where is ----- USB drive I lent you last week?
3. Do you still live in ----- Herat?
4. Is your mother working in ----- old office building?
5. Karim's father works as ----- electrician.
6. Baryal has got ----- terrible headache.

Exercise 2

Read the first and third paragraph of the article about “wax” and find out the articles and the nouns followed by them. Then read them to the class.

Excercise 3

Write sentences for the following nouns.

1. The ear canal -----
2. An adult -----
3. The outer ear -----
4. An eardrum -----
5. The ear wax -----

Pronunciation

-s Ending Words

We pronounce –s endings words or simple present verbs, plural nouns, and possessive nouns in three different ways: /S/, /Z/, /IZ/

Examples:

1. *Teach/ teaches*
2. *Office/ offices*
3. *Pay/ pays*

4. *Read/ reads*
5. *Fit/ fits*
6. *Ahmad/ Ahmad's*
7. *Work/ works*
8. *Fahima/ Fahima's*

Exercise 1

Teacher reads the following words and you should determine that which words are pronounced /s/, /z/ and /Iz/.

1. Fix/ fixes -----
2. Limit/ limits -----
3. Copy/ copies -----
4. Chance/ chances -----
5. Cause/ causes -----
6. Skill/ skills -----
7. Stock/ stocks -----
8. Allow/ allows -----

Exercise 2

Read the article about “wax” and find out five words with /s/ sound, five words with /z/ sound and one word with /Iz/ sound.

/s/ sound

1. -----
2. -----
3. -----
4. -----
5. -----

/z/ sound

1. -----
2. -----
3. -----
4. -----
5. -----

/Iz/ sound

1. -----

Writing Homework Assignment

Read the article below and write the summary of it and then read your summary to the class.

Causes of earwax

Some people are naturally more susceptible to developing a blockage in their ear, for various reasons. Your risk of developing problems from a build-up of earwax is increased if you have:

- *narrow ear canals or ear canals that aren't fully formed*
- *a lot of hair in your ear canals*
- *bony growths in the outer part of your ear canal*
- *hard wax – because it's more likely to become impacted (firmly blocked in your ear canal)*
- *a history of recurrent impacted earwax*
- *repeated ear infections*
- *Elderly people are more at risk of having earwax problems because earwax becomes drier with age.*

Treating earwax

In most cases, earwax falls out on its own, so there's no need to remove it. However, if it's completely blocking your ear canal and causing hearing loss, it may need to be removed.

Eardrops

Eardrops, available from your pharmacy, can be used to soften and loosen the earwax, which may help it to work its way out naturally. Speak to your pharmacist about which eardrops are suitable for you.

Eardrops should only be used when they're at room temperature. Pour a few drops into the affected ear and lie on your side for a few minutes, with the affected ear facing upwards.

This will allow the eardrops to soak into the wax and soften it. Repeating this two or three times a day for between three and five days will cause the plug to soften. The wax should then gradually fall out of your ear bit by bit.

Eardrops should not be used if you have a perforated eardrum (a hole or tear in the eardrum).

Ear irrigation

Ear irrigation may be recommended if your earwax blockage persists, even after using eardrops. It involves using a pressurized flow of water to remove the build-up of earwax.

An electronic ear irrigator is used, rather than a metal syringe (which was used in the past), to avoid damaging the ear. The irrigator has a variable pressure control so that syringing can begin at the lowest pressure.

During the procedure, a controlled flow of water will be squirted into your ear canal to clean out the earwax. The water is a similar temperature to your body.

While irrigating your ear, the healthcare professional treating you may hold your ear at different angles to ensure the water reaches all of your ear canal.

Ear irrigation is a painless procedure, but your ear may feel strange as the water is squirted around your ear canal. Tell the person who is treating you if you experience any:

- *pain*
- *dizziness*
- *vertigo – the sensation of moving when you're still*
- *hearing loss*

Other treatments

If eardrops and ear irrigation prove ineffective at removing your earwax, or if you're unsuitable for these treatments, there are some alternative options that you may want to consider. These are described below.

- **Micro suction** - where a special suction device is used to remove the earwax under a microscope. The procedure is quick, safe and painless, and it doesn't involve putting liquid into your ear.
- **Aural toilet** - where an instrument called a Jobson Horne probe is used. A Jobson Horne probe is a thin metal instrument with a small ring at one end that the specialist can use to remove earwax from your ear canal.

Difficult words with their meanings:

1. *Susceptible – at risk/ vulnerable*
2. *Recurrent – continuing*
3. *Soak – bathe*
4. *Perforated – having hole*
5. *Persist – keep up/ continue*
6. *Syringe – needle*
7. *Squirted – sprayed*

CHAPTER EIGHT

RADIOACTIVITY

Content Objective

Students will be able to discuss the positive and negative effects of radioactivity.

