

# SOLT 1 Arabic Module 5 Lesson 3

## Student Manual



أعراض طبية  
Medical Symptoms

During this lesson, you will learn to give information concerning medical symptoms. Under this Terminal Learning Objective, you will learn one task. At the end of this lesson, you will be able to:

**Describe Symptoms**

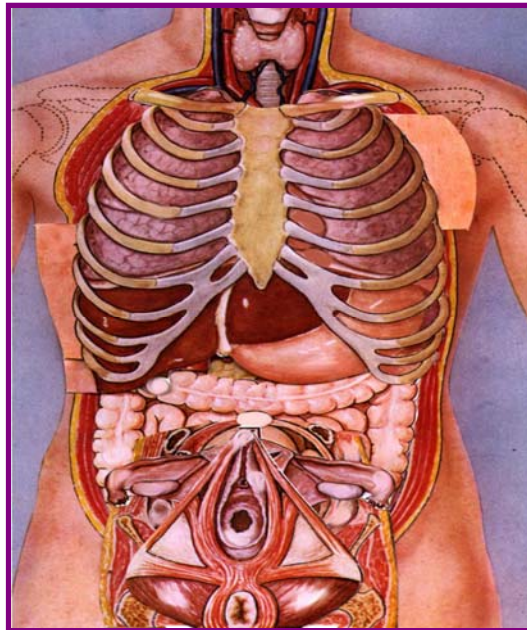
- Ask and respond about personal comfort/discomfort
- Ask and respond about one's health and well-being
- Express concern and worry about the sickness
- Ask about fever, disease, operations, and medical treatment
- Respond about discussion of fever, disease, operations, and medical treatment
- Talk about the health problems and describe symptoms

**Tip of the day**

When you ask an Arab about his/her health, it is customary to say الحمد لله no matter what his/her condition may be. This means “Thank God.”

**Discussing Medical Symptoms**

This lesson is designed to assist you in effectively communicating on issues of health. You must be able to discuss medical symptoms with medics or medical staff. To gain understanding in a medical venue, you must be able to comprehend symptoms as they are described by an injured person, as well as express medical ailments you are experiencing in the target language. In this lesson, you will learn how to ask and respond to questions about health and comfort in a culturally acceptable way. You will also learn how to describe your own medical symptoms.



**Scenario: Visit to a doctor's clinic**

The following conversation took place in a triage room in a clinic. Jim is sick. Mustafa went to interpret for his friend Jim, since Jim does not speak any Arabic:

بماذا تشعر؟	المرمضة:
جيم مريض جدا.	مصطفى:
هل يعاني من ارتفاع في درجة الحرارة؟	المرمضة:
جيم يعاني من الحمى و سعال شديد.	مصطفى:
هل هناك أعراض أخرى؟	المرمضة:
جيم يعاني من الرشح.	مصطفى:
سيراه الطبيب بعد قليل.	المرمضة:

**Exercise 1 (Pair Work)**

You have been ill since yesterday and complaining of some gastrointestinal problems (abdominal colic, heartburn, diarrhea/constipation, pain in the lower right side of the abdomen, vomiting, etc...). You went to visit your doctor at his clinic.

Your classmate will play the role of your doctor. Explain to him your medical symptoms and answer any questions he may ask you about your condition. Change roles so your classmate will be the sick person and you will be his doctor.



## Exercise 2

Listen as your instructor reads a telephone call to a doctor's office and then answer the following questions:

- أحمد: السلام عليكم، هل أستطيع أن أتكلم مع الطبيب؟  
 الممرضة: من حضرتك؟  
 أحمد: أنا أحمد عبد الباقي نقيب في الجيش المصري.  
 الممرضة: أهلا وسهلا سوف أحول المكالمة إلى مكتبه.  
 الطبيب: ألو، من يتكلم؟  
 أحمد: أهلا يا دكتور، أنا أحمد عبد الباقي.  
 الطبيب: نعم نعم أتذكرك، كيف حال ذراعك اليوم؟  
 أحمد: أشعر بعض الألم فيه عندما أرفعه إلى الأعلى.  
 الطبيب: إذن إحضر الآن لفحصك مرة أخرى.  
 أحمد: شكرا يا دكتور.

