

Pharmacy plays a vital role in healthcare, focusing on the safe and effective use of medications. Pharmacists are professionals who are knowledgeable about different medicines and their effects on the human body. They work in pharmacies, hospitals, and clinics, where they collaborate with healthcare providers to ensure patients receive the right medications and proper dosage. Pharmacists are responsible for dispensing medications, providing medication counseling, and monitoring for any potential drug interactions or side effects. They also play a crucial role in educating patients about their medications, including how to take them correctly and manage any associated health conditions. Pharmacists work diligently to promote patient safety, accuracy, and optimal health outcomes. Their expertise helps patients understand their medications better and empowers them to make informed decisions about their healthcare.

## Comprehension Questions:


- 1.What is the role of pharmacy in healthcare?
- 2.Who are the professionals who work in pharmacy?
- 3.Where do pharmacists typically work?
- 4.How do pharmacists collaborate with healthcare providers?
- 5.What are some of the responsibilities of pharmacists?
- 6.What is the importance of medication counseling provided by pharmacists?
- 7.How do pharmacists contribute to patient safety and optimal health outcomes?
- 8.In what ways do pharmacists educate patients about their medications?
- 9.How can pharmacists help patients in managing their health conditions?
- 10.What is the overall goal of pharmacists in their work?

# The answers

1. Pharmacy plays a vital role in healthcare, focusing on the safe and effective use of medications.
2. Pharmacists are the professionals who work in pharmacy.
3. Pharmacists typically work in pharmacies, hospitals, and clinics.
4. Pharmacists collaborate with healthcare providers by working together to ensure patients receive the right medications and proper dosage.
5. Some responsibilities of pharmacists include dispensing medications, providing medication counseling, and monitoring for any potential drug interactions or side effects.
6. Medication counseling provided by pharmacists is important as it helps educate patients about their medications, including how to take them correctly and manage any associated health conditions.
7. Pharmacists contribute to patient safety and optimal health outcomes by promoting accuracy in medication dispensing, monitoring for potential drug interactions or side effects, and providing medication counseling.
8. Pharmacists educate patients about their medications by providing information on how to take medications correctly, explaining their effects and potential side effects, and answering any questions or concerns patients may have.
9. Pharmacists can help patients in managing their health conditions by providing guidance on medication adherence, offering lifestyle recommendations, and assisting in the management of associated health conditions.
10. The overall goal of pharmacists is to ensure the safe and effective use of medications, promote patient safety, accuracy, and optimal health outcomes, and empower patients to make informed decisions about their healthcare.



# Adjective and Adverb



An adjective is a word that modifies a noun or pronoun. In general, the purpose of an adjective is to describe a noun or pronoun by stating its characteristics or by providing more information about it

An adverb is a word that modifies a verb, an adjective, a clause, or even another adverb. In general, adverbs provide more information that answer questions such as When?, Where?, How?, and Why?

## ADJECTIVE

- We use adjective to say more about a noun or a pronoun (things and people).
- They usually go in front of the word they describe.

We visited an *old* house

- There are many nouns in English that are used as a adjective.

The *library* book. The *diamond* ring. *Strawberry* jam.

## ADJECTIVE ORDER

- ➡ When we use more than one adjective, we usually put them in a certain order. We say: a *strange old wooden* chair (not a ~~wooden old strange~~ chair)
- ➡ We usually begin with adjective which give an opinion or general impression: a *dangerous* old car, a *valuable* silver spoon.

Adjective which give factual information usually follow the opinion/impression adjective. They go in this order:

	size	age	shape	color	origin	material	purpose	
A	Big	Old		Red				Car
A	Small		Oval		French			Mirror
An		Antique				Silver	soup	spoon



# Put The Adjectives In The Brackets In The Correct Position.

1. A beautiful table. (wooden/round)
2. An unusual ring. (gold)
3. Black gloves. (leather)
4. An American film (old)
5. Big cloud.(black)
6. A red car. (old/little)
7. A new sweater.(green/nice)
8. A metal box. (black/small)
9. A little village. (old/lovely)
10. An old painting. (interesting/French)

## ADJECTIVE ENDING IN *-ING* AND *-ED*

- ➡ Some common adjectives are formed from verbs and have both *-ing* and *-ed* forms.
- ➡ We use the *-ed form* to describe our feelings:  
I'm *tired*. (= a description of how I feel)
- ➡ We use the *-ing form* to describe the things which make us feel like this:  
This work is *tiring*. (= a description of the work)



## ADJECTIVE ENDING IN **-ING** AND **-ED**

- It's a **boring** film.  
the visitors are **bored**.
- We had a **relaxing** holiday.  
The patient is completely **relaxed**.
- That was a very **satisfying** meal.  
The airline has many **satisfied** customers.

# Underline The Correct Adjectives:

- ❖ James told us some *fascinating/fascinated* stories.
- ❖ Why do you look so *depressed/depressing*?
- ❖ The *boring/bored* students started causing trouble in class.
- ❖ I watched the show for a while but it wasn't really *interesting/interested*, so I left.
- ❖ The food in this canteen is absolutely *disgusting/disgusted*.
- ❖ Felix has this really *annoying/annoyed* habit of reading my letters.