Language Objectives

1. Students will recognize the words related to radioactivity and identify how three radiations are made.
2. Students will be able to learn the rules of making plural nouns and practice writing plural nouns.
3. Students will identify the different pronunciation of ? and θ sound.
4. Students will produce a well- written paragraph.

Vocabulary

Below is a list of key words that you should discuss with your partner what you think the English terms mean in your own language and try explaining them to each other in English.

Then share the information with others in the class.

- Radioactivity (N)
- Radiation (N)
- Radioactive (Adj)
- Radiology (N)
- Radiologist (N)
- Radioisotope (N)

Conversation

Listen to your teacher read the conversation. Then practice it with a partner.

A: How was your day at university, Wali?

W: It was good. We studied radioactivity.

A: What is it?

W: Radioactivity is the spontaneous emission of energy from unstable atoms. Do you know unstable atoms?

- A:** Yes, I do. Atoms are found in all natural matter and the atoms that remain the same all the time are stable atoms and the ones that break down or decay into new atoms are unstable atoms.
- W:** Exactly. These unstable atoms are said to be radioactive because they emit radioactivity from the nucleus as they decay.
- A:** And do you know something about radioactive elements, such as uranium, thorium and potassium.
- W:** Oh! These elements break down or decay fairly readily to form lighter atoms. The energy that is released in the process is made up of small, fast-moving particles and high-energy waves. Such kind of radiation also arises from nuclear fission.
- A:** Nuclear fission? What is it?
- W:** It's a radioactive process that releases energy as the heavy nucleus is split into two. Fission can be spontaneous but usually initiates in a nuclear reactor.
- A:** Thank you so much for so much elaboration regarding radioactivity.
- W:** You are welcome.

Exercise 1

Find the meaning of the following words from the box.

- | | |
|-----------------------|--|
| 1. Spontaneous | a. Send out light, gas, heat etc. |
| 2. Stable | b. Moving of something for side to side |
| 3. Remain | c. Firm |
| 4. Decay | d. Still need to be done |
| 5. Emit | e. Be destroyed gradually by natural process |
| 6. Particles | f. Very small piece of something |
| 7. Fission | g. Make something begin |
| 8. Waves | h. separating of something especially of an atom |
| 9. Initiate | i. Description of something in more details |
| 10. Elaboration | j. Happening in a natural, often sudden way |

Exercise 2

Answer the following questions correctly.

1. What is radioactive?
2. What is stable atom?
3. What is unstable atom?
4. What are the elements of radioactive?
5. What is nuclear fission?

Reading Radioactivity

Pre- reading questions:

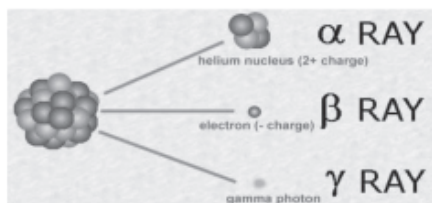
1. Do you know who invented radioactivity?
2. Is radiation emitted by the nucleus of the atom?
3. What are some negative effects of radioactivity?

In 1898, **Marie Curie** discovered that pitch blend, a uranium ore, emits more radiation than uranium itself. She deduced that this ore contains, in very small quantities, one or more elements much more active than uranium. With the assistance of her husband Pierre Curie and after two years of effort, she arrived at isolating two new elements: Polonium (named thus in tribute to her homeland) and Radium. It was then that Marie Curie invented the word "**radioactivity**".

The 3 radiations:

There exist three varieties of radioactivity characterized by the emission of different rays emitted by the nucleus of the atom:

- **(Alpha) rays** are stopped by 6 cm of air. They are composed of alpha particles made up of two protons and two neutrons (in fact a helium nucleus). The particle is therefore positively charged. These alpha particles are nothing more than fragments of unstable heavy nuclei which reorganize themselves to become lighter and more stable nuclei (thus non-radioactive!).
- **(Beta) rays** are stopped by an aluminum screen. They are notably composed of electrons and are therefore negatively charged. Beta radiation is identical to the cathode radiation in your TV!
- **(Gamma) rays** are extremely penetrating and can pass straight through a safe. They are composed of high energy photons (particles of light). They



are nothing but pure energy without any mass. These photons emitted by the nucleus are due to the internal rearrangement of nucleons within the nucleus. These nucleons are organized in concentric layers (like an onion), a little like electrons are around the nucleus. Whenever a nucleon slides from one of the outer nuclear layers into a more internal layer and therefore one which is less energetic, it releases energy in the form of a photon.