الأسئلة:

- ١- من يريد التحدث مع الطبيب؟
- ٢- لماذا يريد أحمد أن يكلم الطبيب؟
- ٣- أين يشعر أحمد بالألم؟
- ٤- لماذا طلب منه الطبيب الحضور؟

- \_\_\_\_\_ ١-
- \_\_\_\_\_ ٢-
- \_\_\_\_\_ ٣-
- \_\_\_\_\_ ٤-





**Exercise 4 (Pair Work)**

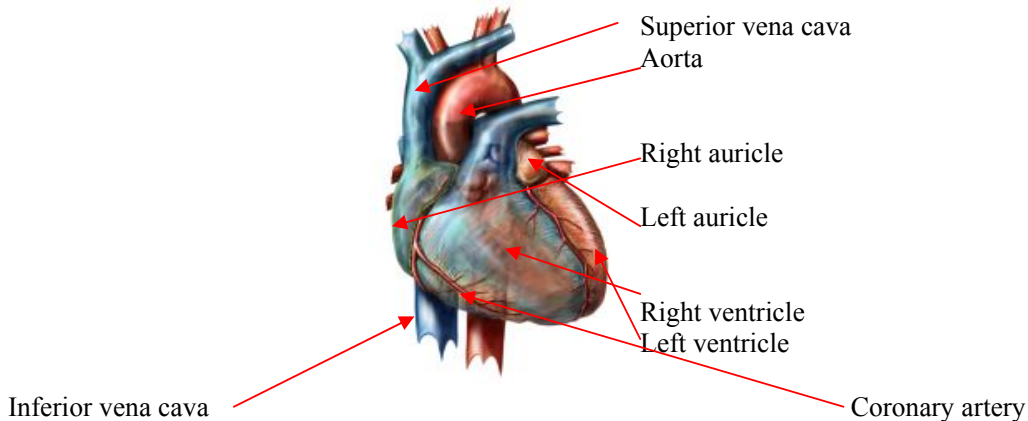
The class will be divided into pairs. Read the following article from an Egyptian newspaper and answer the questions below in Arabic:

**في دراسة لجامعة القاهرة:**  
أثبتت الدراسة أن القلق النفسي وضغط العمل يتسببان في إصابة المرأة بأزمات قلبية ولكن في نفس الوقت تقل نسبة إصابة المرأة العاملة بأزمات القلب عنها عند ربة البيت التي تدير شؤون منزلها.  
خلال خمسة عشرة عام درس خلالها الباحثون حالة مئة وتسعة وعشرون امرأة عاملة في مهن مختلفة وكذلك مائة وثلاثة عشر حالة ربة بيت ، كانت النتيجة مفاجئة. أظهرت الدراسة أن العمل يخفض نسبة الكوليسترول والسكر في الدم عند المرأة العاملة ، ولهذا السبب يقل وزن المرأة العاملة وتصبح لياقتها أفضل مما يساعدها على عدم الإصابة بالأزمات القلبية.

**Answer the following questions:**

1. Which of the two test groups observed runs the greater risk of having a heart attack?
2. What were the effects of office work mentioned?
3. Which two factors contribute to the good health of women who work outside the home?
4. Which factors prevent the workingwoman from getting heart attacks?
5. According to what you have read related to the subject, do you agree with this article? Why?

	- ١
	- ٢
	- ٣
	- ٤



**Exercise 5 (Group Work)**

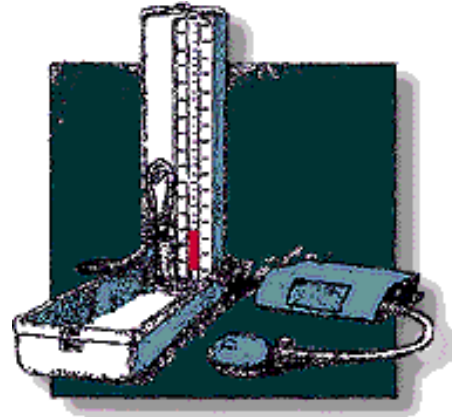
The class will be divided into groups. Listen as your instructor reads a report about blood pressure written in an Egyptian newspaper and determine whether or not the following statements are true or false. Work in your group and be prepared to defend your answer to the class:

**Listening script:**

ضغط الدم العالى لا يسبب ألم لذلك فهو خطير جدا.  
الكشف على ضغط الدم في المنزل له فوائد كثيرة.  
لايستغرق قياس ضغط الدم وقتا طويلا ويمكن القيام به بدون مساعدة.  
قياس الضغط في المنزل أفضل من قياسه في عيادة الطبيب ، لأن في عيادة الطبيب عادة ما يكون المريض قلق مما يؤثر على نتيجة القياس.  
تستطيع أن تقيس الضغط في مواعيد مختلفة أثناء اليوم لأن ضغط الدم يتغير من وقت لآخر.