# Comparative And Superlative Adjective

<b>adjective</b>	<b>comparative</b>	<b>Superlative</b>
One syllable Strong Big	Add -er Stronger Bigger	Add -est The strongest The biggest
Two syllable, ending in -y Tidy Funny	Drop -y and add - ier Tidier Funnier	Drop -y and add - iest The tidiest The funniest
Two/ three/ four syllables Famous Beautiful	More ... More famous More beautiful	The most ... The most famous The most beautiful

# Complete The Sentences. Use A Superlative Or A Comparative Adjective.

1. We stayed at \_\_\_\_\_ (**cheap**) hotel in town.
2. Our hotel was \_\_\_\_\_ (**cheap**) than all others in town.
3. The United States is very large but Canada is \_\_\_\_\_ (**large**).
4. What's \_\_\_\_\_ (**small**) country in the world.
5. I wasn't feeling well yesterday, but I feel a bit \_\_\_\_\_ (**good**) today.
6. It was awful day. It was \_\_\_\_\_ (**bad**) day of my life.
7. I prefer this chair to the other one. It's \_\_\_\_\_ (**comfortable**).
8. Sue and Kevin have got three daughters. \_\_\_\_\_ (**old**) is 14.

# ADVERBS

- ❖ Adjectives (**happy, beautiful**) tell us about a noun. Adverbs (**happily, beautifully**) tell us about a verb, an adjective or another adverb.

I feel **happy**.

The children are playing **happily**.

The weather is **beautiful**.

She sings **beautifully**.

- ❖ Adverbs give us information about time(**when?**), place (**where?**), manner (**how?**), and frequency (**how often?**).
- ❖ Some adverbs are phrases:  
he's arriving **on Tuesday**, so we're meeting him **at the station**.

Some adjectives and adverbs have the same form: fast, hard, late, early, daily, weekly, monthly.

<b>Adjectives</b>	<b>Adverbs</b>
<p>He caught the fast train. He caught the early train. She's a hard worker. The bus is always late. My daily newspaper is 50 cents.</p>	<p>He ran fast to catch the train. He always arrives early. She works hard. I arrived home late. I swim daily.</p>



- *Hard* and *hardly* are both adverbs but they have different meanings. Hardly means “almost not”: they *hardly* ever go on holiday. (= almost never).
- *Late* and *lately* are both adverbs but they have different meanings. Lately means “recently”: I haven’t read any good books *lately*.
- The adverb of *good* is *well*.  
It was a *good* concert. The musicians played *well*.

# Underline The Correct Words

1. She stepped **confident/confidently** onto the stage.
2. The meeting at lunchtime was a **complete/completely** waste of time.
3. She did **good/well** in the exam and she won the prize.
4. Max tried **hard/hardly** to make the hotel receptionist understand him, but his English wasn't **fluent/fluently** enough.
5. After looking at the computer screen all day I had an **awful/awfully** headache.
6. The boy behaved **bad/badly** on a school trip.

# Medical Terminology

- **Edema:** Swelling caused by fluid accumulation.
- **Fracture:** Broken bone or cartilage.
- **Hypertension:** High blood pressure.



# GRAMMAR ESSENTIALS: USING INDIRECT AND TAG QUESTIONS WITH CONFIDENCE

By Asst. Lecturer Karam Hashim



# Indirect Questions

- When do we use indirect questions ?

For formal occasions.

For talking to your teacher.

To talk with strangers.

- Why do people use indirect questions ?

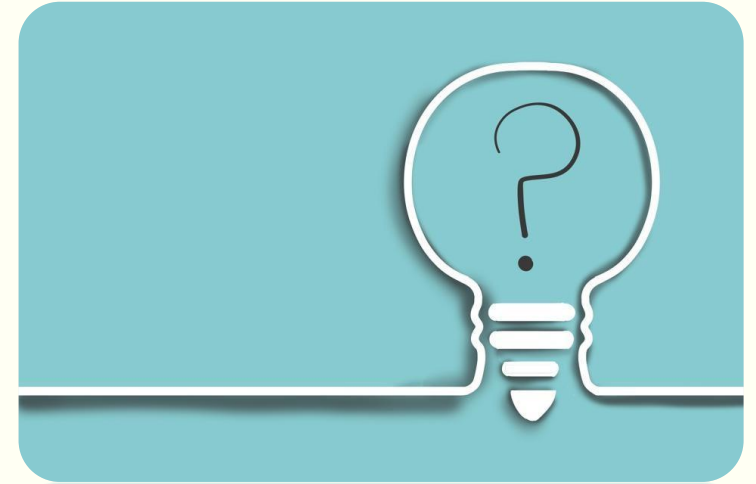
To be polite

Diplomacy

To be formal

- How do we form an indirect question ?

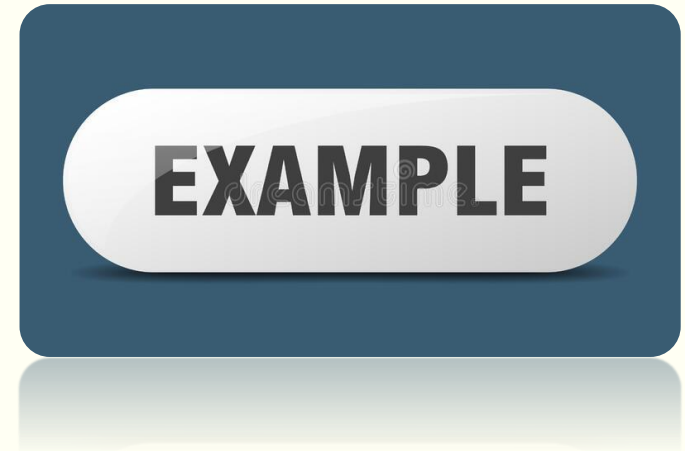
A sentence with two clauses, the second clause contains a question.



