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Ministry of Education

General Directorate of Vocational Education

English for Vocational Schools

Book 1

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English for Vocational Schools

Book 1

Introduction

Aim:

The general aim of this course is to develop learners' language skills, listening, speaking, reading and writing to supplement what they have learnt in the previous years but with more specification in conformity with other subject matters in the curriculum, and to be able to use the English language communicatively in the future.

Objectives:

By the end of the three-book series, learners are supposed to:

1. Develop knowledge of the basic elements of the English language: vocabulary, pronunciation and grammar,
2. Develop understanding of oral and written language skills.
3. Be aware of the ESP vocabulary and expressions relevant to their study.
4. Develop aesthetic and cultural creative sense in order to appreciate ESP topics and literature,
5. Participate in everyday-life communicative dialogues, discussions and interactions,
6. Understand instructions, read manuals, booklets and magazines.
7. Develop receptive skills, i.e. listening and reading, by practicing certain activities in this respect,
8. Promote productive skills, i.e. speaking and writing, by fulfilling meaningful and authentic activities,

9. Be capable of using ESP in their future career,

10. Practing language learning skills such as speed reading skills, i.e. Scanning, guessing, etc.

11. Practice language learning autonomy strategies such as note-taking, summarizing, etc.,

12. Become active participants and language users, and

13. Involve in co-operative learning.

Syllabus Design

Each book of the series has the following activity format: vocabulary, speaking, reading, pronunciation, grammar and writing. This is to ensure its communicative purposes within the activity sequence and to motivate learners to participate effectively. Listening is achieved indirectly by exposing learners to the model, i.e. the teacher.

Features of the Book

- Vocabulary is introduced at the beginning of each unit in the form of activities so as to make them familiar to students when they appear again in the reading text. Teachers are supposed to encourage students to work out the activities as a warm up.

- Speaking is presented to provide students with an opportunity to express themselves and actually use English in the form of activities and dialogues which will equip students with the basic expressions needed to cope with everyday conversations in English concerning their field of study and future career. This activity will give them both practice and confidence in using what they learn.

- Reading Comprehension: There is one main reading text preceded by lead in questions and activities to give students reason to read and to predict what they will read

about in the text. At the same time, it is a kind of brainstorming to what they already know about the world (prior knowledge) or about English. The reading texts are supplemented with various activities to help students discover and learn new vocabulary, expressions and materials in more than one method. The reading texts are interesting, stimulating, and including examples of the main structure items of the unit.

- Pronunciation is intended to provide practice in English pronunciation with sufficient illustrations. The presentation of the English sound system needs to be enriched by other examples and/or activities on the part of the teacher and the learners as well.

- Grammar: The main grammatical points are almost given according to their occurrence in the reading passages. It contains activities which promote practicing the main structure item. It is also reviewed in the **Revision** units for reinforcement and to ease in using them again.

- **Writing** is promoted by exposing learners to activities that include practicing certain writing skills and subskills. Sometimes if the activities are new, instructions are presented to the learners where they are required to follow them step- by- step.

Unit One

Nutrition

Vocabulary

1.1 Write the name of each food item under its picture.

(Grapes, lettuce, peas, cucumber, pear, fruit, meat and sea food)















1.2 Try to find the opposites of the words given in the table below.

Words	Opposites
nutrition	decreasing
fatness	illness
increasing	slimness
health	malnutrition

1.3 Fill in the blanks with the suitable words from the table in 1.2.

1. Malnutrition can cause ……. .
2. Using this drug will improve your ……. .
3. ..... is the science that studies food value.
4. Health care is …… nowadays.

1.4 Read the words or phrases in List A with their meanings in List B.

List A	List B
1. nutriment	a. food
2. night blindness	b. nyctalopia
3. perfect	c. good
4. against	d. anti
5. starvation	e. lack of food
6. provide	f. supply

1.5 Fill in the blanks with these words.

nyctalopia	supplies	starvation	good	against

1. We must get ……. nutrition to be healthy.

2. Lacking of vitamin "A" may cause ……. .

3. Food ……. the body with energy.

4. Poor societies always suffer from ……. .

5. The governments always struggle ……. starvation.

Speaking

1.6 Share the following dialogue with your classmate.

A: *Do you go out on Saturdays?*

B: *Yes, I help my father in his bookstore, but I don't stay too long. I only go there in the morning because of my homework.*

A: *And what about your mother, what does she do?*

B: *She works as an accountant for a trade company. It's a hard work, but she enjoys her work because she gets a lot of money.*

A: *Does she work at weekends?*

B: *She sometimes works on Saturdays mornings. She doesn't work on Fridays so we are always together as a family.*

1.7 Now do the following exercises.

A. Complete these sentences with words from the conversation.

- Statement:

1. I …… my father in his bookstore. 2. My mother …… as an accountant.

Question:

1. …… out on Saturdays? 2. …… she …… at weekends?

- Negative:

1. I …… too long. 2. She …… on Fridays.

- (sometimes, always, etc.):

1. She …… on Saturday mornings. 2. We …… together as a family.

B. Write the correct form of the following verbs.

a	I go	He goes	h	They play	She ……
b	You do	She ……	i	They cost	It ……
c	We fly	It ……	j	I have	He ……
d	I study	He ……	k	I wash	He ……
e	You fix	He ……	l	You pay	She ……
f	They watch	She ……	m	You drive	He ……
g	We make	It ……	n	We carry	It ……

C. Put the words in the correct order to make sentences.

1. Usually / in the evenings / television / watch / they

2. The library/ see / we/ him / often / in

3. Do / to work / drive / you / usually?

4. Your father / does / get / what time / from work / home?

5. I / never / when / rings / the phone / answer / it

D. Work with a classmate. Ask and answer questions using the ideas in the box and the present simple.

Example:

a. What do you have for breakfast?

b. I usually have milk and cheese.

have for breakfast, start work, have a shower, do shopping, go to bed, spend holidays

E. Use the correct form of one of the verbs in the box to complete each sentence.

produce, calculate, generate, reset, not cost

1. My country …… a lot of fruit and vegetables.

2. Food …… so much in my country.

3. This turbine …… electricity.

4. The left button …… the engine.

5. How … you … the amount?

F. Fill in the spaces with {do, does, don't, doesn't}

1. A. …… your brother watch TV often?

   B. Yes, he …….

2. A. …… many people have mobile phones these days?

   B. Yes, they …….

3. A. …… this watch resist water?

   B. ….., it …….

Reading

1.8 *Nutrition*

A human being is like a motorcar. In order to move, the motorcar needs fuel, so the human being needs food as fuel too. This operation is called nutrition. Nutrition can be defined as the science that explains the relationship between food and the function of living creatures.

Good nutrition demands variety of food sources, either animal or vegetable. So, more variety means more healthy food to achieve its functions; building the body, supplying it with energy, achieving its living activities, and protecting it against diseases.

Food can be divided according to its functions into three kinds:

1. Foods that build the body. They are also divided into two parts:

a- Animal foods which include meat, milk and its products, egg, and fish,

b- Vegetable foods which include beans, soya beans, seeds, and nuts.