These three varieties of radioactivity are not emitted simultaneously. Each nuclear reaction of an atom emits only one single type of radiation at a time!

Effects of Radiation on Human Health

Although a dose of just 25 rems causes some detectable changes in blood, doses to near 100 rems usually have no immediate harmful effects. Doses above 100 rems cause the first signs of radiation sickness including:

- nausea
- vomiting
- headache
- some loss of white blood cells

Doses of 300 rems are more caused temporary hair loss, but also more significant internal harm, including damage to nerve cells and the cells that line the digestive tract. Severe loss of white blood cells, which are the body's main defense against infection, makes radiation victims highly vulnerable to disease. Radiation also reduces production of blood platelets, which aid blood clotting, so victims of radiation sickness are also vulnerable to hemorrhaging. Half of all people exposed to 450 rems die, and doses of 800 rems or more are always fatal. Besides the symptoms mentioned above, these people also suffer from fever and diarrhea. As of yet, there is no effective treatment--so death occurs within two to fourteen days.

In time, for survivors, diseases such as leukemia (cancer of the blood), lung cancer, thyroid cancer, breast cancer, and cancers of other organs can appear due to the radiation received.

Exercise 1

Find words or phrases in the article "radioactivity" that mean the same as:

1. A part of an atom that has no electrical charge. ----- A small piece, especially when broken. -----
2. A central or most important item that has others built around it -----
3. Very small piece of matter which has a positive electrical charge and is found in the nucleus of all atoms -----
4. A light metallic element that is silvery white. -----

5. Object that electricity move through -----
6. Strong enough to enter or spread through something -----
7. A single unit of light -----
8. To empty the contents of the stomach through the mouth -----
9. A unit for measuring amounts of radiation -----
10. A measured among of something such as medicine -----
11. Sickness of the stomach that accompanies the urge to vomit -----
12. Causing death -----
13. An organ in the front of the neck which is involved in controlling the way the body develops and works -----
14. A tiny colorless disk – shaped particle found in large quantities in the blood that plays an important part in the clotting process -----
15. The loss of blood from a ruptured blood vessel, either internally or externally -----

Exercise 2

Answer the following questions.

1. Who invented radioactivity and when?
2. What are two more active elements than uranium?
3. What are 3 radiations?
4. How alpha rays are made up?
5. What are beta rays composed of?
6. What are gamma rays made up of?
7. What are some sicknesses caused by radioactivity?
8. Which kinds of cancer can emerge from radiation?

Grammar Plural Nouns

The plural form of most nouns is created simply by adding the letter *s*.

Examples:

- boy = boys
- doctor = doctors
- drug = drugs

Words that end in *-ch*, *x*, *s* or *s-like* sounds, however, will require an *-es* for the plural:

Examples:

- watch = watches
- box = boxes

- gas = gases
- bus = buses
- fox = foxes
- rush = rushes

There are several nouns that have irregular plural forms.

Examples:

- child = children
- woman = women
- man = men
- person = people
- mouse = mice
- more than one deer = deer

With words that end in a consonant and a *y*, you'll need to change the *y* to *i* and add *es*.

Examples:

- baby = babies
- gallery = galleries
- reality = realities

Plurals of words that end in *-f* or *-fe* usually change the *f* sound to a *v* sound and add *s* or *-es*.

Examples:

- knife = knives
- leaf = leaves
- life = lives
- self = selves

There are, however, exceptions:

Examples:

- *more than one roof = roofs*
- *cliff = cliffs*
- *giraffe = giraffes*

Exercise 1

Read the article “Effects of Radiation on Human Health” and underline the plural nouns. There should be 14 plural nouns. Then read them to the class.

Exercise 2

There are some nouns taken from the article (Radioactivity) change them to plural and write an appropriate sentence for each.

1. Sickness
2. Treatment
3. Energy
4. Element
5. Particle
6. Ray
7. Photon
8. Cathode
9. Radiation
10. Itself

Pronunciation

“th” as / θ / and “th” as ?



/ θ / Sound: Place the tip of your tongue between your upper and lower teeth. Don't put it between your lips. Make the sound by forcing air through the opening between your teeth and tongue. Don't vibrate your vocal cords.

Examples:

- Think
- Bathroom
- Teeth

Exercise 1

Listen to the following words from your teacher and repeat.

Thursday	without	teeth
Think	Bathroom	path
Third	nothing	method
Throw	breathless	booth

Exercise 2

Listen to the following words pairs. Repeat them after your teacher, be careful to make the distinction between the two sounds.

