

**Kingdom of Saudi Arabia  
Ministry of Education  
Educational Development**



# **ENGLISH FOR SAUDI ARABIA**

## **FIRST YEAR SECONDARY TERM 2**

### **Student's Book**

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**Materials for First Year Secondary Term 2**

**Student's Book**

**Teacher's Book**

**Teaching Kit: 13 posters and 1 tape**

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**NOT FOR SALE**

أشرف على المراجعة بمشروع اللغة الإنجليزية في وزارة التربية والتعليم

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شاكرين للجميع تعاونهم والله الموفق ،،،

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## كيف تتعلمون ؟

إذا كنتم تعتقدون - حينما تفتحون هذا الكتاب أن بعض أجزاءه تبدو صعبة أو طويلة نرجو ألا تدعوا ذلك يثبط من عزيمتكم. فمع توجيه المعلم / ة - المقرون برغبتكم الجادة في بذل الجهد اللازم - ستكتشفون مقدرتكم على إنجاز ما هو أكثر مما كنتم تتوقعون، وفي نفس الوقت لا تتوقعوا أن يجب المعلم / ة على كل الأسئلة، فهم يساعدونكم على أن تساعدوا أنفسكم، وهذه هي الطريقة المثلى للتعلم.

يحتوي هذا المقرر على 6 وحدات، وكل وحدة تحتوي على ثمانية دروس، وغالباً ما تتبع دروس هذا الكتاب المنهج التالي :

### الدرس الأول :

تبدأ الوحدة دائماً بالمناقشة ولن يبدأ المعلم / ة بعبارة (افتحوا الكتاب صفحة كذا وكذا)، فهم غالباً ما يناقشون معكم المادة الجديدة باللغة الإنجليزية مع عرض بعض الكلمات الجديدة مستعملين المصطلحات، وهناك الكثير من الكلمات والمعلومات التي ستناقشونها لتفيدكم في المطالعة التي تلي ذلك. وبعد ذلك ستطلعون على قطعة المطالعة دون قراءتها بالفعل - مثلاً ستناقشون عنوان القطعة والصور بالإنجليزية - كل هذا يتم باللغة الإنجليزية - واعلموا أن المعلم / ة لن يترجم أو يلخص لكم القطعة باللغة العربية، كما أنكم في هذا الدرس ستتمرنون أيضاً على طرح الأسئلة.

### الدرس الثاني :

ستدربون في الدرس الثاني على المطالعة - وهذا يعني القراءة الصامتة وليس الجهرية - عدا في نهاية الدرس أحياناً للمراجعة النهائية لنطق الكلمات. وقد يقدم لكم المعلم / ة بعض المعلومات المعينة للاطلاع عليها قبل القراءة، ثم تطرح عليكم بعض الأسئلة عن القطعة، ثم يطلب منكم قراءتها سراً لاكتشاف الإجابات، ويتوقع منكم أيضاً المحاولة الجادة لاكتشاف معاني بعض الكلمات بأنفسكم. كما ستتعلمون في الدرس الثالث بعض الكلمات الجديدة الأخرى.

### الدرس الثالث :

تنتهي القراءة الصامتة في الدرس الثالث وستناولون في هذا الدرس «دراسة الكلمات» كما تم منهج اللغة الإنجليزية السابق، وستطلعون على معاني بعض الكلمات الجديدة في الدرس الثاني التي لم تعرفوا على معانيها بأنفسكم. لقد تم ترتيب صفحات الكتاب بشكل أقرب إلى ترتيب صفحات قاموس اللغة الإنجليزية أكثر من المنهج السابق، وقد تم إعداده بحيث يساعدكم على استعمال قاموس اللغة الإنجليزية عند حاجتكم إليه مع إضافة بعض الأشياء الجديدة التي تجدونها فعلاً في قاموس اللغة الإنجليزية، ولكن يظل الفرق بين هذه الصفحات وقاموس الإنجليزية الحقيقي وجود الأسئلة للإجابة عليها مع نهاية كل تعريف.

### الدرس الرابع :

يحتوي هذا الدرس على دراسة القواعد، وفيه ستزيد من معرفتكم بقواعد الإنجليزية التي درستوها، كما ستتعلمون قواعد جديدة، وغالباً ما تأتي هذه القواعد من خلال مناقشتنا أو قراءتنا للدرس الأولين.