2. Foods that provide the body with energy: these include grain, fat, sugar, honey and potatoes.

3. Body Protection Foods which include vitamins and minerals which are mainly found in vegetables and fruits.

Good food must have certain characteristics such as cleanliness, variety, ripeness and enough quantity. A perfect meal must contain the following food elements:

(1. Carbohydrates 2. Proteins 3. Fats 4. Vitamins 5. Minerals 6. Water)

Increasing or decreasing food quantity may cause many diseases. We must avoid gluttony because it causes fatness and flaccidity. We must also avoid starveling (lack of food quantity) because of malnutrition and this will cause nyctalopia (night blindness) and anemia.

Good nutrition features are: body's weight that suits its height and age, strong muscles and bones, soft and smooth skin and hair, and good appetite and digestion. So, it is important to take care of our food for the sake of maintaining good health.

1.9 Complete the following with words selected from the reading text.

1. Starveling may cause …….
2. Food functions are ……, ……., …… and ……
3. Increasing or decreasing food quantities may cause many ……
4. Foods that build the body are ……, …….., …… and……..
5. Nyctalopia is a disease which means ……..

1.10 State whether the following statements are true or false.

1. A human being does not need food as fuel.

2. Foods that provide the body with energy include sugar, fruits and fat.

3. Gluttony does not cause fatness and flaccidity.

4. Good nutrition demands variety of food sources.

5. Foods which include vitamins and minerals are body protection foods.

Pronunciation

1.11 How to pronounce the final (s) or (es):

1. It is pronounced **/s/** after: /f/, /k/, /p/, /t/, /Ɵ/.

2. It is pronounced **/z/** after: /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/,v /ɣ or with a vowel sound, /a/, /e/, /i/, /o/, /u/.

3. It is pronounced **/iz/** after: /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/.

1.12 Pronounce the final –s in the following words.

{tomatoes days boxes bridges spans writes beliefs hats}

Grammar

1.13 Simple Present Tense

Read the following examples:

1. We wash our faces after we wake up.

2. They play football during holidays.

3. Teachers correct students' mistakes.

4. I water these flowers regularly.

We use the simple present tense to:

- talk about things in general,

- say that something happens all the time or repeatedly,

- say that something is true in general.

Note: After the third person singular, (he, she, it, your father, etc), the verb ends with (s) or (es):

1. He needs more money to buy those cows.

2. She cooks for her family every day.

3. The snow covers the fields.

I/you/we/they	*clean*	*the house*
He/she/it	*cleans*	*the house*

We use *do/does* to make negative sentences and questions.

Note that we use *does / doesn't* with the third person singular.

Negative: We don't keep all the sheep in one barn.

The farmer doesn't pick unripe apples.

Question: Do you keep all the sheep in one barn?

Does the farmer pick unripe apples*?*

The following adverbs are usually used with this tense:

(usually, often, generally, always, occasionally, sometimes, never, seldom, rarely)

Examples:

1. We rarely leave the animals unattended.
2. He usually asks for help during the harvest time.
3. Babies never drink coffee.

1.14 Put the verbs between brackets in the correct form.

1. He (eat) his food with his friend.
2. She (not/ leave) the child alone.
3. Where they (keep) the crop?
4. It (not/ rain) during summer.
5. We usually (sit) under the shade during summer.
6. These men are so busy. They (not /have time) for fun.

1.15 Complete the following sentences, using one of the following verbs in the box. Use the negative form when necessary.

dislike	*appear*	*blow*	*live*	*have*	*flow*

1. The wind …… during autumn.
2. Camels …… in the desert.
3. Children …… spicy food.
4. The moon…… during the day.
5. The river …… through a green valley.
6. Apples …… thorns.

1.16 Make a question and a negative form for each of the following sentences

1. He brushes his teeth every day.
2. Some birds fly high.
3. She usually weaves nice rags.
4. They mend the wall every year.
5. The shepherd leads the sheep to the grass.
6. People eat some seeds.

1.17 Rearrange the words between brackets and then read the dialogue.

A: I (would like/ order/ to) cable.
B: Sure, what package (you/ want/ do)?
A: What kinds of packages (you/ do/ offer)?
B: We have all kinds of movie channel packages.
A: (What else/ have/ do/ you)?
B: There is a package for all sports channels.
A: I want that.
B: (Do you/ anything else/ want)?
A: No, but (is/ possible/ it/ for me) to add channels later?
B: You (can/ get rid of/ always) channels or add some later.

1.18 Passive Voice in present simple:

Affirmative Form	Object + am / is / are + verb3 (past participle)
Question Form	Am / Is / Are + Object + verb3 (past participle)?

Something is done by someone regularly / everyday / as expected...

Active: The gardener waters the flowers every evening.
Passive: The flowers are watered by the gardener every evening.

Active: Helen doesn't drink anything in parties.
Passive: Nothing is drunk by Helen in parties.

Active: Who sells umbrellas?
Passive: Who are umbrellas sold by?

Active: My mother doesn't paint the walls.
Passive: The walls aren't painted by my mother.

1.19 Change the following sentences into passive voice.

1. Many people read Al-Sabah magazine.
2. My mother milks the cows every morning.
3. Suham never understands the new lesson.
4. Everybody loves chocolate.
5. Kids always eat candies.
6. Does the mechanic check the brakes regularly?

Note: See the list of the irregular verb forms at the end of this book.

Writing

1.20 Answer these questions in a paragraph.

1. What are the diseases that can be caused by malnutrition?
2. Is there any relationship between nutrition and the living creature?
3. What important elements must a perfect meal contain?
4. Why should we take a good care of our food?
5. Are vitamins and minerals body protection foods?

1.21 Write a recipe to prepare a dish of *"Fried eggs with tomato"*.

The following words should be included:

(frying, pan , knife , cut , quiet fire , oven , serve , bread , clean)

Ingredients	Quantity
tomato	0.5 kilo
eggs	4
fat or butter	2 spoonfuls
pepper	sprinkles
salt	1 clove

Unit Two

The Environment

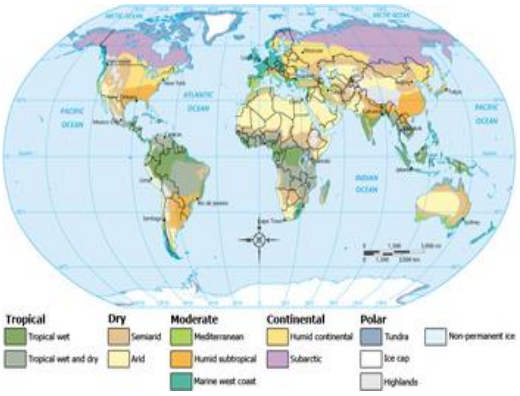
Vocabulary

2.1 Match the following words with the pictures.

{river, waterfall, air pollution, palm tree, climate map, clean nature}













2.2 Fill in the blanks with the suitable word from the list below.

(climate, level, oxygen, fertile, pollution)

1. The cells need …… to survive.
2. Air …… is a problem for all of us.
3. The Tigris lies 24 metres below the sea …….
4. …… land is the land where things grow easily.
5. The Mediterranean …… is good for growing citrus fruits.

Speaking

2.3 A. Read aloud the following alarming facts about the environment.

- One-third of the world's people don't have enough clean water.
- Two-thirds of the world's ocean coastlines are polluted.
- Chemicals have destroyed ten percent (10%) of the ozone layer.
- Each year, people burn or cut down nearly 143,000 square kilometres of forests.