Three	free
Thinsin	
Pass	Path
Both	boat
Fought	thought
Moth	moss
Frilled	thrilled

Exercise 3

The teacher reads the sentences below. Mark the word which you hear

1. Ahmad saw the pass / path and took it.
2. Karima and Maryam read all about the trees/ threes.
3. After the rain, his booths/ boots were covered with mud.
4. The new manager really liked his new theme/ team.

/ ? / **Sound:** Put your tongue between your teeth and then blow.

Examples:

- The
- That
- Then
- There

Exercise 1

Listen to the following words and repeat after your teacher.

Those	brother	smooth
There	mother	clothe
Them	other	breathe
That	leather	bathe

Exercise 2

Read the article (Radioactivity & 3 radiation) and then find the words with θ and ? sounds.

 θ Sound

- 1.
- 2.
- 3.
- 4.
- 5.

? Sound

- 1.
- 2.
- 3.
- 4.
- 5.

Writing
Homework Assignment

Write a paragraph about positive effects of radioactivity either on human, animals or plants.

CHAPTER NINE

THE BLOOD

Content Objective

Students will be able to recognize the organs of circulatory system and the function of some organs of circulatory system.

Language Objectives

1. Students will know the words related to circulatory system and the blood.
2. Students will be able to compose adjective clause.
3. Students will practice the pronunciation of stressed and reduced words.
4. Students will produce a well- written paragraph.

Conversation

Teacher reads the conversation then students practice it with a partner.

Teacher: Good morning everybody. Do you remember what did we study last day?

Student A: Yes, we studied something about circulatory system.

Teacher: You are right and what are the main organs that form the circulatory system?

Student B: They are the heart, the lungs, and the blood vessels that work together to form the circle part of the circulatory system.

Teacher: Well done! And anything else you remember about blood?

Student C: We learnt that an average adult has about five liters of blood inside of their body.

Teacher: Thank you. And can we work without blood in our body?

Student D: No we can't. Without blood, the human body would stop working.

Teacher: Why is that?

Student E: Because blood is the fluid of life, transporting oxygen from the lungs to body tissue and carbon dioxide from body tissue to the lungs.

Teacher: Very good. And who can add some more idea about the function of blood in the body?

Student F: Blood is the fluid of health, transporting disease fighting substances to the tissue and waste to the kidneys.

Teacher: Thanks a lot from all of you. Now I am going to teach you types of blood.

Exercise 1

Write the definition of the following words from the box.

Vessel -----

Fluid -----

Tissue -----

Substance -----

Waste -----

Characteristic

A group of connected cells that are similar to each other, have the same purpose

A curved contained which is used to hold liquid

Unnecessary thing

A substance which flows and is not solid

Exercise 2

Answer the following question correctly.

1. What are the main organs of circulatory system?
2. How much blood does an adult have in his/ her body?
3. Why we cannot work without blood?
4. What are students going to be taught after the review of the last lesson?

Reading

The blood and its types

Pre- reading questions:

What is the function of blood in our body?

What are the two blood cells?

Can we live without blood?

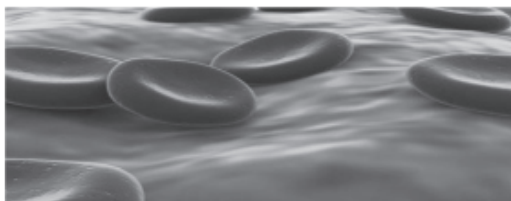
Blood:

Blood is the medium of transport in the body. The fluid portion of the blood, the **plasma**, is a straw-colored liquid composed primarily of water. All the important nutrients, the hormones, and the clotting proteins as well as the waste products are transported in the plasma. Red blood cells and white blood cells are also suspended in the plasma. Plasma from which the clotting proteins have been removed is **serum**.

Red Blood Cells:

Red blood cells perform the most important blood duty. A single drop of blood contains millions of red blood cells which are constantly traveling through your body delivering oxygen and removing waste. If they weren't, your body would slowly die.

Red blood cells are red only because they contain protein chemical called hemoglobin which is bright red in color. Hemoglobin contains the element "Iron" which is making it an excellent vehicle for transporting oxygen and carbon dioxide. As blood



passes through the lungs, oxygen molecules attach to the hemoglobin. As the blood passes through the body's tissue, the hemoglobin releases the oxygen to the cells. The empty hemoglobin molecules then bond with the tissue's carbon dioxide or other waste gases, transporting it away.

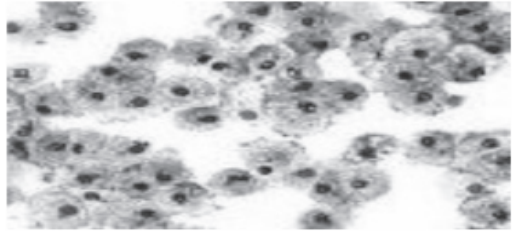
Over time, the red blood cells get worn out and eventually die. The average life cycle of a red blood cell is 120 days. Your bones are continually producing new blood cells, replenishing your supply. The blood itself, however, is re-circulated throughout your body, not being remade all of the time.