# Examples

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- Do you know ... ?  
Could you tell me ... ?  
Can I ask you ... ?  
Would you mind telling me ... ?
- I wonder ...  
I was wondering ...  
I'd like to know ...  
Please tell me ...



# Practice

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- Direct questions:
  - Where do you live ?
  - How old are you ?
  - How much is this ?
  - When is the next bus ?
  - Where were you born ?
  - What are your hobbies ?
  - Who are you ?
- Indirect questions:
  - ... where you live (?)
  - ... where the school is (?)
  - ... how old you are (?)
  - ... how much this is (?)
  - ... when the next bus is (?)
  - ... where you were born (?)
  - ... who you are (?)

# Tag questions

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- Why do we use tag questions ?

To ask for confirmation.

Softening a statement: Question tags can be used to soften a statement or to make it less forceful or aggressive. For example, "You don't mind if I join you, do you?" is a softer way of asking to join someone than saying "I'm going to join you whether you like it or not."

Building rapport: Question tags can be used to build rapport or to establish a connection with the listener. For example, "You like coffee, don't you?" can be used to initiate a conversation about coffee and potentially build a connection around a shared interest.



# Basic construction of tag questions

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+	-
Positive statement	Negative tag?
It is a great day,	isn't it?
-	+
Negative statement	Positive tag?
You don't know her,	do you?

# Practice

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- But you don't really love her.
- This will work.
- Well, I couldn't help it.
- But you'll tell me if she calls.
- We'd never have known.
- The weather's bad.
- You won't be late.
- Nobody knows.
- , Do you ?
- , Won't it ?
- , could I ?
- , won't you ?
- , would we ?
- , isn't it ?
- , will you ?
- , do they ?

# Exercise

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- Rewrite the following direct questions as indirect questions and then add an appropriate tag question at the end:
  - a) "Are you going to the party?"
  - b) "Did you finish your homework?"
  - c) "Can you help me with this problem?"
  - d) "Do you know where the nearest hospital is?"
  - e) "Have you seen the new Star Wars movie?"

"Jessica was a pharmacy technician who was helping a customer, Jane, pick up a prescription for her son. Jane asked, "Can I pick up the medication for my son or does he have to come in?" Jessica replied, "I'm not sure, let me check with the pharmacist." After speaking with the pharmacist, Jessica returned and said, "I was wondering if you could provide me with your son's name and date of birth, and I'll check if you can pick it up for him. Is that okay?" Jane provided the information and Jessica checked the system. "It looks like you can pick it up for him, but you'll need to sign for it. Would you like me to go over the instructions with you?" Jane nodded and said, "Yes, please. Do you think there are any side effects or interactions with other medications he's taking?" Jessica checked the prescription and said, "There's a possibility of drowsiness or dizziness, and it may interact with a blood pressure medication he's taking. Do you want me to call the pharmacist to confirm?" Jane said, "Yes, please. And one more thing, do you think there's a generic version of this medication available?" Jessica checked the system again and said, "Yes, there is. Do you want me to switch it for you?" Jane nodded and said, "Thank you for your help, you've been great. Can I speak with the pharmacist too?" Jessica replied, "Of course, let me see if he's available, and I'll call you over. Is that okay?" Jane said, "Yes, thank you."



## **Lecture -2-**

### **Modal Verbs**

A modal verb is a type of word that is used to modify the modality of a main verb.

#### **1.Affermative form**

**Subject + Modal verb + Main Verb + rest of the sentence**

<b>subject</b>	<b>Modal verb</b>	<b>Main verb</b>
I, he, she, it, we, you, they, plural nouns, singular nouns	will,would, shall, should, can, could, must, may, might	base form of the verb

#### **Examples:**

- He will go to school tomorrow.
- Sama would do the dishes.
- Ali can swim.
- I wish I could go to Spain.
- It might rain on Friday.

#### **2.Negative form**

**Subject + Modal verb + not + Main Verb + rest of the sentence**

<b>Subject</b>	<b>Modal verb</b>	<b>Not</b>	<b>Main verb</b>
I, he, she, it, we, you, they, plural nouns, singular nouns	will,would, shall, should, can, could, must, may, might	not	base form of the verb

#### **Examples:**

- I cannot jump.
- you should not tell him the secret.

- Ali cannot swim.
- I could not go to the party.
- you must not smoke cigarette.

### 3.Question form

**Modal verb + Subject + Main Verb + rest of the sentence + ?**

Modal verb	subject	Main verb
Will, Would, Shall, Should, Can, Could, , Must, May, Might	I, he, she, it, we, you, they, plural nouns, singular nouns	base form of the verb

#### Examples:

- Will he go to the company tomorrow?
- Would Sama do the dishes.
- Could you go to the party?
- May I ask a question?