**Based on the report, determine which of the following statements is True or False:**

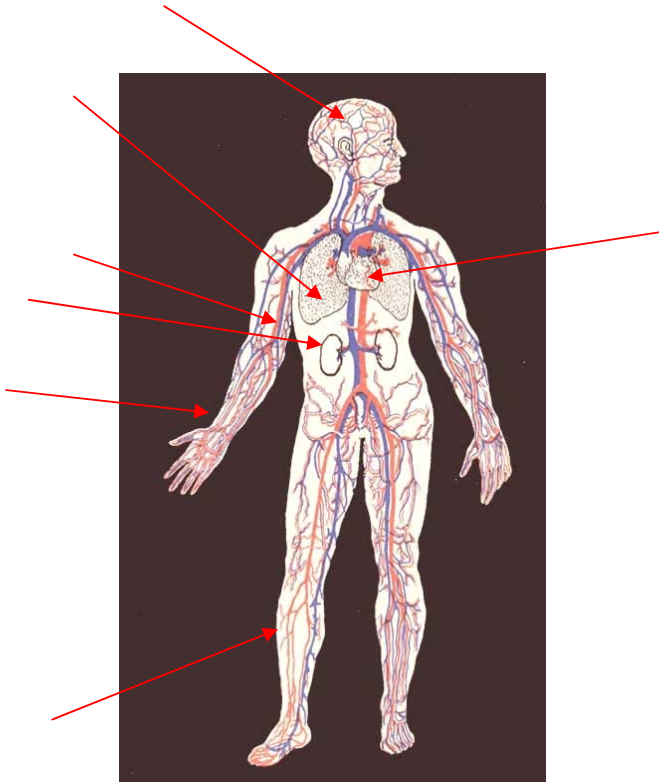
1. High blood pressure is dangerous although it doesn't hurt. \_\_\_\_\_
2. Blood pressure can be checked at home quickly and unassisted. \_\_\_\_\_
3. Blood pressure is more accurate when checked at the doctor's office. \_\_\_\_\_
4. Blood pressure varies at different times of the day. \_\_\_\_\_





**Exercise 6 (Pair Work)**

The class will be divided into pairs. Match the given medical symptoms listed in the box with the parts of the human body indicated by the arrows. Write down the number of each medical symptom beside its appropriate arrow.



- ١ - إرتفاع في ضغط الدم
- ٢ - كسر في الساق
- ٣ - صداع
- ٤ - نبض ضعيف
- ٥ - زيادة عدد ضربات القلب
- ٦ - سعال
- ٧ - ألم في الكلية

### Expressing reason in Arabic

You have learned before that if you want to ask someone for a reason you may use the particle لماذا (Why).

Example 1: Why are you in the hospital? لماذا أنت في المستشفى؟

Now, what about if you want to give someone a reason for something you do/did? In the Arabic language, this is done by using the word لذلك

To express reason, use لذلك

The word لذلك consists of two parts: preposition ل (which means *for*), and the demonstrative word ذلك (which literally means *that*), and now the whole word لذلك means *for that*.

Luckily, using the word لذلك does not affect the structure of the sentence at all.

Example 2:

I am ill, *for that reason*, I visited the doctor.

أنا مريض لذلك ذهبت لزيارة الطبيب.

### Exercise 1

Express the following meanings in Arabic using the word لذلك

1. I have a fever. Therefore, I feel weak.
2. Samia is ill. For that reason, she will not go to school tomorrow.
3. My friend is sick. Therefore, I will go and visit him in the hospital.

\_\_\_\_\_ - ١

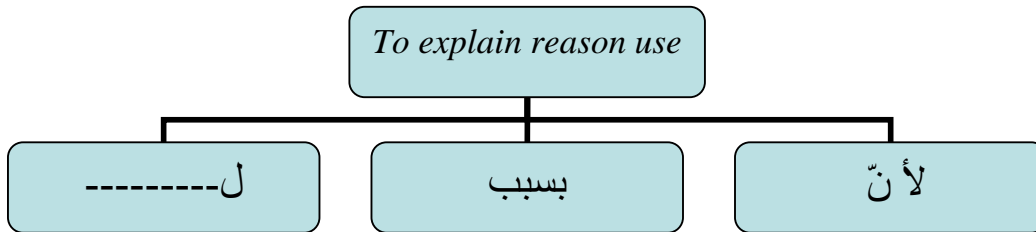
\_\_\_\_\_ - ٢

\_\_\_\_\_ - ٣

### Explaining reason in Arabic

Many times we need to give a reason for our actions to others. Why we do this, why I did that, etc...

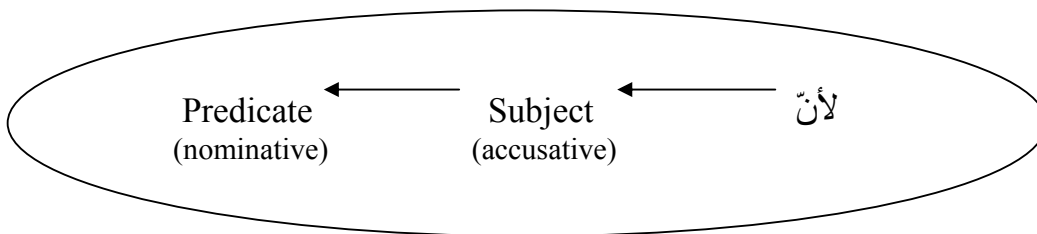
In the Arabic language, there are three ways to do this:



#### 1. Using لأنّ (because):

لأنّ is used in any type of sentences, verbal or nominal, to explain reason. It must be followed by a sentence having a subject and a predicate. The subject is always accusative, and the predicate is always nominative.