### الدرس الخامس :

هذا الدرس للتمرس على الكتابة، وسوف نعطيكم دائماً بعض المعلومات في شكل مذكرات أو جداول للكتابة عنها... ولن يطلب منكم استعمال «كلمات من عندكم» سيعرض عليكم نموذج ما ويطلب منكم تقليده في وضع مختلف.

### الدرس السادس :

هذا الدرس دائماً عبارة عن مراجعة القواعد التي درستوها في الوحدة، فهو إما تلخيص للقواعد الجديدة أو لتلك التي درستوها من قبل، وتوجد منها أمثلة في الوحدة. وهو أيضاً يلخص الأسئلة التي تمرتم عليها، إضافة إلى ذلك، يمكنكم استعمال صفحة الكتاب الدرس السادس كمرجع بعد نهاية الوحدة.

### الدرس السابع والثامن :

في البداية هناك أنشطة سترفع من قدرتكم على القراءة، وستساعدكم على تكوين فكرة عامة عن محتويات القطعة، ولا بد من قراءة القطعة في المنزل عدة مرات وسيكون دوركم رئيسياً في قراءة وفهم القطع، وسيحصر دور المعلم / ة في تنظيم الدروس ومساعدتكم عندما تحققون مساعيكم الذاتية.

ولاشك أنكم تحتاجون إلى كثير من الوقت لقراءة القطع جيداً ويتوقع منكم أن تبدلوا مجهوداً جيداً في الفصل وفي المنزل. نأمل أن تستمتعوا بقراءة هذه القطع، ونأمل أيضاً أن يصبح لديكم القدرة والرغبة على القراءة أكثر فأكثر وتذكروا أن تتعلموا المهارة وليس فقط الحقائق والكلمات.



بسم الله الرحمن الرحيم

أنتم وهذا المقرر :

بعد دراستكم للغة الإنجليزية خلال الأربع سنوات الماضية، لا بد أنكم قد أدركتم أن تعلم الانجليزية على الوجه الأفضل يعني الممارسة والعمل الجاد. وبما أنكم قد اخترتم الاستمرارية في دراسة اللغة، فلا شك أنكم قد أدركتم جيداً أنكم ستحتاجون إلى تطبيقها عند مغادرتكم المدرسة، لذا فأنتم على استعداد الآن لبذل مجهود أكبر، إن هذا المنهج يساعد في تعريفكم بنوعية اللغة التي تحتاجونها خلال دراستكم الجامعية أو في ميدان العمل، لأنه يتناول الموضوعات الأكثر أهمية واستعمالاً في عالمنا اليوم، مع تزويدكم بالمهارة اللغوية المطلوبة، خاصة في مهارة القراءة التي تمثل الجانب الأهم في دراستكم الجامعية. في هذا المقرر ستدرسون المواد التالية بالإنجليزية.



تكلم / تكلمي عما حدثك به  
الآخرين وعما أخبرتهم به



سل / سلي الآخرين عن وجهة  
نظرهم وعرفهم / عرفهم  
بوجهة نظرك



تكلم / تكلمي عن الإسلام والحج



حدّث / حدّثي الآخرين عن تعليمك  
وتقدم / تقدمي بطلبات حضور دورات في  
مدارس أخرى



حدّث / حدّثي الآخرين عن مقدرتك في  
الإنجليزية وعن مستواك التعليمي وقدم / قدمي  
طلباً للالتحاق ببرامج الإنجليزية



الحج، والكعبة



اقرأ / اقرأني سراً قراءة صحيحة...

يمكنك أيضاً تعلم الكثير من الحقائق الجديدة عن ...



الطعام، والعادات المرتبطة بتناول  
الطعام في أنحاء العالم



اكتب / اکتبي رسائل مبسطة



التعليم الفني  
في المملكة العربية السعودية



تعلم / تعلمي الإنجليزية أكثر فأكثر



المستشفيات والرعاية الصحية  
بالمملكة العربية السعودية

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## Listening



### On Al-Hajj with Hamza

#### Listen. Then read.

Do you remember Hamza? He and his friends are on Al-Hajj now. Ahmad Al-Ali and his team have come to interview him.

**1** Assalamu Alaikum, viewers. We're here at Muzdalifah. Hamza has just finished praying.

**2** Assalamu Alaikum Hamza. How are you? Wa Alaikum Assalam, Mr. Al-Ali. I'm fine, Allah be praised.

**3** What have you done so far? Can you tell us? Yes. Of course. Yesterday, we started from Al-Miqat. First, we put on special white clothes (Ihram). Then, we went to the Holy Mosque and circled Al-Ka'abah seven times (Tawaf). After that, we hastened seven times between the hills of Al-Safa and Al-Marwa (sa'ie).