### Uses of Modal verbs

#### 1.Possibility (can, could, may, might)

##### Examples:

- We can meet at 5 pm.
- He can play football today.
- She may attend the meeting.

#### 2.Ability (can, could)

##### Examples:

- I can run fast
- He could swim when he was young.

#### 3.Permission (can, could, may)

##### Examples:

- You can use my phone.
- Can I use your phone?



-Could I read the book, please?

-May I enter the class?

#### **4.Advice (should)**

##### **Examples:**

-You should study hard.

-They shouldn't waste their time.

#### **5.Obligation (must, have to)**

##### **Examples:**

-You must take your medicine on time.

-This jewellery is very valuable. My grandmother gave it to me. You must look after it carefully and mustn't lose it.

-My eyesight isn't very good. I have to wear glasses for reading.

#### **6.Suggestion (shall, can)**

##### **Examples:**

-Shall we go out?

-We can study English before physics.

#### **7.Request (can, could, may)**

##### **Examples:**

-Can you help me, please?

-May I have a cup of tea?

-Could you bring me some water?

#### **8.Offer (can, would)**

##### **Examples:**

-Would you like some orange juice?

-Can I get you some coffee?

### **Medical Terms**

**Pharmacy:** is a business or hospital department that provides medicine to people.

**Symptoms :** are signs of illness.

**Diagnosis:** is the process of identifying a disease from its symptoms.

**Complete the sentences with can, can't, could, must, mustn't, may, might, might not, should and have to.**

1. She is a small baby. She \_\_\_\_\_ eat meat, but she \_\_\_\_\_ drink milk.
2. He is so ill that he \_\_\_\_\_ see the doctor.
3. It's raining heavily. You \_\_\_\_\_ take your own umbrella.
4. You \_\_\_\_\_ speak with a full mouth. that's very impolite.
5. Students \_\_\_\_\_ be late for school.
6. You \_\_\_\_\_ make a mess in the house, or else mom will be very angry.
7. You \_\_\_\_\_ help me. I can prepare the meal on my own.
8. The doctor said I \_\_\_\_\_ smoke so much.
9. \_\_\_\_\_ I use your pen, please?
10. Brenda \_\_\_\_\_ be over thirty. She graduated a year after me and I'm only 26.
11. He \_\_\_\_\_ speak Italian fluently because he spent 5 years there.
12. John, you \_\_\_\_\_ speak so quickly. Nobody can understand you!
13. According to the weather report it \_\_\_\_\_ rain today, but I'm not so sure about it.
14. That \_\_\_\_\_ be John. He said he was going to travel to Australia.
15. I think you \_\_\_\_\_ relax more. You have been working too much lately.
16. You \_\_\_\_\_ go in without a ticket. All seats are reserved.
17. If you want to be a teacher, you \_\_\_\_\_ attend a teacher's training college.
18. When I was six, I \_\_\_\_\_ play violin but I haven't practiced since then so I \_\_\_\_\_ play anymore.
19. Ask Henry. He \_\_\_\_\_ know the answer but I'm not sure.



20.Be careful when you walk across that old wooden bridge. It \_\_\_\_\_not be very safe.

21.Leaving the house today without an umbrella \_\_\_\_\_ be such a good idea. It looks like it's going to rain in the afternoon.

22.When I was younger, I \_\_\_\_\_run very fast.

23. Tell your sister she \_\_\_\_\_stay the night here if she wants to.



## **Lecture -4-**

### **Reading Comprehension**

.....

Nutritionists classify food by groups. They say that the human body requires a balanced mixture of food from all the main food groups: carbohydrates, protein, fats, vitamins, fibre and minerals. The secret of good health is to eat a balanced diet, with the right amount of food, and to take plenty of physical exercise. When there is an imbalance – for example if you eat too little or too much, or when one of the food groups is missing from your diet - this can cause vitamin deficiency, illness, and even death. If there is no treatment and the diet does not change, death is a possibility. One example of this is the problem of obesity – this is when a person is dangerously overweight. Obesity is most common in developed countries. The imbalance comes from eating a diet which is high in fat, sugar and salt, and in not eating enough fruit, vegetables and fibre, and not burning the extra calories through physical exercise. In the case of eating disorders such as anorexia nervosa and bulimia, the imbalance leads to weight loss, when a person eats less than they need. Sufferers are mostly teenage girls – they either starve themselves in order to lose weight, or eat a lot of food at once (binge-eating) and vomit up all the food later. They often end up in hospital, and after emergency life-saving treatment they receive psychiatric help and counselling.

**1.Scan the text above for understanding. Circle the best title from the three choices below. Write the correct title in the space provided.**

- a. The effect of beverages on people.
- b. The impacts of an unbalanced diet.
- c. How to lose weight.

**2.Choose the correct meaning of the following words based on their use in the text.**

1. obesity (n) /əʊ'bi:səti/

- a. the state of being very fat, in a way that is not healthy.
- b. the state of being malnourished.

2. anorexia (n) /,ænə'reksiə/

- a. an emotional disorder, especially affecting young women, in which there is an abnormal fear of being fat.
- b. a short coat with a hood that is worn as protection against rain, wind and cold.