Note that the word لأنّ can be conjugated to the person/pronoun it is used for.



Example 3:

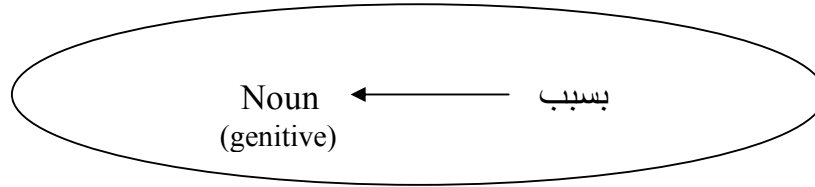
I will take medicine *because* my blood pressure is high.



سأتناول دواء لأنّ ضغط دمي مرتفع.

2. Using بسبب (because of):

The word بسبب consists of two particles : *preposition* ب and the *noun* سبب , and the whole word means *because of*. This word must be followed by a noun which is always in the genitive form, since this noun is actually an idafa structure.



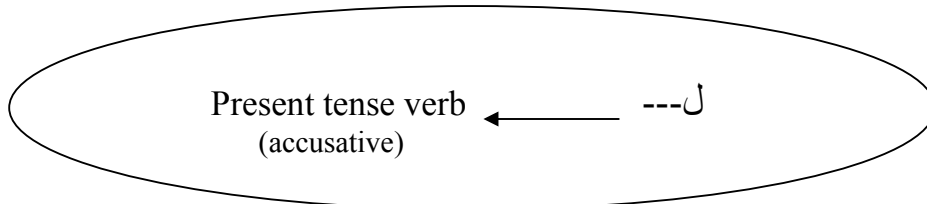
Example 4:

Ahmed is in his house *because of* his sickness.

↓  
أحمد في منزله بسبب مرضه.

3- Using the prefix ل with present tense verbs (to):

When the letter ل is added as prefix to present tense verb it means “to”, which gives reason why an action is done. This present tense verb must always be accusative.



In this case, the conjugation of the present tense verb will differ according to the following three situations :

A- If the verb is conjugated to a singular .....

The present tense verb ends with a *fatha*.

Example 5 :

I went to the hospital *to visit* my friend.

↓  
ذهبتُ إلى المستشفى لأزور صديقي.

B- If the verb is conjugated to dual ...

We drop the last letter from the verb, and the verb now ends with ا

Example 6:

Ali and Salwa came *to visit* our sick son.



أتى علي وسلوى ليزورا ابننا المريض.

C- If the verb is conjugated to plural maculine ...

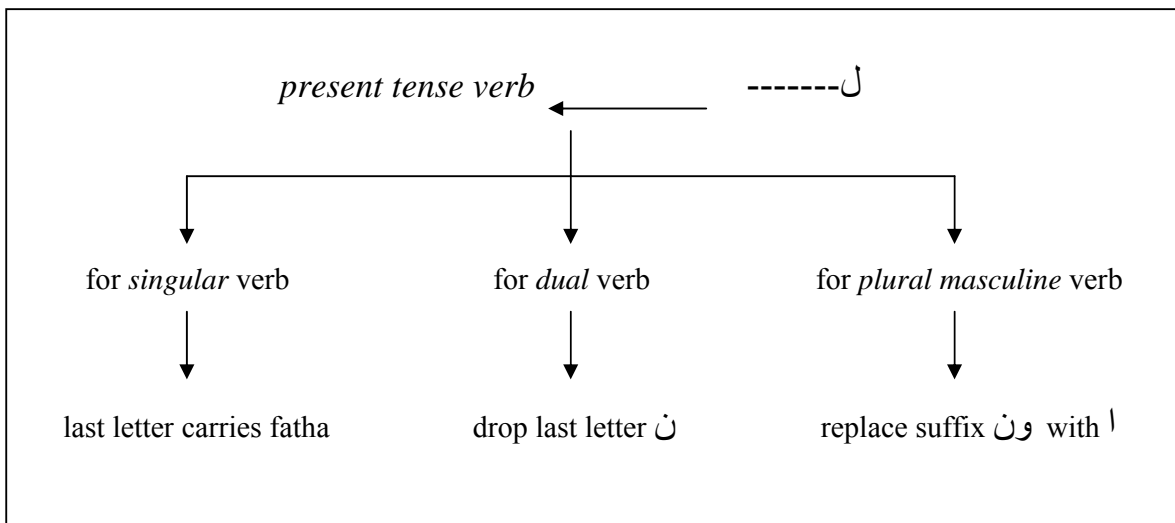
We drop the suffix ون from the verb and replace it with ا

Example 7:

They went to the hospital *to visit* their friend.



