In the Name of God

Learn English with Science

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> Grade 3

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Preface

It is a crucial fact that no country can progress without the strength of scientific knowledge. Because science is a vital subject, it is therefore important that our young pupils be given a sound scientific training to understand basic concepts in science and their application.

This book, the third of a series, is intended for the students who are in their third year of junior high school, and who begin studying English at approximately 13-14 years of age.

This series, written at three levels, is well suited to the educational needs of students who are at elementary level of English proficiency approaching the pre-intermediate level. The books are intended to help the students expand their scientific knowledge through English language.

Each book is divided into different units containing separate lessons, each dealing with a particular scientific subject and followed by activities and experiments especially designed to reinforce the students' understanding of scientific concepts and their applications encouraging them to respond to what they have read and learned.

The syntax and structures in the lessons have been controlled so that the students feel that the language is not beyond their capabilities.

There is also an index of key words at the back of the book which gives the page of each unit in which the word appears.

The aim of this series is to present the fundamentals of science in a way which students can easily understand and assimilate. When learning is simple, systematic, scientifically graded, and supplemented with illustrations and enrichment exercises, the process is then pleasurable.

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Many hours of work, many revisions, and a great deal of discussion have gone into the creation of these texts. The job of writing, compiling, editing and testing the materials was carried out over a period of about ten months during which the language teachers in Rabbani School who used the materials in their classrooms gave us their advice and the students who studied them showed us what aspects of the texts and activities were good, what parts needed modification.

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We hope the fruits of our labors are enjoyed with the same delight that we derived by writing about science in this way.