3. bulimia (n) /bu'limiə/, /bu'li:miə/

- a. an emotional disorder in which a person repeatedly eats too much and then forces him or herself to vomit.
- b. an object which out from something in a round shape.

**3. Based on your information in the text, are the following statements True or False? Circle T or F next to the statements below.**

- a. Food is classified by nutritionists into three groups. T F
- b. Eating too much of some types of food can lead to health issues. T F
- c. Anorexia and bulimia lead to weight loss. T F
- d. The secret of good health is to eat healthy foods. T F

e. Obesity is most common in developing countries.

T F

**4. Match the meanings of the words below as the words are used in the text.**

- |               |   |
|---------------|---|
| 1. mixture    | a. something that is done to cure an illness or injury, or to make somebody look and feel good        |
| 2. imbalance  | b. a person who suffers from a disease  |
| 3. overweight | c. a combination of different things  |
| 4. treatment  | d. too heavy in a way that may be unhealthy   |
| 5. sufferer   | e. a situation in which two or more things are not the same size or are not treated the same in a way |
|               | f. that is unfair or causes problems  |

**Medical Terms**

**Recovery Room:** is an area where patients go after an operation to recover from anesthesia and other effects of the procedure.

**Intensive Care Unit (ICU):** is a place in the hospital that provide treatment for people who are very ill.

**Allergy:** is a medical condition that causes a reaction or illness when someone comes in contact with a particular substance.



### **Lecture -3-**

## **Wh Questions**

We use Wh question words to give specific information concerning specific requests. There are six Wh words. There is also the word “How” is also considered as a specific question word but not a Wh word. *Wh*-questions ask for information and we do not expect a *yes-no* answer to a *wh*-question. We expect an answer which gives information:

Wh-questions structure:

**Wh + aux. + main verb + rest of the sentence +?**

**1. Who:** is used to ask about **people**.

Examples

A: Who is calling?

B: My father is calling.

A: Who are you?

B: I'm Sami.

**2. What:** is used to ask about **things**.

A: What is your name? B: My name is Layla.

A: What are you doing? B: I am doing my homework.

A: What do you want to eat? B: I want to eat fish.

A: What is your job? B: I am a teacher.

**3.When:** is used to ask about **time**.

- When is your birthday? My birthday is in march.
- When do you do your homework? I do my homework at night.
- When does the movie start? The movie starts at 9 pm.
- When were you born? I was born in 1999.
- When did you get your PhD? I got my PhD in 2000.

**4.Where:** is used to ask about **place**.

- Where do you live? I live in Iraq.
- Where are you going? I am going to school
- Where is my pen? Your pen is on the table.
- Where are you from? I am from Mosul.
- Where do you work? I work in a hospital.
- Where do you want to go? I want to go to the cinema.

**5.Why:** is used to ask about **reason**.

- Why did you break this window?  
I broke this window because I was angry.
- Why is she crying?  
She is crying because Karim hits her.
- Why do people exercise?  
People do exercise in order to be healthier.
- Why did you do that?  
I did that because I was sad.
- Why do you study medicine?  
I study medicine in order to help people to get healthy.

**6.Which:** is used to ask about **choice**.

A: Which colours do you want for your bedroom?

B: I want pink, grey and white.

**7.How:** is used to ask about **the way something is done, the condition of something or the degree of something**.

A: How old are you? B: I am 20.

A: How can I improve my English? B: you can improve your English by practice.

A: How tall is he? B: He is six feet tall.

**Note:**

When what, who or which is the subject, we don't use the auxiliary. We use the word order subject + verb.

A: Who asked the question?

B: Sanaa asked the question.

A: Who owns this bag?

B: Taha owns this bag.

A: What fell off the wall?

B: The picture fell off the wall.

A: Which horse won?

B: Stephen's horse won.

A: Who bought this?

B: Nada bought this.

**Medical Terms:**

**Surgeon:** is a doctor who performs operations on people.

**Surgery:** is the hospital department where doctors perform operations on people.

**Syringe:** is a device consisting of a needle, chamber and piston used for injecting liquids into the body.

**Q/ Look at the bold word or words in each sentence. Then, using the appropriate interrogative word, ask the question that relates to that word.**

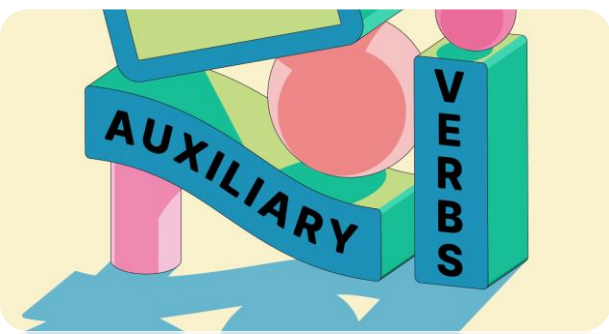
1. She wanted to buy **a new hat and coat**.
2. She started to laugh **because the movie was so funny**.
3. The man on crutches came down the steps **carefully**.
4. **Ahmed** is a firefighter.
5. **The lion's presence** meant danger.
6. The cat is **on the mat**.