ذهبوا إلى المستشفى ليزورا صديقهم.



The table on the next page explains how to use the prefix ل on the verb جلس, as an example, conjugated to all the pronouns in the present tense.

Conjugated present verb (with ل)	Conjugated present verb (without ل)	Pronoun
لأجلسَ	أجلس	انا
لنجلسَ	نجلس	نحن
لتجلسَ	تجلس	انتَ
لتجلسي	تجلسين	انتِ
لتجلسا	تجلسان	انتما
لتجلسوا	تجلسون	انتم
ليجلسَ	يجلس	هو
لتجلسَ	تجلس	هي
ليجلسا	يجلسان (m)	هما
لتجلسا	تجلسان (f)	هما
ليجلسوا	يجلسون	هم

### Exercise 2

Fill in the blanks in the following sentences by choosing the correct response from the three given choices for each:

- ١- أحب مدينة باريس ..... أزورها كل عام.  
 ا - بسبب  
 ب - لذلك  
 ج - لأن
- ٢- وقع حادث السيارة ..... المطر.  
 ا - لأن  
 ب - لذلك  
 ج - بسبب
- ٣- ذهب سعيد إلى الكويت ..... هناك.  
 ا - ليعمل  
 ب - ليعمل  
 ج - ليعمل
- ٤- المدرسة مغلقة ..... اليوم الجمعة.  
 ا - لأن  
 ب - بسبب  
 ج - لذلك
- ٥- ذهب التلاميذ ..... اللغة العربية.  
 ا - ليدرسون  
 ب - ليدرس  
 ج - ليدرسوا

**Nouns**

backache	ألم الظهر
burn	حرق
degradation	مضاعفات
consciousness/awareness	الوعي
constipation	إمساك
cough	سعال
cramp	تقلص
diagnosis	تشخيص
diarrhea	إسهال
difficulty in breathing	صعوبة في التنفس
disease	مرض
dizziness	دوار / دوخة
earache	ألم الأذن
emergency	طوارئ
epidemic	الوباء
exhaustion	إرهاق / إجهاد
fatigue	إعياء
fever	حمى
food poisoning	تسمم غذائي
flu	نزلة برد أو إنفلونزا
headache	صداع
health	صحة
high blood pressure	ضغط دم عالي
inflammation	إلتهاب
intestinal flu	نزلة معوية
medicine	دواء
migraine	صداع نصفي
nausea	غثيان
pain	ألم
pain killer	مسكن
patient	مريض
prevention	وقاية
sick leave	إجازة مرضية
shock	صدمة
stomach wash	غسيل المعدة

surgery	عملية جراحية
symptoms	الأعراض
temperature	درجة الحرارة
treatment	العلاج
tumor	ورم خبيث
urine sample	عينة بول

### Verbs

to check on someone	إطمأنَ على
to cure	شفى
to deteriorate	تدهورَ
to feel better	شعرَ بتحسّن
to improve	تحسّنَ
to calm down	هدأ
to remove/ to eliminate	أزالَ
to rest	إرتاحَ
to suffer	عانى
to be tired	تعبَ
to treat	عالجَ

### Adjectives

acute	حاد
chronic	مزمن
feeling well	معافى
ill/sick	مريض
swollen	متورّم

### Expressions

May your health improve	سلامتك
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**+Tip of the day:**

If an Arab tells you that he was sick, do not say (أنا أسف), which is “I am sorry.” Arabs understand the word sorry to be an apology for something that you did. The regular expression that you can use to show your concern is سلامتك, which means “I wish for your safety.”

### أسأل مجرب و لا تسأل طبيب

This Arabic proverb means that it is better to ask a person who has had a prior experience with the same illness rather than asking a doctor. This proverb presents an old Arab belief that has gradually faded over the years. Today, Arabs go to doctors, but before they go, they still seek advice from those who have had the same type of illness.



**Activity 1 (Pair Work)**

Your friend is sick and is admitted in a hospital. You went to visit him and asked him what was wrong and why he was admitted in the hospital. Your classmate will play the role of your sick friend and answer any questions you may ask him. Change roles so that you will be the sick person this time and your classmate will come and visit you.

**Activity 2 (Pair Work)**

Working in pairs, ask each other questions about comfort and discomfort. Respond appropriately.