B. Talk about these questions.

1. Which of the above mentioned facts worries you most?

2. In what other ways is life on earth being threatened?

C. Say the following pieces of advice to your classmates.

1. Please turn lights off. 2. Please don't waste water. 3. Please recycle.
4. Please don't litter. 5. Please don't waste paper.

Reading

2.4 Say whether each of the following statements is true or false.

1. Pollution hurts every living being on Earth.
2. Humans are the biggest producers of pollution.
3. Pollution will shorten our life.
4. Pollution causes many illnesses.
5. We must keep our environment clean?

2.5 *The Environment*



Recycle



Keep your town clean

In general, environment means the conditions where someone is surrounded. This could be the climate, soil or living and non-living things such as humans, animals, plants, trees, mountains, lakes, seas, oceans, etc. There is an important interaction among the elements of the environment. Man depends on animals and plants for food, shelter, etc., while animals depend on other animals and plants for food and protection. Oceans, seas, rivers and lakes provide water for drinking, travelling, swimming and so on.

In fact, our planet is in trouble! Almost every day we hear of a problem affecting the environment; pollution, climate change, the destruction of rainforests, the decline and extinction of thousands of species of animals and plants, poverty....etc.

Nowadays, most of us know that these threats exist and that humans have caused them. Many of us are very worried about the future of our planet, but we certainly mustn't despair. Every one of us can do something to help slow down the damage. We all have a responsibility for our environment.

We must learn how to use our natural resources (air, freshwater, forests, wildlife, farmland and seas) without damaging them.

As populations expand and lifestyles change, we must keep the world in a good condition so that future generations will have the same natural resources that we have.

2.6 Complete the following sentences, using the given words.

(surrounds threat interact declined natural)

1. We sent him an invitation, but he …….
2. The atmosphere …… the earth.
3. Air pollution is a great …… to our lives.
4. People should protect the …… resources.
5. Millions of people now **……** with their computers.

2.7 Match the phrases in List A with the solutions from List B.

List A	List B
1. One way to reduce trash is	a. to build more public housing.
2. One way to keep the air clean is	b. to have more police on the streets.
3. One way to lessen poverty is	c .to start a recycling programmer.
4. The best way to reduce crime is	d. to create more jobs
5. One way to help the homeless is	e. to develop clean transportation.

Pronunciation

2.8 How to pronounce the final (d) or (ed):

1. It is /id/ after: /d/ or /t/ as in *visited, edited, ended.*

2. It is /t/ after: /f/, /k/, /p/, /Ɵ/, /s/, / *ts* / as in *laughed, walked, stopped frothed, passed, brushed, reached.*

3. It is /d/ after: all the other sounds as in *smelled, voiced, begged, breathed, loved, raised, claimed, banned, banged, cleared, rolled*.

2.9 Write each word from the box in the correct column.

cooked, lived, shouted, played, watched, walked, hated, loved, waited, called		
/id/	*/d/*	*/t/*

Grammar

2.10 Simple Past Tense

Examples

1. She visited India last month.
2. They didn't go to Basil's party last weekend.
3. Where did you go on vacation last summer?

The simple past tense is used to talk about activities or routines which take place at a specified time in the past.
Regular verbs end in '-ed': *visit – visited, enjoy - enjoyed*

Some irregular verbs:

sit	*sat*	*have*	*had*	*sleep*	*slept*	*swim*	*swam*
speak	*spoke*	*see*	*saw*	*stand*	*stood*	*fly*	*flew*
run	*ran*	*pay*	*paid*	*think*	*thought*	*read*	*read*
make	*made*	*go*	*went*	*say*	*said*	*feel*	*felt*

The following time signifiers often indicate a specific point in time.

{last, ago, yesterday, in (plus a specified past time), when (plus a time phrase)}

Examples:

1. They had lunch at home last week.
2. He left the company many years ago.
3. Susan bought a new car in May.
4. He telephoned his friend in Syria yesterday.
5. I played football when I was a teenager.

2.11 Write the past simple forms of these verbs.

a	*play*	*played*	h	*tell*		o	*try*	
b	*come*		i	*study*		p	*enjoy*	
c	*eat*		j	*leave*		q	*catch*	
d	*buy*		k	*pay*		r	*stop*	
e	*write*		l	*hear*		s	*teach*	
f	*close*		m	*open*		t	*wear*	
g	*break*		n	*fly*		u	*get*	

2.12 Circle the words or phrases which we often use with the past simple.

{ *yesterday, since, ago, today, now, last week, always*}

2.13 Use the correct form of the verbs between brackets to complete the sentences.

1. I (go) to the zoo a week ago.
2. Jinan (not/come) to school last Monday.
3. (does) he take his medicine last night?
4. They (buy) a new car in 2015.
5. What (is) your best sport when you (are) a child.

2.14 Choose the suitable choice.

1. Where _____ on vacation last summer?

   a. went you b. did you went c. did you go

2. They _____ until 5 o'clock in the afternoon.

   a. not arrived b. didn't arrive c. doesn't arrive

3. We _____ a bus to Najaf last week.

   a. taked b. did took c. took

4. _____ to the party last weekend?

   a. Did you go b. Went you c. Where went

5. Where _____ this afternoon?

   a. did go b. did he go c. did he went

6. They _____ the play very much.

a. didn't enjoys b. didn't enjoyed c. didn't enjoy

7. When ____ that crazy idea?

a. did you get b. did you got c. got you

2.15 Change the following sentences into the negative form .

1. I sat at the fireplace.
2. You had a break for lunch.
3. Dogs slept on the ground.
4. She saw her friend.
5. They ran home.
6. He paid for the lunch.
7. The bird made a nest.
8. Children went home.

2.16 Change the following sentences into questions

1. Toni swam in the lake. {Who

2. Dad told me to go to school. {Where}

3. We spoke very quietly. {How}

4. They stood at the door in the evening. {When}

5. Sami read a nice book. {What}

2.17 Passive voice in the simple past:

A. Changing an affirmative sentence into the passive:

{Object + was/were + past participle form of the verb + by + subject}

Active: He wrote a letter.
Passive: A letter was written by him.

Active: She sang a song.
Passive: A song was sung by her.

Active: He loved his friends very much.
Passive: His friends were loved very much by him.

B. Changing a negative sentence into the passive:

Active: She did not write a story.
Passive: A story was not written by her.

C. Changing an interrogative sentence into the passive:

Active: Did he break the window?
Passive: Was the window broken by him?

Active: Did anyone hurt your feelings?
Passive: Were your feelings hurt by anyone?

Active: Did Alice invite you?
Passive: Were you invited by Alice?

Active: Why did he punish you?
Passive: Why were you punished by him?

2.18 Change the following sentences into passive voice:

1. Ahmed and Ali watched the football match.

2. Columbus discovered America in 1492.

3. The Spanish team won the cup.

4. My brother didn't find his purse.

5. Where did you leave your car?

Writing

2.19 Write a composition on *"Earth's Day"*.

1. Start with the following introduction:

Earth's Day is an annual event, celebrated on April 22, on which events worldwide are held to demonstrate support for environmental protection.

2. Rearrange the following ideas to complete the paragraph.

a. The slogan is *"All the people should take care of the earth"*.

b. The first *'Earth's Day'* was celebrated on 22 April 1970.

c. The forests, rivers, mountains should be used carefully so that the earth will remain useful to live on.

d. *'Earth's Day'* has helped people to realize the importance of a clean environment.

e. *'Earth's Day'* is celebrated with speeches, poster-drawing, compositions, songs, etc.