# **MODAL VERBS: HOW TO USE THEM CONFIDENTLY AND EFFECTIVELY**

By asst. lecturer Karam Hashim



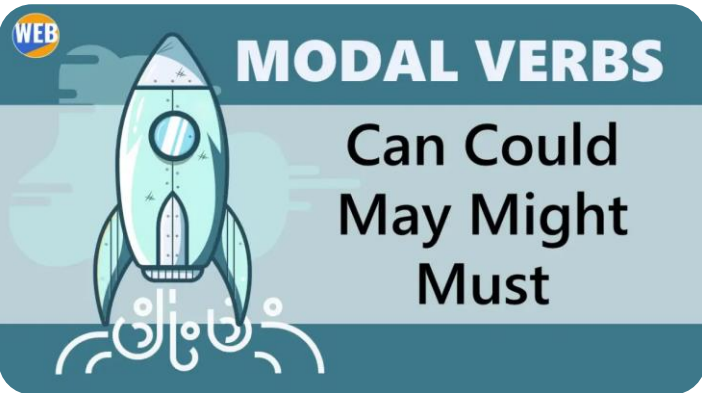


# MAIN CHARACTERISTIC



- A special type of **auxiliary verb**.
- They alter or complete the meaning of the **main verb**.
- They express ideas such as **capacity, possibility, obligation, permission, prohibition, probability, supposition, request, and desire**.
- They can also indicate the level of **formality** in the conversation.
- They do not take **“S”** for the third person singular.





# MAIN MODAL VERBS

Can, could, may,  
might, will, must.



# CAN

- One of the most commonly used modals in English. It can express ideas such as capacity or ability, permission or request.
- She **can** speak French. (capacity)
- He **can** come in now. (permission)
- **Can** you lend me your pen, please ? (request)



# COULD

- It expresses possibility, past ability as well as suggestions and requests.
- Extreme rain **could** cause the river to flood the city. (possibility)
- John **could** run very fast when he was younger. (past ability)
- **Could** I use your cell phone for a moment ? (request)
- We **could** go to an ice-cream parlor or stay home and watch a movie. (suggestion)



# MAY

- It is most commonly used to express possibility. It can also be used to give or ask for permission.
- **May** he leave the room with me ? (asking for permission)
- Yes, he **may** leave the room with you. (giving permission)
- Maria **may** be at school or at home. (possibility)



# MIGHT

- It is more commonly used to indicate possibility. However, it can also be used to make suggestions or requests; this is a rare use, though.
- Your backpack **might** be under the desk.  
(possibility)
- **Might** I open the door ? (request)



# MUST

- It can be used to talk about certainty, that is, something you are almost sure is true. Moreover, it can also be used to talk about obligation, prohibition, necessity or strong recommendation.
- She **must** be sick, she never gets late to school. (probability)
- Students **must** pass an entrance examination to study at this school. (necessity)
- Sarah, you **must** always do your homework. (obligation)
- You **must** drink a lot of water to protect your voice. (strong recommendation)





# WILL

- It is more commonly used to talk about future situations. Nonetheless, it can also be used to talk about the present when we want to make a request. It is also used in situations in which we make instant decisions.
- I **will** call you later. (future action)
- **Will** you close the window, please ? (request)
- I loved that T-shirt! **I'll** take it. (instant decision)



# CHOOSE THE CORRECT INTENDED MEANING OF THE MODAL VERB IN EACH SENTENCE.

- I **can** lift 50 pounds. (a) expressing permission, (b) expressing capacity
- **Could** you open the window, please? (a) making a request, (b) expressing ability
- We **may** have a problem with the delivery. (a) expressing possibility, (b) expressing necessity
- I **might** take the train instead of driving. (a) expressing possibility, (b) expressing suggestion
- I **will** meet you at the restaurant at 7 pm. (a) expressing intention, (b) expressing obligation
- You **must** submit your application before the deadline. (a) expressing obligation, (b) expressing possibility



# ANSWERS

- (b) expressing capacity
- (a) making a request
- (a) expressing possibility
- (a) expressing possibility
- (a) expressing intention
- (a) expressing obligation



As a healthcare provider, it is important that you **can** lift patients of varying weights in order to properly care for them. You **may** also need to assist patients with basic tasks, such as getting dressed or moving from the bed to a chair. Sometimes, you **might** encounter patients who are uncooperative or in pain, so you **will** need to use your best judgement to determine the appropriate course of action. In those situations, you **could** gently suggest alternate methods to ease their discomfort, or you **may** have to administer medication to alleviate their pain. In any case, you **must** always follow proper protocols and procedures to ensure the safety and well-being of both you and your patients.



- **can** - expressing ability or capacity to lift patients of varying weights.
- **may** - expressing permission to assist patients with basic tasks
- **might** - expressing possibility of encountering uncooperative or in pain patients.
- **Will** – expressing suggestion or recommendation to use one's own judgement to make a decision.
- **could** - suggesting an alternate method to ease patient discomfort.
- **may** – possibility that the speaker will use medication on the patient.
- **must** - expressing necessity to follow proper protocols and procedures for safety and well-being.



A circular wreath of various botanical illustrations surrounds a central white circle. The plants include green ferns, red and green leaves, yellow flowers, and purple flowers.

# Past lessons review

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# Indirect questions

Do you know if ... ?

Could you tell me ... ?

Can I ask you ... ?

Would you mind telling me ... ?

■ I wonder ...

I was wondering ...

I'd like to know ...