**Notes:**

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**Activity 3 (Pair Work)**

The class will be divided into pairs. Choose from column B the appropriate response to the expression in column A. Then create your own questions for each expression for your classmate to answer:

**Column A**

أشعر بأعياء شديد.
أنا مجهد.
أنا مرهق.
أشعر بألم في الحنجرة.

**Column B**

جئت لأطمئن عليك.
سلامتك.
هل أخذت مسكن؟
يجب أن ترتاح.

**Questions:**

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**Activity 4 (Pair Work)**

The class will be divided into pairs. Be free to elaborate on the following dialogue about Hussein running into his friend Sadiq at work. Be prepared to role-play the conversation.

حسين: صادق ، كيف حالك؟  
صادق: الحمد لله و لكن لا زلت أعاني من نزلة البرد.  
حسين: قلت لك أن تكثر من تناول البرتقال.  
صادق: إنخفضت درجة الحرارة و صرت قادرا على مغادرة الفراش.  
حسين: لا ، لا تغادر الفراش. أنت في إجازة مرضية.  
صادق: نعم ، لقد بدأت أشعر بدوار. يجب أن أرتاح.

**Activity 5 (Group Work)**

The class will be divided into groups. Read the dialogue from the previous activity and summarize it into Arabic. Each group will write out a summary and discuss it with the rest of the class.

**Summary:**

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**Activity 6 (Group Work)**

The class will be divided into groups. Read the following letter that your friend (another member of your group) sent you from Saudi Arabia. Underline all the words that refer to a symptom. Compare your findings with your group.

عزيزي عماد  
كيف حالك؟ أنا لازلت بالمملكة العربية السعودية. أعاني من الحساسية للطقس. أشعر  
بالتهاب شديد في عيوني . ترتفع درجة حرارتي كلما أمضيت النهار في الخارج كما  
أعاني من حرق على جلدي. يسبب لي العمل في النهار صداع شديد. أحاول أن أخذ  
راحة أثناء النهار و أعمل في الليل.  
قال لي طبيب العمل أنني أجهد نفسي كثيرا.

**Notes:**

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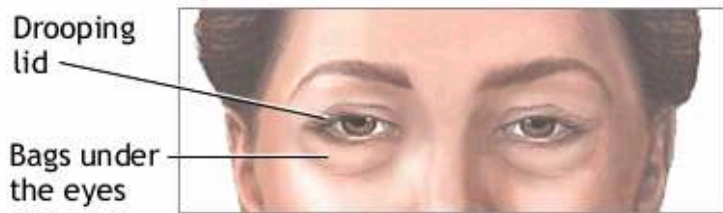
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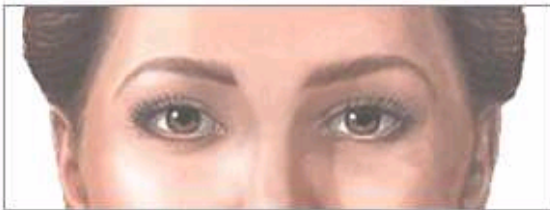
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**+Tip of the day:**

It is not unusual for Arabs to elaborate in describing their symptoms even when they talk to their friends. For example, do not be shocked if someone tells you that he threw up.

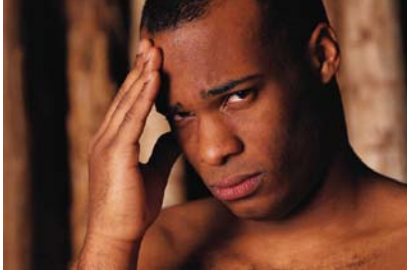


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Activity 7 (Pair Work)

The class will be divided into pairs. Rearrange the following phrases to reconstruct a conversation between Ali and John. Work with a partner, each assuming a role in the new conversation. Be prepared to read the conversation aloud to the class. Discuss the details of the conversation with your classmate :



- جون: نعم ، بسأتبع ما قاله لي.  
علي: هل أوضح لك السبب وراء الصداع الذي تشعر به من حين إلى آخر؟  
جون: أنا أحسن حالا.  
علي: أنت تجهد نفسك كثيرا.  
علي: كيف حالك يا عزيزي؟  
جون: شكرا لإهتمامك بي.  
علي: ماذا قال لك الطبيب؟  
جون: لا . لكنه أعطاني مسكن.  
علي: يجب أن أتركك الآن، جنئت فقط لأطمئن عليك.  
جون: أوصى بالراحة .

علي:

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جون:

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علي:

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جون:

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علي:

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جون:

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علي:

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جون:

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علي:

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جون:

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**Activity 9 (Group Work)**

The class will be divided into groups. You were eavesdropping on two of your friends, but you could only hear John. Fill in the missing part of what Aliya might have said. Share your findings with your group and be prepared to read your conversation aloud to the class. Then find the main idea for the conversation.