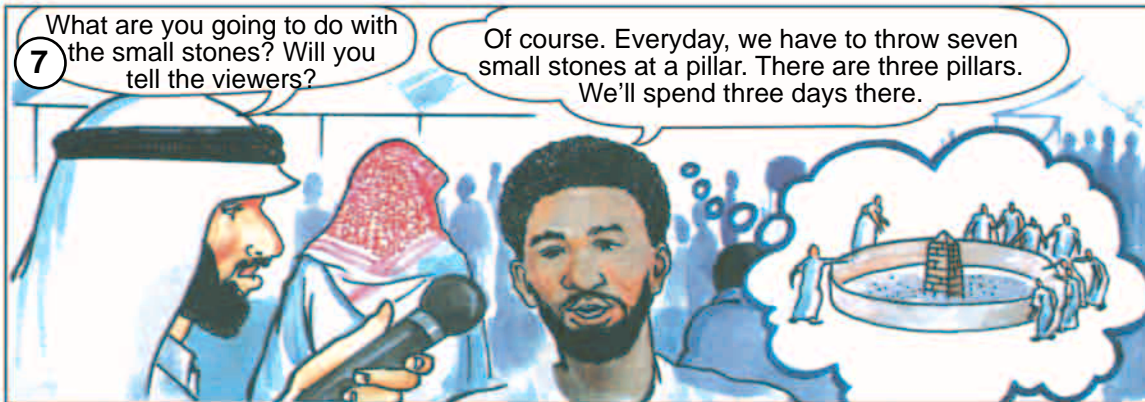
**4** Next, we went to Mina and prayed five times.

**5** Then we went to Arafat. We stayed at Arafat all day today and we came here after sunset. When we arrived At Muzdalifah, we prayed Maghrib and Isha combined and shortened.

**6** And what are you going to do? Well, we will stay here until we pray the fajr (dawn) prayer. Then we will go to Mina after the brightness of the morning is wide spread. On our way to Mina, we will collect small stones (pebbles).



## Unit 1 - Lesson 1



### Answer the following questions in your copybook:

1. Do pilgrims put on special white clothes (Ihram)?
2. Where do pilgrims collect small stones from?
3. What happens on the first day at Mina?
4. When do pilgrims have their heads shaved?
5. When will Al-Hajj be over?



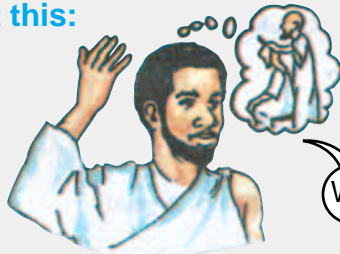


**Grammar**

**have something done**

Look at this:

1



**have**                      **something**  
 We'll **have** **our heads** **shaved**.                      **done**

We say this when we do not or cannot do something ourselves, or we ask someone to do it for us.



*I have my car fixed.*  
 (I can fix my car).



*I have my hair cut every month.*  
 (I can't cut my hair).

Now make sentences from the table:

2

I	have	my	hair	painted	every month.
We		our	car		
You		your	thobes		
They	has	their	house	made	every year.
He		his	windows	cleaned	every week.
She		her		cut	every day.
It		its			

We can use other tenses, too. Look at these examples:

3

**have**                      **something**                      **done**

NOW	I am having	my car	repaired	now.
PAST	I had			last week.
PRESENT PERFECT	I have had			already.
FUTURE	I am going to have I will have			tomorrow. next week.



## Unit 1 - Lesson 2

4

Now, read the numbered sentences.  
Then complete the sentences in your copybook.

1  
have

2  
something

3  
done

Use  
these  
verbs.



*Example:* We go to a tailor's for new thobes three times a year.

(make)

We have our thobes made.

1. He cannot paint his house himself. A painter is doing it. (paint)
2. I could not repair my car. A mechanic did it (repair)
3. There is a hole in his shoe. He is walking towards the shoe repair shop. (mend)
4. His hair was very long last week. Now it is not long. (cut)
5. Your thobe looks very white. (clean)

5

Complete the spelling of these words from the first lesson of Unit 1 in your copybook.