Please tell me



Rewrite the following sentences as indirect questions and then add an appropriate tag question at the end?

1. He knows the way to the train station.
2. He won the competition last year.
3. Will they be able to make it to the meeting?
4. What time is it?
5. How do I reach the university ?
6. They are studying at the classroom.





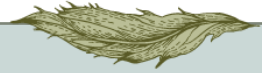


# The answers

1. Do you know if he knows the way to the train station?
2. I wonder if he won the competition last year.
3. I'm not sure if they will be able to make it to the meeting.
4. Could you tell me what time it is?
5. I was wondering how I can reach the university?
6. Please tell me if they are studying at the classroom.



# Prepositions



Choose the correct preposition to complete the sentence.  
(over, at, for, in, along, on, towards, up)

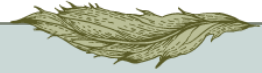
1. We can meet \_\_\_\_\_ the restaurant later.
2. My cellphone is \_\_\_\_\_ the bag.
3. I usually have cereal \_\_\_\_\_ breakfast.
4. Buy me a book \_\_\_\_\_ my birthday.
5. She jogged \_\_\_\_\_ the sidewalk.
6. The horse jumped \_\_\_\_\_ the wall.

# Modal verbs



Create Four English sentences that include different modal verbs and state their intended meaning. Make sure that the sentences are grammatically correct and that the intended meaning of each modal verb is clearly conveyed in the sentence.

# Adjective and adverb



Choose the correct form of the adjective or adverb in parentheses to complete the sentence.

1. He spoke (quiet / quietly) during the meeting so as not to disturb others.
2. She is a (fast / quickly) runner and always wins the races she enters.
3. The concert was (incredible / incredibly) loud, and my ears were ringing for days after.
4. The (happy / happily) child ran outside to play with her friends.
5. The flowers in the garden smelled (sweet / sweetly) in the warm breeze.
6. He is a (good / well) singer and always impresses the audience with his performances.

# Adjective's order

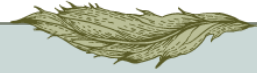
Opinion → size → age → shape → color → origin → material → purpose



Complete the following sentences by putting the adjectives in the correct order.

1. I saw a \_\_\_\_\_ table in the antique shop. (beautiful, small, round)
2. She wore a \_\_\_\_\_ dress to the party. (silver, long, elegant)
3. He is a \_\_\_\_\_ man with a charming smile. (tall, handsome, British)
4. This is my \_\_\_\_\_ car. (red, German, new)
5. A \_\_\_\_\_ village. (old, lovely, little)
6. The \_\_\_\_\_ cabin in the woods. (wooden, cozy, little, old)
7. The beautiful \_\_\_\_\_ Italian leather handbag. (red, round)