جون: كيف حالك يا عزيزتي؟  
عليّة: \_\_\_\_\_  
جون: سلامتكَ . هل ذهبت إلى الطبيب؟  
عليّة: \_\_\_\_\_  
جون: هل تحبين أن أقدم لك على إجازة مرضية؟  
عليّة: \_\_\_\_\_  
جون: سأزورك يوم السبت لأطمئن عليك.

**Notes:**

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**Activity 10**

You decided to make flashcards in Arabic classifying items into categories. For example, a painkiller is a type of medicine. However, you dropped your bag on the way to class, and your cards fell out of order. Match the words in column A with its proper category from column B.

**Column A**

مضاد حيوي
غثيان
كوليرا
عملية جراحية
سوء التغذية

**Column B**

وباء
دواء
علاج
مشكلة صحية
عرض

**Notes:**

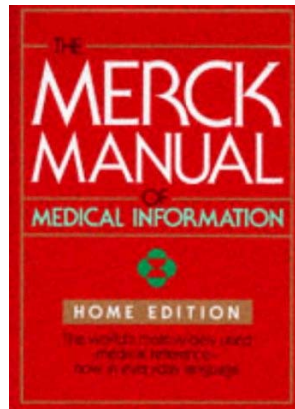
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**Activity 11 (Group Work)**

The class will be divided into groups. Read the following passage which is a section from the UN report about disease and medical treatment in Arab countries to prepare yourself for a discussion about common diseases in these countries. Then answer the following questions in Arabic. Review your findings with your group. Each group should be prepared to present their findings to the rest of the class.

من أهم المشاكل الصحية التي عانت منها البلاد العربية نقص الأدوية و نقشي الأوبئة و سوء التغذية . تمكنت البلاد العربية من تخطي الكثير من العقبات الإقتصادية. بالرغم من ذلك ما زالت هناك العديد من المشاكل الصحية. في مصر على سبيل المثال يتوفر العلاج المجاني لكافة أفراد الشعب . لكن المستشفيات الحكومية في حالة سيئة. العمليات الجراحية تكلف و أحيانا يضطر بعض المرضى إلى الإنتظار مدة طويلة قبل الدخول إلى المستشفيات.

**Answer the following questions in Arabic:**

1. What are the health problems that people in Arab countries may suffer from?
2. How do these problems affect people of Arab countries?
3. How do they overcome the health problems?
4. Does the writer agree with the Egyptian system of insurance? Why or why not?

\_\_\_\_\_ - ١

\_\_\_\_\_ - ٢

\_\_\_\_\_ - ٣

\_\_\_\_\_ - ٤



**Activity 12 (Pair Work)**

The class will be divided into pairs. It is time to engage in a discussion about disease and medical treatment in Arab countries. Work with a partner and read the passage from the previous activity. Compare the information in this passage and discuss the differences you find in your country. Come up with at least five different points of comparison:



**Activity 13 (Group Work)**

The class will form two groups. One group will argue in favor of the Arab medical system and the other will argue from the American side. Your instructor will monitor a class debate. Both groups should attempt to present valid arguments in favor of their side. Write the main points on the white board.

**Main points:**

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Ain Shams Hospital, Egypt

### Activity 1

You are in charge of providing emergency medical care. Listen as your instructor reads a list of symptoms and prescribe the right medication for these symptoms. Explain how to take the medication, how soon the patient will improve, and the side effects of the medication.

**Listening script:**

تعنية و مغص.  
امسك.  
اسهال.  
ألم في المعدة.  
صداع.  
إرتفاع في درجة الحرارة.

مسكن
مضاد للإسهال
مضاد حيوي
مضاد للإمسك




Emergency medical care

### Activity 2 (Group Work)

The class will be divided into groups of three. One of you is ill, and one has duty at sick call. In order to schedule an appointment for your sick classmate, you have to ask about his symptoms. Take notes to give it to the doctor. Another classmate will work as a doctor who will then give instructions for treatment. The person on sick call must then relay the instructions to the patient. Switch roles with your partners. Be prepared to role-play your scenario to the class.

#### Notes:

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### Activity 3 (Group Work)

Work in groups of four students at a time. One student plays the role of a doctor. A second student plays the role of a newly trained nurse who has misplaced the patient's medical records. The doctor will go to two different patients who will tell him or her how they feel. The doctor will then recognize the ailment based on the symptoms and will prescribe treatment to the nurse for her to document. Then, after two patients, switch roles until each student has a turn of being the doctor.

### Activity 4 (Group Work)

Quack game – you seem to have diabetes!