1. h\_st\_n

5. pra\_se\_

2. sacr\_f\_c\_

6. s\_ns\_t

3. th\_o\_

7. c\_rc\_e

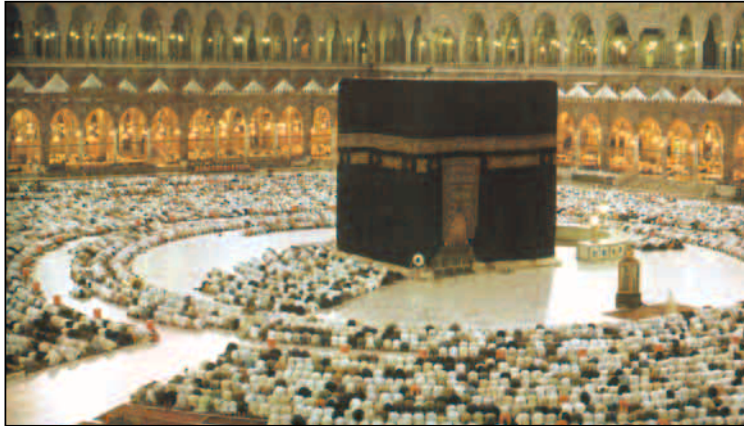
4. pil\_a\_

8. h\_l\_



## Reading

### Al-Ka'abah



Al-Ka'abah, the most sacred place for Muslims, was built by Prophet Ibrahim and his son Prophet Isma'il, peace be upon them. Since then, the Arabs used to perform Al-Hajj to Al-Ka'abah. When Prophet Mohammed, peace be upon him, preached Islam to all mankind, performing Al-Hajj to Al-Ka'abah became the fifth pillar of Islam.

Al-Ka'abah is a 13.8-metre-high, box-shaped building. Its north and south walls are 11 metres long, and its east and west walls are 9.6 metres wide. Al-Ka'abah is built of grey stone and it stands on a marble base which is 23 centimetres high.

The four walls of Al-Ka'abah are covered with a black curtain (Al-Kiswah). This curtain is covered with writing in silver and gold. Al-Kiswah is replaced by the government of Saudi Arabia once a year. It is made in a factory in Makkah and costs SR 10 million.

The door which leads inside Al-Ka'abah is made of gold. Inside, there are two rows of wooden pillars and many gold and silver lamps. The floor is covered with marble.

Near the door, in the eastern corner of Al-Ka'abah, there is the black stone. This is surrounded by silver.

#### Answer the following questions:

1. Who built Al-Ka'abah?
2. When did the Arabs begin performing Al-Hajj?
3. Where does Al-Kiswah come from?
4. How often is it replaced?
5. How much does each Kiswah cost?



Word Study

**lamp** (n) A lamp is a light which is also a piece of furniture. You can move a lamp to any place in a room in order to give more light where you need it.

- \*How many lamps are there in the picture?
- \*Who owned the one in the bottom right corner?



**lead** (v-irregular: **lead-led-led**) The door which leads inside Al-Ka'abah is the door which is the way into Al-Ka'abah.

- \*The road in the picture leads to Riyadh. Where else does it lead to?
- \*Where does the door in your classroom lead to?



**marble** (mar ble) (n) Marble is a kind of stone which is used to build or decorate buildings. It looks like the stone in the picture.

- \*Are there any buildings in your town or region which are built of marble or covered with marble?



**replace** (re place) (v-regular) to put a new thing in place or an old one.

*The government replaces Al-Kiswah once a year.*  
*The old banknotes were replaced by a new set in 1984.*

- \*What is the man in the picture going to replace?



**row** (n) A row is a number of things (or persons) in a line.

*You are probably sitting in a row now.*  
\*What kinds of rows can you see below?  
*A row of \_\_\_\_, a row of \_\_\_\_, a row of \_\_\_\_ and a row of \_\_\_\_.*



6 2 4 7 2 8







## Word Study

Now, choose the correct words and write the sentences in your copybook:

1. Maghrib prayer is at \_\_\_\_\_.
2. The King's palace was made of \_\_\_\_\_.
3. He sacrificed an \_\_\_\_\_ at Mina.
4. A \_\_\_\_\_ is a high piece of land.  
You can usually walk up it.
5. Each \_\_\_\_\_ which supports the roof at the new airport in Jeddah is 46 metres high.

