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Panacea

An English Course Book for the Students of **HYGIENE**

Massood Yazdanimoghaddam, Islamic Azad University, Science and Research Branch

Morteza Teimourtash, Islamic Azad University, Shahr-e-Qods Branch

Mojdeh Mellati, Islamic Azad University, Tehran Medical Sciences Branch

Mojtaba Teimourtash, Islamic Azad University, Tehran Medical Sciences Branch



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⑦ کتابفروشی‌های معتبر سراسر کشور

Introduction

The fast-developing field of technology leaks into every aspect of life in no time. The diverse field of study is no exception. As far as the international medium for communication in any level of exchanging idea is the English Language, so having a good command of English proficiency should bear the most weighted criteria and the biggest frog among academic students, because such command and mastery would in no way happen in a single night.

Scholars and experts who believe there exists no vivid clear boarder line between general English and ESP are to some extent right, as there is a challenging notion highly noticeable among practitioners as to establish equilibrium in scientifically teaching English and linguistically teaching science.

ESP in medical science is so risky a domain, that the practitioners are no more involved in a win-n-loose game; rather the lives of people may be endangered and put in a devastating game of decisions which in most part is a function of the practitioner's command over the ESP texts and tasks.

The present textbook, Panacea, is a general English course book for the students of hygiene and it can also be taught to some other specific fields of the same discipline. This textbook encompasses 36 texts through 12 units on various topics, which offers freedom of selection for teachers in lesson plans to come up with a desired fruitful syllabus for classroom settings attended by divergent proficient and competent learners.

The features covered in the present book are focused on enhancing the reading comprehension ability of the learner in all sections. So "Translation Tasks" are avoided for the sake of the emphasis on enhancing the required reading comprehension skill while comprehension exercises are highlighted. Each of the twelve units in this book has followed a uniform spread page fashion comprising of six sections as followed:

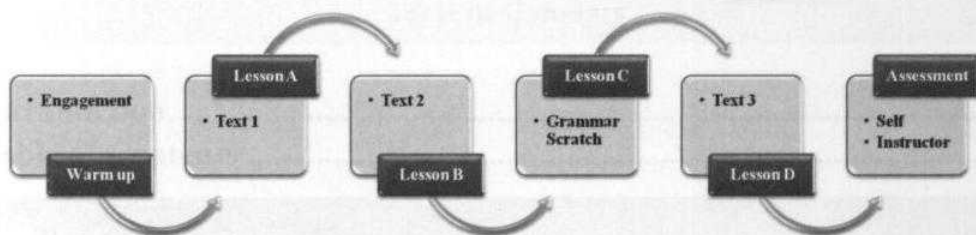
- ▶ **Warm up:** This section is designed to engage students in the area of the passages to be introduced in the upcoming sections of the unit, acting as the ice breaking stage.
- ▶ **Lesson A:** In this lesson throughout the units of this book it is being tried to select a merely simple text along with simple reading comprehension questions in order to gradually engage the students in the domain of the topic.
- ▶ **Lesson B:** The second lesson throughout the units comes exactly on the next spread page after the first lesson aiming at expanding the main topic of the unit, covering more challenging reading comprehension questions.
- ▶ **Lesson C:** The grammar scratch designed after the second lessons of the units as the name justifies would have a gentle scratch over the necessary structural points needed

by the ESP readers, items such as linking words, reduced clauses, and passive voices. At the end of the grammar scratch, there exists the etymology scratch which covers almost more frequent prefixes and suffixes in the texts. Both the grammar scratch and the etymology scratch are designed in a spread page under the umbrella lesson C of each unit.

- ▶ **Lesson D:** The third passage of the units are accommodated in lesson D which in turn delve into the main topic of the units and have a more comprehensive content compared to that of the two first and second passages. The third passage also occurs in a spread page and is followed by deeper reading comprehension and understanding questions such as summary completion.
- ▶ **Assessment:** The last spread page of each unit is devoted to a assessment section comprising of the self assessment page and the quiz page. The self assessment is aimed at providing a vivid picture in the minds of the learners of what they have taken up from each unit. The quiz page on the right of the assessment spread page is designed as a template in order for the instructor to have continuous assessment and progress trends of the learners attending the course.
- **Appendices:** The appendices comprise of the glossary (directly addressed lexicons) plus the irregular verbs list, the transition words list and the reference section.

Although authors have the strongest idea on the validity and truthfulness of the content of the present book, they assume that the work is distinguishable from other available course books in the field. Some eye-catching differences are:

- The embellished feature prevailing through all sections of the units in the present book is its user-friendly style aiming at easing the studying of the book on the part of the learners and the teachability of the units on the part of the instructors, yet keeping the gradual introduction of the novel concepts and contents.
- The spread page fashion of offering the lessons ascertains the learners the idea that whatever begins on the top lefts would end on the down rights. Such fashion of providing the learners with new information would in turn guide their attention towards the content of the spread pages rather than the sense of insecurity of the length of the lessons deteriorate the string of the new ideas in the minds of the learners.
- The accommodations of formative and summative assessment through each spread page lesson deem help learners form and internalize sustained blocks of knowledge in a more smooth fashion.
- As mentioned earlier, the main focus of the book is to involve the learners in the habit



of reading through the texts rather than sufficing to mere memorization of words.