Since the human body is continually making more blood, it is safe for healthy adults to donate blood. The blood is then stored for use in emergency situations. Initially after giving blood, the donor may feel some momentary lightheadedness due to the loss of oxygen-rich red blood cells and blood sugar. The body quickly stabilizes itself.

White Blood Cells:

The white blood cells have a rather short life cycle which is living from a few days to a few weeks. A drop of blood can contain anywhere from 7,000 to 25,000 white blood cells at a time. If an invading infection fights back and persists, that number will significantly increase.

A consistently high number of white blood cells are a symptom of Leukemia, a cancer of the blood. A Leukemia patient may have as many as 50,000 white blood cells in a single drop of blood.



Multiple causes exist for low white blood cells. In almost all cases, while depending on the specific type of white blood cells, there are recognizable symptoms. Most of the symptoms cluster around typical results of infectious processes or diseases. However, a detailed blood analysis is necessary to identify the exact nature of the low level of these cells.

Exercise 1

Find word or phrases in the article (The blood and its types) that mean the same as:

1. Liquid -----
2. The watery, colorless part of the blood -----
3. Oxygen transporting substance in blood -----
4. Damaged -----
5. Refill -----
6. Dizziness/ faintness -----
7. Overrunning dirt/ contagion -----

Exercise 2

Work with a partner and answer these questions.

1. What is plasma?
2. What are the things which are conveyed to plasma?
3. What is serum?
4. Why red blood cells do the most important task in the body?
5. Why red blood cells are in red color?
6. What does hemoglobin do in blood?
7. Why is it helpful for adults to give blood?
8. How much blood cell does a drop of blood can have?
9. When a person can get a cancer of blood (leukemia)?

Grammar Adjective Clause

An adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun. (An adjective clause is also called “a relative clause”).

An adjective clause uses pronouns to connect the dependent clause to the independent clause. These pronouns are *who*, *whom*, *which*, and *that*.

Position of an Adjective Clause:

- 1) An adjective clause pronoun can be used as the subject. It closely follows the noun it modifies.

Examples:

- I thanked the doctor. **She** helped me a lot.
I thanked the doctor **who** helped me a lot.
- The syrup is mine.
It is on the table.
The syrup **which** is on the table is mine.
The syrup **that** is on the table is mine.

Exercise 1

Combine the two sentences. Use the second sentence as an adjective clause.

1. I know a doctor. He behaves with patients well.

2. The girl is happy. She got the first position in the class.

3. They are reading an article about blood. It contains adjective clauses.

4. The new students are from Herat. They sit in the front row.

5. Algebra problems contain letters. They stand for unknown numbers.

- 2) An adjective clause pronoun can be used as the object.

Examples:

- The man was Mr. Karim. I saw **him**.
The man **who(m)** I saw was Mr. Karim.
The man **that** I saw was Mr. Karim.
The man (**none**) I saw was Mr. Karim.
- The English book was very good. I read **it** yesterday.
The English book **which** I read yesterday was very good.
The English book **that** I read yesterday was very good.
The English book (**none**) I read yesterday was very good.

Exercise 2

Combine the sentences, using the second sentence as an adjective clause.

1. The book was good. I read it.

 2. I liked the pharmacist. I met her in the hospital last week.

 3. I liked the test report. You wrote it.

 4. The people were very nice. We visited them yesterday.

 5. The sick man was standing over there. I brought him to the hospital.

- 3) An adjective clause pronoun can be used as the object of a preposition.

Examples:

- She is the dentist. I told you **about her**.
She is the dentist **about whom** I told you.
She is the dentist **who(m)** I told you **about**.
She is the dentist **that** I told you **about**.
She is the dentist (**none**) I told you **about**.
- The anatomy lecture was good. I listened **to it** carefully.
The anatomy lecture **to which** I listened carefully was good.
The anatomy lecture **which** I listened **to** carefully was good.
The anatomy lecture **that** I listened **to** carefully was good.
The anatomy lecture (**none**) I listened **to** carefully was good.

Note: If the preposition comes at the beginning of the adjective clause, only *whom*, or *which* may be used. A preposition is never immediately followed by *that* or *who*.

Exercise 3

Combine the sentences, using the second sentence as an adjective clause.