Unit Three

Electricity

Vocabulary

3.1 Fill in the blanks with the name of the following electrical supplies.

{switch, socket, bulb, fluorescent, extension lead, power strip, plug, compact lamp}



……



……



……



……..



……



……..



……



……..

3.2 Match the following terms with the unit of measurement.

List A		List B	
1	current	a	watts
2	voltage	b	power x time
3	power	c	amperes
4	energy	d	volts
5	watts	e	volts x amperes

Speaking

3.3 Share the following conversation with your classmate.

A: Hello, how may I help you today?

B: I'm calling to ask about my electricity bill.

A: May I have your account number?

B: Certainly, it's 4392107.

A: Thank you, what can I help you with?

B: I think I've been overcharged for the past month.

A: I'm sorry to hear that. Why do you think we charged you too much?

B: The bill is higher than last month.

A: How much do you usually pay for your electricity?

B: I usually pay about 50 IQD a month.

A: Thank you. How much did we charge on this bill?

B: 150. I can't understand why.

A: I'm sorry there certainly seems to be a mistake.

B: Well, I'm happy you agree with me.

A: I'll send someone to check your meter. What's your address?

B: 319/23/13 Al-Kifah Street.

A: ... and what's your phone number?

B: 4087700321

A: We'll do our best to change this as quickly as possible.

B: Thank you for your help.

Reading

3.4 *Electricity*

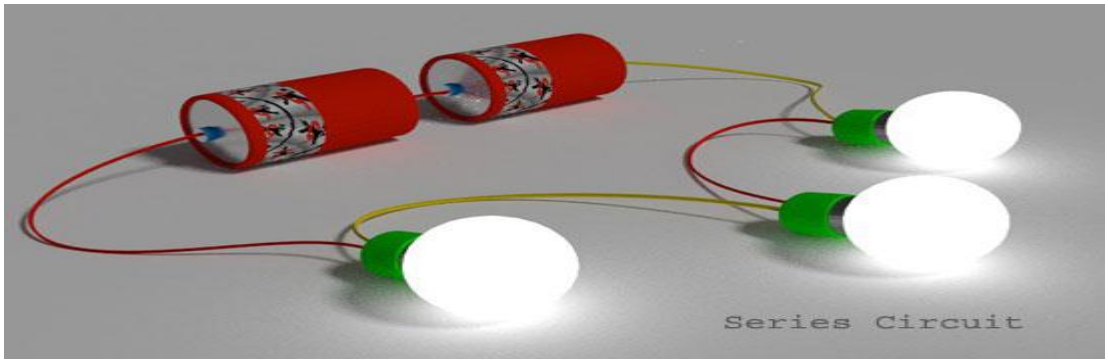
Circuits

An electric circuit is the complete path of an electric current. The simplest electric circuit is made up of two components, or parts. The first component is an energy source, such as a battery or a generator. The second component is a wire or cable that carries energy from one end of the source. Then it is connected back to connects back to the source at the other end.

Usually a simple circuit has an energy recipient, such as a motor or lamp. An energy recipient is connected to the electric circuit by a wire or cable.

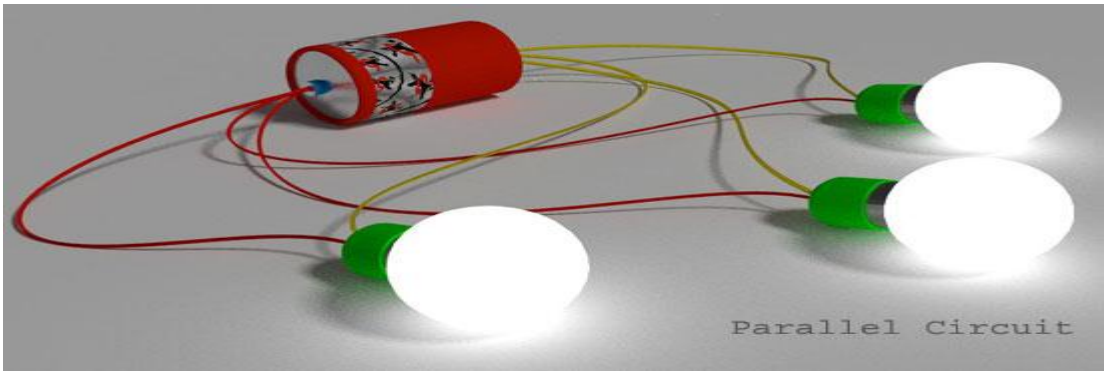
There are two basic types of electric circuits: series circuits and parallel circuits.

A. Series Circuits



Series circuits are easy to understand if you think about certain strands of light bulbs linked to each other. All the lights don't work when one bulb goes out. Why does this happen? This is because in a series circuit the energy has to go through one energy recipient to get to the next. If a bulb blows out, the energy stops at that bulb. It never makes it to the next bulb. The amount of current is the same through any component in the circuit. This is because there is only one path for electrons to flow in a series circuit.

B. Parallel Circuit



In a parallel circuit, energy passes through the energy recipients and through a second connection. As long as there's an energy source, electricity will always be able to reach each recipient. If there is a problem with one recipient, the other recipients are not affected.
The voltage is equal across all components in the circuit. This is because there are only two sets of electrically common points in a parallel circuit.

In practice, most electrical devices have combination circuits. Combination circuits do not use just one type of circuits. Instead, combination circuits utilize both series and parallel types. Devices that use combination circuits include computers and television sets.
More complex circuits often have more electrical components like switches and resistors, which limit the electric current flow.

Basic definitions:

1. The current is a flow of electricity through a wire.
2. The generator is a machine that produces electricity.
4. Voltage is the force that makes electricity move through a wire.
5. Power is what voltage and current give together.
6. Energy is to multiply the power per second by the total number of seconds.

3.5 Do the following exercises.

1. According to this passage, what is the second component of a circuit?
   a. electric current b. energy source c. energy recipient d. wire or cable

2. What would happen if one light went out in a parallel circuit?
a. All of the lights would go out.
b. All the lights except for that one would stay lit.
c. The energy source would stop working.
d. The circuit would become a simple circuit.

3. Read these sentences:
'Combination circuits utilize both series and parallel types.'
The word *utilize* means:
  a. to make use of b. to provide energy for c. to create d. to burn out

4. How is energy passed in a parallel circuit?

3.6 Derive nouns from the following verbs:

{generate, connect, combine, flow, measure}

Pronunciation

3.7 Some English sounds are called consonants, others are called vowels. English has 24 consonants; nine of them are voiceless and fifteen are voiced. Voiced consonants are produced with some vibration in the vocal cords.