# Wh- questions

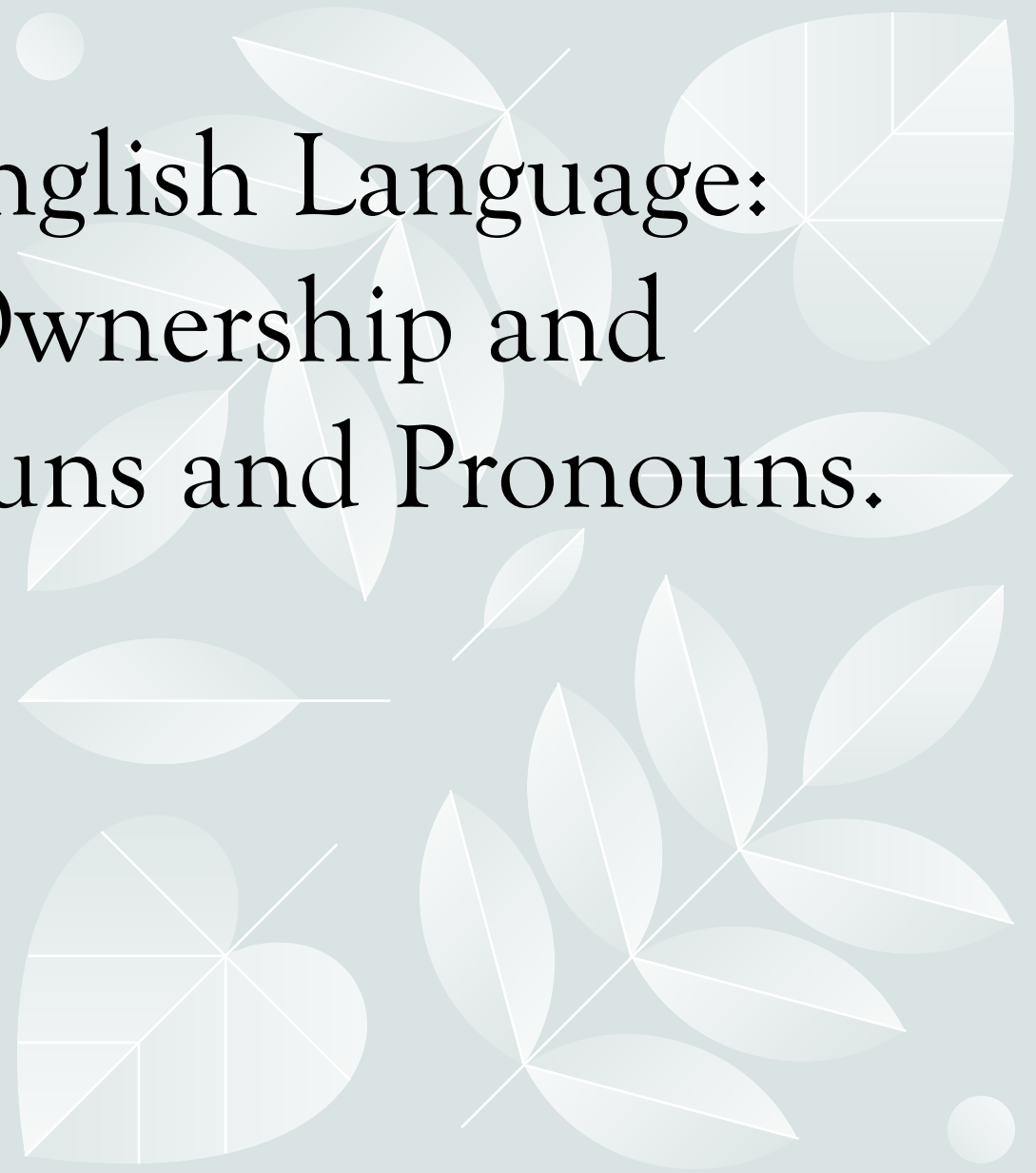


Q3. Look at the underlined word or words in each sentence. Then, using the appropriate interrogative word, ask the question that relates to that word.

1. She went to the store.
2. They are watching a movie.
3. He ate the sandwich.
4. The book was on the table.
5. The movie ended at 6 pm.

# Possession in the English Language: Understanding Ownership and Relationship with Nouns and Pronouns.

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We will learn

- Possessive nouns
- Possessive irregular plural nouns
- Possessive pronouns





The dog **has** a collar.  
the **dog's** collar is blue.



The dog has a collar.  
The **dog's** collar is blue.

My sister has a son.  
My **sister's** son is tall.

---

Possessive noun, **singular:**  
**noun + apostrophe (') + -s**

Singular noun  
Possessive form

Singular noun  
Possessive form

The dogs have collars.

The **dogs'** collars are blue.

Plural noun

Possessive form

My sisters have sons.

My **sisters'** sons are tall.

Plural noun

Possessive form

Possessive noun, **plural:**  
**noun+ -s + apostrophe (')**

Marinas house is nice



She likes Lukes smile





The **dogs** share a house.  
The **dogs** house is crowded.



The factory makes children's shoes.

The factory makes men's shoes too.

It also makes women's shoes and boots.

Some people's names are hard to say.

Regular plural possessive noun:

The **girls'** teacher.

Irregular plural possessive noun:

The **men's** shoes.

Add an apostrophe ('s) to the following underline words to create possessive nouns.

1. The Smiths house is located on the corner of 5th Street.
2. Sarahs bike was stolen from the garage.
3. The child book is on the shelf.
4. Alexs name is on the list of approved guests.
5. My sisters are home today.
6. The dentists office is closed on Sundays.
7. The teachers laptops are the same modal.

The answers:

1. Smith's
2. Sarah's
3. Child's
4. Alex's
5. Sisters
6. Dentist's
7. teachers'

This hat belongs to **me**.

It is **my** hat.

It is **mine**.

---

This hat belongs to **you**.

It is **your** hat.

It is **yours**.

That hat is **mine**.

~~That is **mine** hat.~~





## Possessive adjective

my  
your  
her  
his  
our  
their

## possessive pronoun

mine  
yours  
hers  
his  
ours  
theirs

## Possessive adjective + noun

My hat

## Possessive pronoun

No noun

You own that backpack  
that backpack belongs to you.  
That is your backpack.  
That backpack is yours.



Fill in the blank with the appropriate possessive adjective or possessive pronoun.

1. That is \_\_\_\_\_ book. (my/mine)
2. This cat is \_\_\_\_\_. (our/ours)
3. These are \_\_\_\_\_ shoes. (his/he/him)
4. That bike is \_\_\_\_\_. (her/hers)
5. This is \_\_\_\_\_ phone. (your/yours)
6. Those are \_\_\_\_\_ houses. (their/theirs)
7. This jacket is not \_\_\_\_\_. (my/mine)
8. That is not \_\_\_\_\_ car. (her/hers)
9. These are not \_\_\_\_\_ keys. (your/yours)
10. Those backpacks are not \_\_\_\_\_. (our/ours)

In the hospital, the patients' health is of utmost importance. The nurses' duties include checking the patients' vital signs and ensuring their comfort. The doctors' rounds take place twice a day to monitor their patients' progress. The hospital's policies require patients to sign a consent form before undergoing any surgical procedures. The intensive care unit's staff are trained to provide around-the-clock care for critically ill patients. In the laboratory, the scientists' research focuses on developing new treatments for diseases. The patients' medical records are confidential and are only accessible by authorized personnel. The hospital staff always puts the patients' well-being first, ensuring that their possessions are kept safe and secure during their stay.

# Medical terminology

**Outpatient:** A patient who receives care without being admitted to a hospital.

**Contusion:** A bruise.

**Chronic:** Signifies a recurring, persistent condition like *heart disease*.