1. The meeting was interesting. I went to it.

2. The nurse was very kind. I talked to her yesterday.

3. I must thank the teachers. I learned a lot of things from them.

4. The topic was interesting. Omar talked about it.

5. The candidate didn't win the election. I voted for her.

Exercise 4

Read the article (The blood), underline the adjective clauses, and tell to the class that what each adjective clause modifies.

Pronunciation Stressed and Reduced Words

Listeners of English expect certain words to be strong and other words to be weak. The strong words are the ones the listeners pay the most attention to and the weak words are the ones that are not pronounced strongly.

Read the guidelines that follow and see which words are pronounced strongly and which ones are pronounced less strongly.

Rule 1

Stress important content words like these:

Nouns

lunch
answer

Verbs

vote
explain

Adjectives

cheap
active

Adverbs

quite
realy

Negatives Wh- Question Words Demonstratives

can't
not

how
who

this
those

Examples:

1. Our lunch was cheap.
2. Why won't they give me an answer.

Rule 2

Reduce or weaken function words. Function words serve a grammatical purpose, but don't carry meaning. Function words include the following:

Articles

a
the

Conjunctions

and
or

Prepositions

to
of

Pronouns Auxiliary Verbs

her you can have

Examples:

1. Ahmad's and old frind.
2. Can you see?
3. Give it to him.

Exercise 1

In the following sentences, underline the content words and circle the function words. Then practice pronouncing the sentences with a partner.

1. Give me the book.
2. He wants to leave.
3. I did it as quickly as possible.
4. He was sick
5. What's for dinner?
6. You should take an airplane.

Exercise 2

Read the first paragraph of the article (The blood and its types), pay attention to the strong and weak words. Then read the paragraph aloud to the class with correct pronunciation.

Writing

Lymphoma is a type of blood cancer. Search about this disease and write what you have found into different paragraphs.

- Paragraph 1:** Which kind of disease is it? And in which part of the body is it mostly developed?
- Paragraph 2:** Types of lymphomas
- Paragraph 3:** Signs and Symptoms of lymphomas
- Paragraph 4:** How lymphomas can be treated?

Lymphomas: -----

Types of lymphomas: -----

Signs and Symptoms of lymphomas: -----

Lymphomas Treatment-----

CHAPTER TEN

NERVE SYSTEM

Content Objective

Students will be able to learn the function of nerve system and different parts of it as well as recognize one of diseases related to nerve system.

Language Objectives

1. Students will recognize the words related to nerve system.
2. Students will be able know the rules for using infinitive.
3. Students will practice the pronunciation of vowel /I/.
4. Students will produce a well- written paragraph describing a picture.

Conversation

Listen to the conversation from your teacher and then practice it with a partner.

Dr.: Good morning. What is your name?

P: I'm Wahidullah

Dr: Ok Wahidullah, what is your problem?

P: Well, I have difficulties remembering things. Sometimes, I put some objects somewhere and the next day I forget when I have put them.

Dr: When did this problem occur?

P: It has been almost two years. And my memory is getting worst day by day.

Dr: Do you only have problem remembering things?

P: No, doctor! In these days, I am unable to perform my daily activities well enough. It takes several days to do a single task. Though, I could work hard two years ago.

Dr: Uh ah! And do you use tobacco?

P: To be honest, I have been using tobacco since I was 31.

Dr: Ok, and how old are you now?

P: I'm 45

- Dr:** It's quite a long time that you are using tobacco. Any other things bother you?
- P:** Yes, I have other problems like sleeplessness, wondering, anxiety and depression.
- Dr:** Ok, listen Wahidullh, these symptoms commonly occur with Alzheimer's disease.
- P:** Really!...what kind of disease is that?
- Dr:** It's a disease that destroys brain cell and the result is change in abilities and behavior.
- P:** How it can be treated?
- Dr:** Well, I am writing a prescription for you. Take your medicines and bring it to me to check them.

Exercise 1

Match the words with their meanings.

- | | |
|------------------|-------------------------|
| 1. Perform | a. Nervousness |
| 2. Bother | b. Complete/ do |
| 3. Anxiety | c. Damage |
| 4. Sleeplessness | d. Sadness |
| 5. Depression | e. medicine instruction |
| 6. Wondering | f. Doubting |
| 7. Destroy | g. Insomnia |
| 8. Prescription | h. Cause trouble |

Exercise 2

Find the answer of the following questions.

1. What are the things that the patient forgets most of the time?
2. How long it has been that he has got memory lost problem?
3. What are the other problems that he faces?
4. For how many years has he been using tobacco?
5. According to the symptoms, which disease is it and what does it do?

Reading Nerve System

Pre- reading questions:

1. Do you know the function of never system?
2. What is the main organ of nerve system?
3. Can nerve cells be treated easily if it is wounded?