The following is a complete list of the 24 English consonant sounds:

a. Voiceless Consonants

/p/ /t/ /k/ /θ/ /f/ /s/ /ʃ/ /tʃ/ and /h/

b. Voiced Consonants

/b/ /d/ /g/ /ð/ /v/ /z/ /ʒ/ /dʒ/ /m/ /n/ /ŋ/ /l/ /r/ /w/ and /j/

3.8 English Voiceless Consonants: (Part One)

1. / p / is found in words such as:

put pay please apple open important top map help

Note: The letter (p) is not pronounced when it comes initially followed by the letter (s) as in:

psychology psaltery

2. / t / is found in words such as:

take twice ton hunter master pottery helped cut chat

Note: The letter (t) is not pronounced in words such as:

often castle fasten whistle

3. / k / is found in words such as:

cat coat quiet baker marked school speak stick ache

Note: The letter (k) is not pronounced when it comes initially and is followed by the letter (n) as in:

know knight knee knife

4. / Ɵ / is found in words such as:

thin thanks three wealthy athlete healthy cloth month

Now give more examples on each sound with varying positions

Grammar

3.9 Simple Future Tense

Study the following examples:

1. Wait, I shall help you.
2. He will probably come back tomorrow.
3. The gardener will not cut the grass until Friday.
4. If I arrive late, I shall call you.
5. Maybe she will do a language course.
6. I'll send you the information when I get it.
7. Don't worry, I'll be careful.
8. He is going to spend his vacation in the north.
9. Sue is going to make John's birthday cake.
10. The year 2222 will be a very interesting year.

The simple future tense has two different forms in English: *"will, shall"* and *"be going to"*. Both refer to a specific time in the future.

Shall and Will

'Will' is used with all persons, but *'shall'* can be used as an alternative with *'I'* and *'we'* in pure future reference.

'Shall' is usually avoided with *'you'* and '*I*':

- You and I will work in the same office.

How do we make the simple future tense?

The structure of the simple future tense is:

subject	+	will	+	main verb

For negative sentences, we insert *'not'* between the auxiliary verb and the main verb.

For question sentences, we exchange the subject and auxiliary verb.

Look at these examples sentences:

	subject	auxiliary verb		main verb	
+	I	will		open	the door.
+	You	will		finish	before me.
-	She	will	not	be	at school tomorrow.
-	We	will	not	leave	The office .
?	Will	you		arrive	on time?
?	Will	they		want	dinner?

When we use the simple future tense in speaking, we often contract the subject and auxiliary verb:

I will	I'll
you will	you'll
he will she will it will	he'll she'll it'll
we will	we'll
they will	they'll

For negative sentences in the simple future tense, we contract with *'won't'*, like this:

I will not	I won't
you will not	you won't
he will not she will not it will not	he won't she won't it won't
we will not	we won't
they will not	they won't

How do we use Simple Future Tense?

1. No Plan

We use the simple future tense when there is no plan or decision to do something before we speak. We make the decision spontaneously at the time of speaking. Look at these examples:

- Hold on. I'll get a pen.
- We will see what we can do to help you.
- Maybe we'll stay in and watch television tonight.

In these examples, we had no firm plan before speaking. The decision is made at the time of speaking.

We often use the simple future tense with the verb *'think'*:

- I think I'll go to the gym tomorrow.
- I think I will have a holiday next year.
- I don't think I'll buy that car.

2. Prediction

We often use the simple future tense to make a prediction about the future. Again, there is no firm plan. We are saying what we think will happen. Here are some examples:

- It will rain tomorrow.
- People won't go to Jupiter before the 22nd century.
- Who do you think will get the job?

3. Be

When the main verb is *'be'*, we can use the simple future tense even if we have a firm plan or decision before speaking. Examples:

- I'll be in London tomorrow.
- I'm going shopping. I won't be very long.
- Will you be at work tomorrow?

3.10 Fill in the blanks with the suitable form of the verb between brackets.

1. Father ---------- back by 6:30 pm. *(be)*
2. -------- you ---------- me? *(help)*
3. When ---------- I ---------- you again? *(see)*
4. His parents ---------- him for being late. *(not/ punish)*
5. ---------- they ---------- the contract tonight? *(sign)*
6. It ---------- us three hours to get there. *(take)*
7. --------- this show ---------- money for our school club? *(raise)*
8. This van ---------- with 8 people in it. *(not/ break down)*
9. The meeting ---------- before tomorrow morning. *(not/ close)*
10. When ---------- she ---------- me a copy of her essay? *(send)*

Be + going to

Be + going to is another form to express the future. We mainly use it to talk about **planned actions** or to **make predictions**.

Form:

Subject	+	Auxiliary verb	+	Auxiliary verb	+	Main verb
I/a boy, etc.		is/are		going to		go/take, etc.

1. This team **is** definitely **going to** win the competition.

2. I'**m going to** visit my grandma next week.

3. She **is going to** give birth in a couple of weeks.

Negation:

Subject	+	Auxiliary verb	+	Auxiliary verb	+	Main verb
I/a boy, etc.		isn't/aren't		going to		go/take, etc.

1. The Government **is** not **going to** lower the taxes.

2. "Failure **is** not **going** to change me," says Mark.

3. I'**m** not **going** to take my driving test this year.

Questions:

Auxiliary	+	Subject	+	Auxiliary	+	Main verb

verb			verb		
is/are	I/a boy, etc.		going to		go/take etc.

1. **Is** he **going to** apologize to Mary for his behavior?

2. **Are** you **going to** meet Ahmed tonight?

3. I can see dark clouds in the sky. **Is** it **going to** rain?

3.11 Complete the following sentences using *'going to'*.

1. Sara (graduate) this year.

2. I (not work) this coming holiday.

3. My mother and I (take) a long vacation.

4. It (rain). Take your umbrella.

5. We (not/get married) anymore. We had a big brawl.

3.12 Fill in the gaps with the verbs between brackets. Use *will* or *going to.*

Example: I hope that the sun _____ tomorrow. *(shine)*
Answer: I hope that the sun *will shine* tomorrow.

1. Firas ---------- 15 next Wednesday. *(be)*

2. They ---------- a new computer. *(get)*

3. I think, my mother ---------- this CD. *(like)*

4. Nadia's sister ---------- a baby. *(have)*

5. They ---------- at about 4 in the afternoon. *(arrive)*

6. Just a moment. I ---------- you with the bags. *(help)*

7. In 2020, people ---------- more electric cars. *(buy)*

8. Marwa ---------- a party next week. *(make)*

9. We ---------- to Venice in June. *(fly)*

10. Look at the clouds! It ---------- soon. *(rain)*

3.13 Write sentences to explain what the following persons are going to do.



……..



…….



……



……..



……..



……

3.13 Passive Voice in the simple future:

A. Changing an affirmative sentence into the passive:

{Object + will/shall + be + past participle form of the verb + by + subject}

Active: She will distribute chocolates.
Passive: Chocolates will be distributed by her.

Active: They will finish the work tomorrow.
Passive: The work will be finished tomorrow by them.

B. Changing a negative sentence into the passive:

Active: We shall not betray our country.
Passive: Our country will not be betrayed by us.

C. Changing an Interrogative sentence into the passive:

Active: Will you help him?
Passive: Will he be helped by you?

3.14Change the following sentences into passive voice.

1. Layla will buy a new computer.

2. Millions of people will visit the museum.

3. They will not show the film until summer.

4. Will the plumber repair the shower?

5. Will you bring your phone to school?

Writing

3.16 Write a composition on *"What you will do for the rest of your life".*
Start with:
I have many dreams for my future, as well as many hopes and goals. After all, life is all about happiness, and to be happy, I have to try to meet my goals. My first goal is to…
Make use of the following ideas:

- …… attend a college ……
- …… get a job ……
- …… make good money at work ……
- …… have a family ……

Unit Four

Computers

Vocabulary

4.1. Write the names of the following computer components in the blanks.



. . . . . .



. . . . . .



. . . . . .