The class will be divided into “physicians and patients.” The “patients” will receive a slip that contains a statement, which describes their symptoms. The “physicians” will review the symptoms and provide their diagnosis. When all the ‘patients’ receive their diagnoses from all the “doctors,” the class will discuss the validity of each diagnosis.

Possible Symptoms	
headache	صداع
constant thirst	عطش
fever	حمى
muscle aches	ألم في العضلات
stomach pain	ألم في المعدة
rash	طفح جلدي
inflammation	إلتهاب
joint pain	ألم في المفصل
difficulty breathing	صعوبة في التنفس
chest pain	ألم في الصدر

**Activity 5 (Group Work)**

The class will be divided into groups. The following dialogue took place in an Arab clinic. Each group will read the dialogue then determine which of the following statements are true and which are false. Justify your answers. Each group should be prepared to present and discuss their answers with the whole class.

بماذا تشعرين ياسيديتي؟	: الطبيب
أشعر بألم في ظهري في الليل.	: أحلام :
وبماذا تشعرين في الصباح؟	: الطبيب
أشعر بدوار و غثيان.	: أحلام :
هل يصاحب الغثيان قيئ أحيانا؟	: الطبيب
نعم كل صباح.	: أحلام :
مبروك يا سيدتي أنتِ حامل.	: الطبيب
شكرا لك ، هذا خبر سعيد.	: أحلام :

**Answer the following statements true or false:**

1. The woman suffered from back pain at night.
2. The woman felt dizzy but did not vomit.
3. The doctor ordered a urine sample.
4. The woman was happy to be pregnant.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Homework 1**

Souad called her friend Laila to ask about her sick child. Listen to their conversation on your Homework CD (Track 28) and then answer the following questions in Arabic:

**Answer the following questions in Arabic:**

1. What is Laila's son's name?
2. Is Laila's son still sick?
3. Did Laila take him to the doctor?
4. What medicine did she give him?
5. Does he still have a high temperature?
6. What is Souad's fear?
7. If you found yourself in this or a similar situation, how would you react? Explain.

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### Homework 2

John called his friend Ahmed to check on him. Listen to their conversation on your Homework CD (Track 29) then determine which of the following statements is true and which is false, and why.

- امال : مساء الخير يا أحمد.  
أحمد: مساء النور يا امال.  
امال : كيف حالك؟  
أحمد: أنا بخير و الحمد لله.  
امال : متى ستخرج من المستشفى؟  
أحمد: سأخرج من المستشفى يوم الأربعاء.  
امال : ماذا قال لك الطبيب؟  
أحمد: قال بأنني يجب أن أستمر في تناول الدواء حتى أشفى تماما.  
امال : هل كتب لك إجازة مرضية؟  
أحمد: نعم أسبوعين لكنني مللت من الفراش.  
امال : سأحضر لك بعض الكتب.  
أحمد: شكرا لكي يا امال ، إلى اللقاء.

### Answer the following statements true or false:

1. Ahmed is still in the hospital when this conversation took place.
2. Ahmed has to take the medicine until Wednesday.
3. Ahmed ran out of sick leave.
4. Ahmed is happy to stay home for a while.
5. John will bring Ahmed some books.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**Homework 3**

You have heard that your friend Mahmoud back in Egypt just had an operation. Write him a letter to check on him and inquire about how he is recovering.

**Letter:**

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Homework 4

Read the following letter from Ahmed to his mother assuring her about his health and then answer the following statements true or false:

والدتي الحبيبة ،  
اتمنى ان تكوني أنتي وأبي بصحة جيدة. إطمئني يا أمي ، أنا الآن بخير والحمد لله.  
الأسبوع الماضي شعرت بدوار وإرتفاع في درجة الحرارة. في اول الأمر لم أهتم.  
ذهبت إلى عملي اليوم التالي ، ولكن عندما رجعت إلى المنزل شعرت بألم شديد في  
صدري مع سعال وصداع نصفي. ذهبت لزيارة الطبيب على الفور.  
فحصني الطبيب جيدا وقال أنني أعاني من إرتفاع في ضغط الدم وإلتهاب في الرئة.  
وصف لي الطبيب بعض الأدوية ونصحتني بالراحة في السرير لمدة ثلاثة أيام أعود  
بعدها إلى عملي.  
إطمئني يا أمي ، أنا الآن شفيت وقد عدت إلى العمل امس الأول.  
سلامي وحبتي لكي ولأبي.

إبنك  
احمد

a) Answer the following statements True or False:

1. Once Ahmed began to feel sick, he immediately went to see the doctor.
2. Ahmed complained of fever and cough.
3. The doctor diagnosed Ahmed as having a heart attack.
4. Ahmed stayed three days in the hospital for treatment.
5. Ahmed returned to work two days before he wrote this letter.

b) **Find the best title for this letter, in Arabic.**

Write your answers here:

A)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

B)