The nervous system is a very complex system in the body. It has many, many parts. The nervous system is divided into two main systems, the central nervous system (CNS) and the peripheral nervous system. The spinal cord and the brain make up the CNS. Its main job is to get the information from the body and send out instructions. The peripheral nervous system is made up of all of the nerves and the wiring. This system sends the messages from the brain to the rest of the body.

Brain

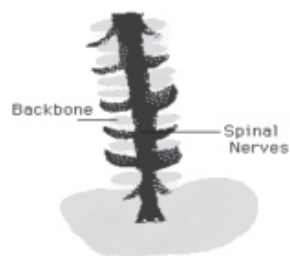
The brain keeps the body in order. It helps to control all of the body systems and organs, keeping them working like they should. The brain also allows us to think, feel, remember and imagine. In general, the brain is what makes us behave as human beings.

The brain communicates with the rest of the body through the spinal cord and the nerves. They tell the brain what is going on in the body at all times. This system also gives instructions to all parts of the body about what to do and when to do it.

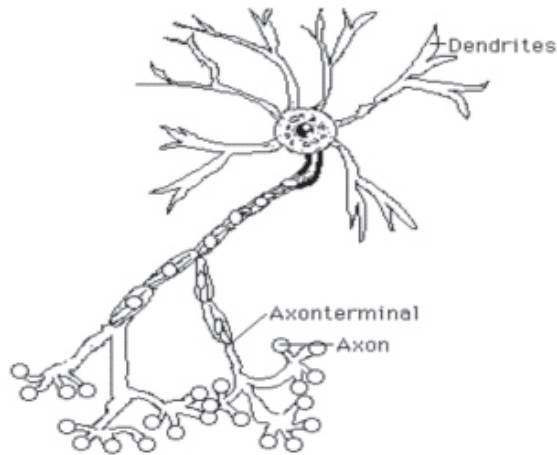


Spinal Cord

Nerves divide many times as they leave the spinal cord so that they may reach all parts of the body. The thickest nerve is 1 inch thick and the thinnest is thinner than a human hair. Each nerve is a bundle of hundreds or thousands of neurons (nerve cells). The spinal cord runs down a tunnel of holes in your backbone or spine. The bones protect it from damage. The cord is a thick bundle of nerves, connecting your brain to the rest of your body.



The Peripheral Nervous System



The nervous system is made up of nerve cells or neurons that are "wired" together throughout the body, somewhat like communication system. Neurons carry messages in the form of electrical impulses. The messages move from one neuron to another to keep the body functioning.

Neurons have a limited ability to repair themselves. Unlike other body tissues, nerve cells cannot also be repaired if damaged due to injury or disease.

Exercise 1

The following words are taken from the text, but the letters have been jumbled. Put the letters in the correct order to match with their synonyms.

Ex. *filsteely* (noun) *the way that you live your life = Lifestyle*

1. lpaerriehp (adjective) exterior/ outer
2. ewri (noun) line
3. laowl (verb) let/ permit
4. nsipla ocdr (noun) back bone
5. hckti (adjective) heavy/ dense
6. nutlen (noun) bridge/ passage way
7. olhe (noun) dump
8. eismlpu (noun) movement of energy that causes sth. else to react
9. nfouinct (verb) work
10. irerap (verb) heal/ renovate

Exercise 2

Work with partner and find the answer of the following questions.

1. What are the two main systems of nerve?
2. What are the things which make up the CNS?
3. What does CNS do?
4. What does peripheral nerve system do?
5. Is brain considered as one of important organs in our body? If so, how?
6. How thick is a nerve?
7. What does spinal cord do in our body?
8. Can nerve cells be repaired if they are affected by any disease?

Grammar Infinitive

Exercise 1

Read the article “Nerve System” and underline all *infinitives* “to + base form of the verb”. After that, answer the following questions.

- How many infinitives did you find?
- Which kinds of verbs are the infinitives followed by “verbs showing feeling, saying, noun or pronouns, or some other common verbs”?
- Did you find any infinitive which is followed by “not”?

What is Infinitive?

It is used to indicate the purpose or intention of an action (where the ‘to’ has the same meaning as ‘in order to’) and it is always “to” plus base form of the verb.

Ex.:

- *She's gone to buy her medicines.*
- *The three bears went into the forest to find firewood.*

In negative sentences, “not” is added before the infinitive.