. . . . . .



. . . . . .



. . . . . .

4.2 Write the words that stand for the following symbols.

1. Ctrl …… 2. Tab …… 3. Esc ……
4. Fn …… 5. Del …… 6. CD ……
7. CPU ……
8. www ……

Speaking

4.3 Share the following dialogue with your classmate.

A: I need a new computer.
B: What's the matter with yours?
A: It's six years old.
B: That's pretty old.
A: It still works, but I'm going to give it to a charity.
B: Are you going to buy a desktop or a laptop?
A: Oh, a laptop, of course.
B: A PC or a Mac?
A: I haven't decided yet.
B: More and more people are using Macs.
A: But 90 percent of the world uses PCs.
B: And that's not going to change anytime soon.



Reading

4.4 *Computers*

A computer is an electronic machine which stores and processes information. It has two basic components; hardware and software. The hardware refers to the actual machinery such as the CPU, inputs, outputs and memory, whereas the software refers to programmes, data, etc. The central processing unit (CPU) contains a hard disc for storage of programmers and data. It has a built-in floppy drive, a modem and a compact disc (CD) driver.

Inputs and outputs are the means by which a computer receives information from the outside world and sends results back. The keyboard is an input device for giving instructions, while the monitor is an output device for viewing the results of computations. The other parts that can be added to the computer are: speakers, microphones, printers, scanners, digital cameras and mice, which are called 'add-ons'.

A programme is a list of instructions that are stored and executed by the computer. Programming, on the other hand, means writing of a computer programme. The person who programmes a computer is called a programmer.

4.5 Correct the wrong information in each of the following statements.

1. The software includes the CPU and the memory of the computer.

2. The data is part of the hardware of the computer.

3. The computer receives outputs and sends inputs.

4. Add-ons include a modem and a CD driver.

5. A programmer is the person who drives a CD.

4.6 Apply the following orders and match with the right result.

1	Ctrl + X	a	undo
2	Ctrl + C	b	bold
3	Ctrl + V	c	copy
4	Ctrl + Z	d	italics
5	Ctrl + Y	e	cut
6	Ctrl + B	f	redo
7	Ctrl + l	g	save
8	Ctrl + S	h	save as
9	F12	i	paste

4.7 Fill in the blanks with the missing letters.

1. rec _ _ ve 2. proce _ _ es 3. wher _ _ s 4. cont _ _ ns 5. vi _ _ ing

6. sp _ _ kers 7. sca _ _ ers

Pronunciation

4.8 English Voiceless Consonants (Part Two)

5. /f/ is found in wards such as:

for five flower often offer elephant off enough laugh

6. **/s/** is found in such words as:

city some slow beside best bicycle pass class place

7. /ʃ/ is found in words such as:

ship show shall pushes station patient fish rush dish

8. /tʃ/ is found in words such as:

chair chalk cheap picture butcher catch church match fetch

9. /h/ is found in words such as:

he him who perhaps unhappy behind Allah Ah

Now give more examples on each sound with varying positions.

Grammar

4.9 Present Continuous Tense

Study the following examples:

Affirmative	Negative	Question
I am playing.	I am not playing.	Am I playing?
You are playing.	You are not playing.	Are you playing?
He/she/it is playing.	He/she/it is not playing.	Is he/she/it playing?
We are playing.	We are not playing.	Are we playing?
You are playing. (plural)	You are not playing.	Are you playing?
They are playing.	They are not playing.	Are they playing?

We use the present continuous tense to:

1. Talk about something that is happening at the time of speaking.

He **is speaking** to John.

What **is** she **doing**?

2. Talk about temporary situations.

I **am living** in London at the moment.

Why **is** she **moving** house?

3. Talk about changing situations.

You'**re getting** taller and taller every day.

The weather'**s getting** warmer.

4. Talk about repeated actions around the time of speaking.

I'**m seeing** Jawad a lot these days.

5. Talk about things that happen repeatedly with words such as '*always*'.
She'**s** always **complaining** about how difficult her life is.

6. Talk about future arrangements **with time reference .**

I'**m meeting** my father at the airport at 5 o'clock tomorrow.

4.10 **Spelling**

Notice what changes happen to verb spelling when adding – ing:

1. We usually add – ing:

go	play	work	sleep	listen	cry	start	wear
going							

2. When the verb ends with (e) after a consonant, we drop the (e) and add (ing).

come	dance	write	name	have	live	make	arrive
coming							

3. If a one_ syllable verb (with only one vowel sound) ends with one consonant (for example p, t, r), we double the consonant:

sit	run	swim	cut	get	win	dig	stop
sitting							

4. Some verbs have irregular – ing form:

tie	die	lie
tying		

4.11 Look at the following persons. What are they doing? Choose the correct verb from the list below.

(cook, stand, dance, watch, surf, play on, swim, play, draw, windsurf)



He ----------.



She ----------.



They ----------.



The chef ---------- *a meal.*



Salwa and Zina ---------- *TV.*



He ---------- *in the sea.*



The student ---------- *the computer.*



They ---------- football.



The athlete ----------.



The artist ---------- a picture.

4.12 Answer the following questions.



Is he playing the piano? ----------.



Are they ice-skating? ----------.



Are they hiking? ----------.



Is it raining? ----------.



Is she eating a sandwich? ----------.



Are they listening to music? ----------.

4.13 Complete the following dialogue.

Mum: *Hello, dear! Is everything OK? What (the children / do)?*

Dad: *Well, Sami (help) me and Rania (eat) chocolate outside in the garden.*

Mum: *And the baby? Is he sleeping?*

Dad: *No, he isn't. The baby (drink) milk.*

Mum: *(you / have) a good time?*

Dad: *Oh yes. I (have) a great time!*

4.14 Passive Voice in the present continuous:

{Object + is/are/am + being + past participle form of the verb + by +subject}

A. Changing an affirmative sentence into the passive:

Active: I am reading a story.
Passive: A story is being read by me.

Active: The engine is driving the train.
Passive: The train is being driven by the engine.

Active: The carpenter is making furniture.
Passive: Furniture is being made by the carpenter.

B. When the verb is followed by a preposition:

Active: My mother is talking to a stranger.
Passive: A stranger is being talked to by my mother.

Active: I am waiting for a friend of mine.
Passive: A friend of mine is being waited for by me.

C. Changing a negative sentence into the passive

Active: She is not writing a story.
Passive: A story is not being written by her.

D. Changing an interrogative sentence into the passive:

Active: Are the workers building a house?
Passive: Is a house being built by the workers?

Active: Who is waiting for you?
Passive: By whom are you being waited for?

Active: Whom are you waiting for?
Passive: Who is being waited for by you?

Active: Why is he not learning his lessons?
Passive: Why are his lessons not being learnt by him?

Active: Whose father is helping you?
Passive: By whose father are you being helped?

4.15 Change the following sentences into passive:

1. The postman is delivering the mail.

2. Harry Potter is measuring the room.

3. Are they opening the gifts now?

4. Who is checking the passports?

5. GPS is calculating the route to your destination.

Writing

4.16 Your friend wrote about the advantages of computers.

"The computer has made our life very easy and comfortable. It gives us useful services in different shapes. Wherever we go and whatever job we do, we use computers. It makes things easy for us. Banking, hospitals, offices, stores, airports all are run and controlled by computers. Internet, which is an endless storehouse of knowledge and research, is the product of computer technology. Distances have shrunk with the help of internet. People from a far off continent can be seen on line on the screen of a computer."