- What reinforce the reading comprehension ability of learners are the indirectly internalizing new terminologies through the passages they encounter. This notion was observed throughout the passages of this book as the more frequent terminologies were offered more frequently. It is believed that such approach would accelerate the cycle of passive-change-into-active process. Even in the grammar section, the authors believed that learners should be equipped with the structures and patterns having high rate of frequency and usage.
- The process of selection and gradation of the materials provided in the present book was based on the meticulous investigation and needs analysis performed in order to enhance the conformity and the practicality level of the book. Of course the gradation has been done carefully through consultations with our dear colleagues, whose contributions are greatly appreciated here.

Although the authors have tried their best to present a comprehensive manual, for sure there are some shortcomings and deficiencies. The authors earnestly expect their dear colleagues or experts in the field to send their constructive suggestions to: teimourtash@irib.ir in order to improve the next print.

Table of Contents

Introduction.....	3
Table of Contents	7
Unit 1: Ergonomics	11
Lesson A: Ergonomics	12
Lesson B: What do ergonomists do?	14
Lesson C: Grammar & Etymology Scratch	16
Lesson D: Ergonomic Hazards	18
Assessment: Self & Instructor assessment.....	20
Unit 2: HSE.....	23
Lesson A: What do HSE and OHS mean?	24
Lesson B: Who is an HSE professional?	26
Lesson C: Grammar & Etymology Scratch	28
Lesson D: HSE Managers	30
Assessment: Self & Instructor assessment.....	32
Unit 3: Industrial-Organizational Psychology	35
Lesson A: Industrial Psychology	36
Lesson B: Goals of I-O Psychology.....	38
Lesson C: Grammar & Etymology Scratch	40
Lesson D: Scope of Industrial Psychology	42
Assessment: Self & Instructor assessment.....	44
Unit 4: Radiation Hygiene.....	47
Lesson A: Basics in Radiation	48
Lesson B: Ionizing Radiation.....	50
Lesson C: Grammar & Etymology Scratch	52
Lesson D: Radiation Hygiene.....	54
Assessment: Self & Instructor assessment.....	56

Unit 5: Pollutions.....	59
Lesson A: Air Pollution.....	60
Lesson B: Water Pollution.....	62
Lesson C: Grammar & Etymology Scratch	64
Lesson D: Soil Pollution.....	66
Assessment: Self & Instructor assessment.....	68
Unit 6: Bio-orientated Disciplines.....	71
Lesson A: Biomechanics	72
Lesson B: Biophysics.....	74
Lesson C: Grammar & Etymology Scratch	76
Lesson D: Biochemistry	78
Assessment: Self & Instructor assessment.....	80
Unit 7: Waste	83
Lesson A: Waste & its Environmental Effects.....	84
Lesson B: Types of Waste	86
Lesson C: Grammar & Etymology Scratch	88
Lesson D: Dangers of Piling Trash	90
Assessment: Self & Instructor assessment.....	92
Unit 8: Biomedical Engineering.....	95
Lesson A: Biomedical Engineering.....	96
Lesson B: The Importance of Biomedical Engineering.....	98
Lesson C: Grammar & Etymology Scratch	100
Lesson D: Biomedical Engineers	102
Assessment: Self & Instructor assessment.....	104
Unit 9: Renewable Energy.....	107
Lesson A: Energy	108
Lesson B: Non-Renewable Energy	110
Lesson C: Grammar & Etymology Scratch	112

Lesson D: Renewable Resources.....	114
Assessment: Self & Instructor assessment.....	116
Unit 10: Applied or Pure Sciences	119
Lesson A: Electrical Issues	120
Lesson B: Hydraulic Systems.....	122
Lesson C: Grammar & Etymology Scratch	124
Lesson D: Thermodynamics.....	126
Assessment: Self & Instructor assessment.....	128
Unit 11: Ecology	131
Lesson A: Basics in Ecology	132
Lesson B: Human Ecology	134
Lesson C: Grammar & Etymology Scratch	136
Lesson D: Critical Issues in Ecology	138
Assessment: Self & Instructor assessment.....	140
Unit 12: Disease	143
Lesson A: Disease	144
Lesson B: Pathology.....	146
Lesson C: Grammar & Etymology Scratch	148
Lesson D: Epidemiology	150
Assessment: Self & Instructor assessment.....	152
Appendices	155
Transition Words and Phrases.....	157
List of Irregular Verbs in English.....	163
Glossary	165
References	181