Ex.:

- *We are here not to make fun of each other.*
- *She met the doctor not to give her more medicine.*

1. Some verbs are followed by the to-infinitive:

Common verbs followed by the to-infinitive are:

Verbs of thinking and feeling:

- choose
- decide
- expect
- forget
- hate
- hope
- intend
- learn
- like
- love
- plan
- prefer
- remember
- would like

“To be” verbs

am, is, are, was, were

Other common verbs are:

- arrange
- attempt
- fail
- manage
- tend
- try
- want

2. Some verbs are followed by a noun and the to-infinitive:

Examples:

- She **asked him to send** her a text message.
- He **wanted all his friends to come** to his party.

Common verbs with this pattern are:

Verbs of saying:

- advise
- ask
- encourage

- invite
- persuade
- remind
- agree
- promise
- refuse

Verbs of wanting or liking:

- expect
- prefer
- want
- would like

Other verbs with this pattern are:

- allow
- enable
- force
- get
- teach

Exercise

Write sentences about the given verbs followed by infinitive. Your sentences should be related to pharmacy and medicine issues.

Example:

- | | |
|-----------|-------------------------------------|
| Come | I come here to have a prescription. |
| 1. Force | ----- |
| | Prefer ----- |
| | Promise ----- |
| 2. Try | ----- |
| 3. Forger | ----- |

Pronunciation Vowel "I"

Linguists call the vowel sound /I/ a front vowel. It is pronounced a little lower and further back in the mouth. It is pronounced in two ways: /I/ and /aI/

1. i is pronounce as /a□/ when i + consonant + e as in: *time, site, fire, to entire, ..*

2. i is pronounced as /aɪ/ when i is followed by gh as in: *sigh, sight, thigh, ...*
3. i is pronounced as /aɪ/ when i is preceded by a as in: *aisle, ...*
4. i is pronounced as /aɪ/ when i is written as y: *to try, to fly, to cry, ...*
5. else i is pronounced as /ɪ/: *to hit, ship, sick*

But there are some exceptions:

1. to give, to notice, clandestine (/ɪ/ instead of /aɪ/)
2. to fail, to contain (/eɪ/ instead of /aɪ/)
3. gravity, paucity, hierarchy (/i/ instead of /aɪ/)
4. pie, title, vital, giant, modifier (/aɪ/ instead of /ɪ/)





Exercise 1

Repeat the words after your teacher. Pay attention to pronunciation of /I/ sound.

- Pin
- Bin
- If
- Win
- With
- Lift
- Size
- Nice
- Sit
- Finish

Exercise 2

Write the missing letters in words written in the box below that start with I. The missing letters are (n, l, i, c, y, g, s, l, t, o). And then make a sentence for each.

 i _ e	 iv _
 iri _	 _ nk
 is _ and	 i _ ch
 icic _ e	 ir _ n
 insec _	 i _ uana

Exercise 3

Read the article “Nerve System” and find out five words with “i” letter that sounds /I/ and five words with “i” letter that sounds /ai/. You can find out some exceptional words as well. Read the words to the class.

Words with /I/ sound

1. -----
2. -----
3. -----
4. -----
5. -----

Words with /ai/ sound

1. -----
2. -----
3. -----
4. -----
5. -----

Exceptional words

1. -----
2. -----
3. -----

Writing

Alzheimer's disease is a fatal and progressive disease that destroys brain cells. Alzheimer's disease is not a normal part of aging. Symptoms include having difficulty remembering things, making decisions and performing everyday activities. These changes can affect the way a person feels and acts.

Work in groups and draw a picture/ pictures showing Alzheimer's disease in a person. And then write a short description of your picture.

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این کتاب به همکاری سخاوتمندانه مردم امریکا از طریق ادارهٔ انکشاف بین‌المللی ایالات متحده امریکا (USAID) تحت موافقتنامه اصلی شماره GHN-A-00-07-00002-00 و شرایط موافقتنامه همکاری شماره 306-A-00-11-00532-00 با علوم اداره برای صحت (MSH) ترتیب گردیده است. محتویات این کتاب مسؤولیت‌های علوم اداره برای صحت (MSH) بوده و نظریات USAID یا دولت ایالات متحدهٔ امریکا را منعکس نمی‌سازد.

در مورد پروژهٔ تقویت سیستم‌های فارمسی (SPS)

برنامهٔ تقویت سیستم‌های فارمسی (SPS) تلاش دارد تا ظرفیت کاری برای مدیریت مؤثر تمام جوانب سیستم‌ها و خدمات فارمسی را در کشورهای رو به انکشاف ارتقا دهد. برنامهٔ تقویت سیستم‌های فارمسی (SPS) بالای بهبود ادارهٔ سکتور فارمسی، تقویت مدیریت دوايي و میکانیزم‌های مالی به شمول مسایل مقاومت در برابر ادویه ضد مایکروبی، افزایش دسترسی به دواها استفادهٔ معقول ادویه تمرکز دارد.