Now write your own paragraph about what you do with the computer.

Unit Five

Human Rights



Vocabulary

5.1 Say what human rights the following pictures express and complete the sentence:

Human beings have the right to ……. .









5.2 Match the words in List A with their opposite meaning in List B.

List A	List B
1. fair	a. slavery
2. divisible	b. admit
3. liberty	c. unfair
4. life	d. inhuman
5. deny	e. death
6. certain	f. indivisible
7. human	g. uncertain

Speaking

5.3 Read the following conversation and play roles with your classmates.

A: Mark, you look exhausted!

B: I know. I didn't get enough sleep last night.

A: What happened?

B: You remember those young men I told you about?

A: The ones that have just moved in next door?

B: Yes. They had another party, and the noise kept me awake all night.

A: Well, something has to be done. This has happens every weekend since they moved in.

B: If I were you, I would call the police .They shouldn't be allowed to disturb people like that.

Reading

5.4 Do you agree or disagree with the following statements?

1. We have the right to work, to good life and education.
2. Human rights are for all regardless of one's religion, gender or colour.
3. All religions paid great efforts to establish human rights.
4. Hammurabi is the first leader who defends human rights?

5.5 *Human Rights*





Human rights can be defined as the basic rights and freedoms that are held by human beings. They cannot be denied because of the colour of one's skin, religion, age, language or other personal factors. They can be classified into: cultural, economic, and political rights. Among these are: the right of life, work, liberty, vote, education, marriage, own property and equality before law, and the right of association, belief, free speech, religion, fair wages, movement, and nationality. These rights are interrelated, interdependent and indivisible and they serve as a standard concern of people and form the basics of many national constitutions.

Historically speaking, all religions, philosophers and thinkers paid great efforts to establish human rights. The great event that ever happened was the announcement of the Universal Declaration of Human Rights by the United Nations General Assembly on December 10th, 1948. Since then, governments are being obliged to serve assure granting human rights for groups and individuals.

5.6 Answer the following questions.

1. What do we mean by human rights?

2. Can human rights be denied?

3. How can human rights be classified?

4. What was the greatest event that ever happened?

5. When was the Universal Declaration of Human Rights announced?

Pronunciation

5.7 English Voiced Consonants

There are fifteen English consonants which are called 'voiced'. These are pronounced with some vibration in the vocal cords.

1. /b/ is found in words such as:

back book box able double rubber robe lab cab

Note: The letter (b) is not pronounced when preceded by the letter (m) at the end of words such as:

comb climb bomb tomb

And is not pronounced in words as in: doubt debt

Notice the difference between /p/ and /b/ in the following pairs of words:

back – pack robe – rope lab – lap

2. /d/ is found in such words as:

do dream dark under bends sender said paid showed

3. /g/ is found in words such as:

go game glass ugly bigger forget big egg fog

4. /ð/ is found in words such as:

this that these feather mother brother breathe smooth clothe

5. / v / is found in words such as:

village very van never ever river save cave of

Notice the difference between / f / and / v / in the following pairs of words.

van save of

fan safe off

6. / z / is found in such words as:

zoo zebra zero busy easy lazy finds legs things

7. / ʒ / is found in words such as:

usual measure pleasure mirage garage

8. / d ʒ / is found in words such as:

job jam January manager engineer arranged age page judge

9. /n/ is found in words such as:

no need knife sunny money honey green clean mean

10. / ŋ/ is found in such words as:

singer monks finger spring pink swing

11. / ʧ/ is found in words such as:

chat cheap chin picture lecture nature watch March catch

12. /l/ is found in words such as:

hill well bill alone only almost look late lamp

Notice that /l/ is light in look, late, lamp and only and it is dark (or heavy) in:

almost hill well final

13. /r/ is found in words such as:-

red road read bread bright bring

Notice that the /r/ sound is not pronounced in the following words:

cart cord father care

14. /w/ is found in words such as:

we when why quick twice quiet

Notice that the letter (w) is not pronounced in the following words:

whom who whose ewe own wrong write

15. /j/ is found in such words as:

yes you yesterday few new music

Now give more examples on each sound with varying positions.

Grammar

5.8 The Past Continuous Tense

Read Kamal's story. Look at the words in bold.

*"At ten o'clock yesterday morning I **was sitting** in the school cafeteria with my friend Usama. He **was having** a cup of tea and I **was drinking** a cola. We **were chatting** about the class. While I **was explaining** my opinion, my chair suddenly broke and I fell on the floor. Usama **was laughing** so much that he dropped his cup of tea.*

Now say what you were doing yesterday morning.

Examples:

- *Last night at 6 p.m, I was eating dinner.*
- *At midnight, we were still driving through the desert.*
- *Yesterday at this time, I was sitting at my desk at work.*

The past continuous is used to express:

1. Something that is happening at a precise moment in the past.

   For example: *Jalal was working on the report last night at 10.15.*

2. An interrupted action by the past simple.

   For example: *Ahmed was talking on the phone when I arrived.*

The following diagram shows the forms of this tense:

Affirmative	Negative	Question
He was speaking.	He was not speaking.	Was he speaking?

5.9 Put the verbs in the past continuous form.

1. I …… letters all day yesterday. (write)
2. You …… very slow about it. (be)
3. He …… on the phone for hours and hours. (talk)
4. They …not… much business before lunch. (do)
5. She …not… to me all week. (speak)
6. It …not… for long. (rain)
7. What you …… when I phoned yesterday? (do)
8. ……. you …… TV when it rained? (watch)

5.10 The Passive Voice in the past continuous:

{Object + was/were + being + past participle form of the verb+by+ subject}

A. Changing an affirmative sentence into the passive:

Active: She was writing a novel.
Passive: A novel was being written by her.

Active: They were saying their prayers.
Passive: Their prayers were being said by them.

Active: He was giving a lecture.
Passive: A lecture was being given by him.

B. Changing a negative sentence into the passive:

Active: She was not preparing dinner.
Passive: Dinner was not being prepared by her.

Active: He was not making a speech.
Passive: A speech was not being made by him.

C. Changing an interrogative sentence into the passive:

Active: Is she writing a letter?
Passive: Is a letter being written by her?

Active: Which book were you reading?
Passive: Which book was being read by you?

Active: Why was she beating the child?
Passive: Why was the child being beaten by her

5.11. Change the following sentences into passive voice.

1. We were talking about human rights,

2. He was not feeding the hens.

3. Were they carrying the bags?

4. Mr. Hani was teaching English.

5. Where were they playing basketball?

Writing

5.12 Write a composition on *"Our Human Rights"*. Explain your own ideas and opinions.

English for Vocational Schools

Book 1

Dictionary

The words are arranged in their order of appearance.

تم ترتيب الكلمات وفقاً لتسلسل ظهورها في الوحدة.

Unit One: Nutrition

nutrition	تغذية	malnutrition	سوء تغذية	vegetarian	نباتي
peas	بازلاء	beef	لحم بقر	cucumber	خيار
pears	كمثري	grape	عنب	lettuce	خس
fatness	بدانة	slimness	ضعف	production	إنتاج
consumption	استهلاك	health	صحة	illness	مرض
cause	يسبب	drug	دواء	improve	يُحسّن
value	قيمة ، أهمية	increase	يُزيد	perfect	جيد
against	ضد	anti	ضد	starvation	مجاعة
lack of	نقص في	blindness	العمى	nyctalopia	عشو ليلي
energy	طاقة	struggle	يُكافح	accountant	مُحاسب
together	سوية	cost	يُكلف	electricity	كهرباء
resist	يُقاوم	grains	حبوب	human being	الإنسان
fuel	وقود	operation	عملية	explain	يُوضح
relationship	علاقة	function	وظيفة	creatures	مخلوقات
demand	يتطلب	variety	تنوع	sources	مصادر
achieve	يُنجز	activity	نشاط	protect	يحمي
disease	مرض	divide	يُقسم	according to	طبقاً إلى
beans	فاصوليا ، لوبيا، إلخ	seeds	بذور	nuts	بندق ، جوز
honey	عسل	fats	دهون	minerals	معادن
quantity	كمية	avoid	يتجنب	gluttony	نهم ، شره
flaccidity	ترهل	muscles	عضلات	appetite	شهية

Unit Two: The Environment

environment	بيئة	waterfall	شلال	pollution	تلوث
climate	مناخ	nature	طبيعة	level	مستوى
grow	ينمو	citrus	الليمون	one-third	ثُلُث
coastline	ساحل	destroy	يُدمر	layer	طبقة
burn	يحرق- يحترق	mentioned	مذكورة	facts	حقائق
threaten	يهدد	waste (v.)	يُضيّع	litter	فضلات
shorten	يُقصّر	illness	مرض	recycle	يُعيد
conditions	حالات- شروط	surround	يُحيط	depend	يعتمد
interaction	تفاعل	elements	عناصر	provide	يُوفر
in trouble	في مشكلة	planet	كوكب	plants	نباتات
destruction	تدمير	rainforests	غابات	species	أنواع
poverty	فقر	nowadays	في هذه الأيام	exist	يوجد
worried	قلق	certainly	بالتأكيد	despair	يأس
damage	دمار	responsibility	مسؤولية	resources	مصادر
decline	يرفض	reduce	يُخفض- يُخفف	trash	قمامة
housing	إسكان	lessen	يُقلل	homeless	مُشرد
froth (v.)	يكسو بالزبد	raise (v.)	يرفع	ban (v.)	يُحرم
claim (v.)	يدّعي	bang (v.)	يغلق بقوة	roll (v.)	يتدحرج
on vacation	في عطلة	activity	نشاط	teenager	مُراهق
abroad	خارج الوطن	celebrate	يحتفل	demonstrate	يتظاهر
worldwide	عالمي الانتشار	slogan	شعار	realize	يُدرك

Unit Three: Electricity

switch	مفتاح كهربائي	socket	مكبس	bulb	مصباح
fluorescent	ضوء فلوري	extension	تمدد	strip	يُزيل
plug	سدادة	compact	مُدمج	current	تيار
voltage	القوة المحركة	power	قوة	energy	طاقة
bill	فاتورة	overcharged	شحنة مُفرطة	pay	يدفع
understand	يفهم	seem	يبدو	agree	يوافق
address	عنوان	quickly	بسرعة	possible	ممكن
circuit	دائرة	path	طريق	component	عنصر
source	مصدر	wire	سلك	cable	سلك
carry	يحمل	connect	يربط	series	سلسلة
parallel	متوازي	strand	حبل سلكي	amount	مبلغ
recipient	مُستلم	blow	ينفجر	flow	ينبع
pass	يمر	problem	مشكلة	affect	يُؤثر
common	شائع	device	وسيلة	combination	توحيد
instead	بدلاً	utilize	يستخدم	resistor	مقاوم
limit	حد	consonants	أصوات صحيحة	vowels	أصوات العلة
vibration	اهتزاز	hunter	صياد	pottery	فخار
stick	عصا، مضرب	knight	فارس	wealthy	غني
athlete	الرياضي	decision	قرار	spontaneously	عفوياً
Jupiter	كوكب المشتري	essay	مقالة	prediction	تنبؤ
taxes	ضرائب	behavior	سلوك	dream	حلم

Unit Four: Computers

pretty old	إلى حد ما قديم	charity	صدقة	percent	جزء من المائة
store (v.)	يخزن	process (v.)	يُعالج	basic	أساسي
hardware	الجزء الصلب	software	عقل الكتروني	refer	يشير
actual	واقعي	machinery	معدات	inputs	مُدخلات
outputs	نواتج	memory	ذاكرة	whereas	بينما
data	بيانات	contain	يحتوي	hard	صلب
built-in	مُدمج	floppy	مرن	drive (n.)	قيادة
means	وسائل	results	نتائج	instructions	تعليمات
monitor	مُراقب، شاشة	view	يُظهر	computations	حسابات
adds-on	لواحق	execute	يُنفذ	italics	حرف مائل
varying	متنوعة	positions	مواقع	rush	يُسرع
fetch	يجلب	complain	يشتكي	sure	مُتأكد
windsurf	ركوب الأمواج	athlete	رياضي	artist	فنان
ice-skating	تزلج على الجليد	hiking	تنزه	comfortable	مُريح
services	خدمات	endless	لا نهائي	shrink	ينكمش

Unit Five: Human Rights

express	يُعبر عن	the right to	الحق في	fair	عادل
slavery	عبودية	divisible	قابل للقسمة	admit	يعترف ب
liberty	حرية	inhuman	لا إنساني	deny	ينكر
death	موت	certain	مُؤكد	exhausted	مُنهك
noise	ضجيج	move	يتحرك	awake	يوقض
allow	يسمح	disturb	يُزعج	regardless	بصرف النظر عن
religion	دين	gender	النوع (ذكر أو أنثى)	efforts	جهود
establish	يُؤسس	defend	يُدافع	freedom	استقلال، حرية
factors	عوامل	cultural	ثقافي	economic	اقتصادي
political	سياسي	marriage	زواج	property	مُلكية
equality	مساواة	before law	أمام القانون	association	جمعية، مترافق مع
belief	إيمان	wages	أجور	interrelated	مُتبادل
concern	يهم	constitution	دستور	event	حدث
announcement	إعلان	oblige	يُلزم	assure	يُؤكد
granting	منح	individuals	أفراد	opinion	رأي

List of some irregular verb forms:

Present	**Present Participle**	**Past**	**Past Participle**
run	running	ran	run
mean	meaning	meant	meant
sink	sinking	sank	sunk
ride	riding	rode	ridden
lose	losing	lost	lost
shoot	shooting	shot	shot
build	building	built	built
give	giving	gave	given
wear	wearing	wore	worn
rise	rising	rose	risen
shut	shutting	shut	shut
stand	standing	stood	stood
sleep	sleeping	slept	slept
throw	throwing	threw	thrown
drive	driving	drove	driven
shake	shaking	shook	shaken
send	sending	sent	sent
spend	spending	spent	spent
think	thinking	thought	thought
lend	lending	lent	lent
drink	drinking	drank	drunk
fight	fighting	fought	fought
write	writing	wrote	written
wake	waking	woke	woken
take	taking	took	taken
sit	sitting	sat	sat
win	winning	won	won
put	putting	put	put
hold	holding	held	held
say	saying	said	said
choose	choosing	chose	chosen
lead	leading	led	led
leave	leaving	left	left

make	making	made	made
eat	eating	ate	eaten