- a. hill
- b. animal
- c. marble
- d. pillar
- e. sunset



6. During Al Hajj last year, we \_\_\_\_\_ an animal.
7. They \_\_\_\_\_ the broken cup with a new one.
8. Britain is \_\_\_\_\_ by seas.
9. The plane \_\_\_\_\_ the airport six times.  
Then it landed.
10. Every year, millions of pilgrims come to Saudi Arabia to perform Al-Hajj.  
Do you know how many pilgrims have \_\_\_\_\_ here since 1900?

- a. circled
- b. surrounded
- c. sacrificed
- d. come
- e. replaced



← Britain

11. I turned on a \_\_\_\_\_ because the curtains in my room were closed.
12. A \_\_\_\_\_ in Makkah makes the black curtain for Al-Ka'abah.
13. Your \_\_\_\_\_ is very bad. I cannot read a word.
14. The \_\_\_\_\_ of this building is made of stone, but the top part is made of wood.
15. Muslims stand in \_\_\_\_\_ in the prayers.





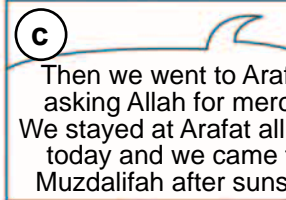
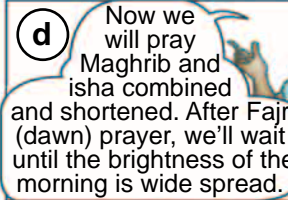



- a. rows
- b. writing
- c. lamp
- d. factory
- e. base



Writing

### What Do All Pilgrims Do on Al-Hajj?

- 1 Look at Hamza's words about Al-Hajj. He tells us what he and his friends did, are doing and will do on Al-Hajj.

<p><b>a</b></p>  <p>First, we put on special white clothes at al-Miqat. Then we went to the Holy Mosque and circled Al-Ka'abah seven times. After that, we hastened seven times between the hills of As-Safa and As-Marwah.</p>	<p><b>b</b></p>  <p>Next, we went to Mina and prayed five times.</p>
<p><b>c</b></p>  <p>Then we went to Arafat asking Allah for mercy. We stayed at Arafat all day today and we came to Muzdalifah after sunset.</p>	<p><b>d</b></p>  <p>Now we will pray Maghrib and isha combined and shortened. After Fajr (dawn) prayer, we'll wait until the brightness of the morning is wide spread.</p>
<p><b>e</b></p>  <p>Tomorrow, we'll all go to Mina again. On our way to Mina, we will collect small stones. We'll spend three days there. Every day, we have to throw seven small stones at a pillar.</p>	<p><b>f</b></p>  <p>On the first day at Mina, we'll also sacrifice an animal.</p>
<p><b>g</b></p>  <p>Then we'll have our heads shaved and we will take off the special white clothes. After that, we'll circle Al-Ka'abah in Makkah seven times. Then, we will hasten seven times between the hills of As-Safa and Al-Marwah, again. By the end of the third day, we will circle Al-Ka'abah seven times. Finally, Al-Hajj will be over for us.</p>	

- 2 Now, change Hamza's words. Write a paragraph about what all pilgrims do on Al-Hajj everytime in your copybook. Then title of your paragraph is: What All Pilgrims Do on Al-Hajj. Begin your paragraph with : First, all pilgrims...

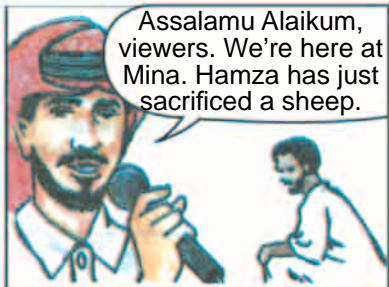


**Activities**

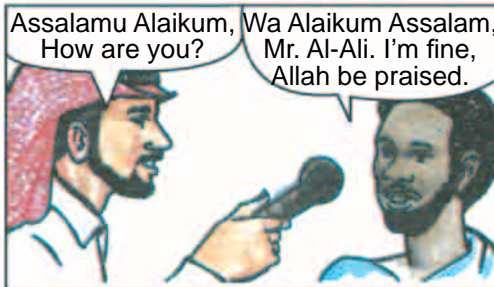
**Describing Al-Hajj**

Mr. Al-Ali's interview with Hamza was at Muzdalifah. (Number 6 on the map)  
 He asked Hamza, "What have you done so far?"  
 You can see Hamza's answers on page 1 in pictures 3, 4 and 5.

- ① Let's imagine that the interview began at Mina. (Number 7 on the map)  
 This is how the conversation begins:



What does Hamza say next?  
 What have you done so far?



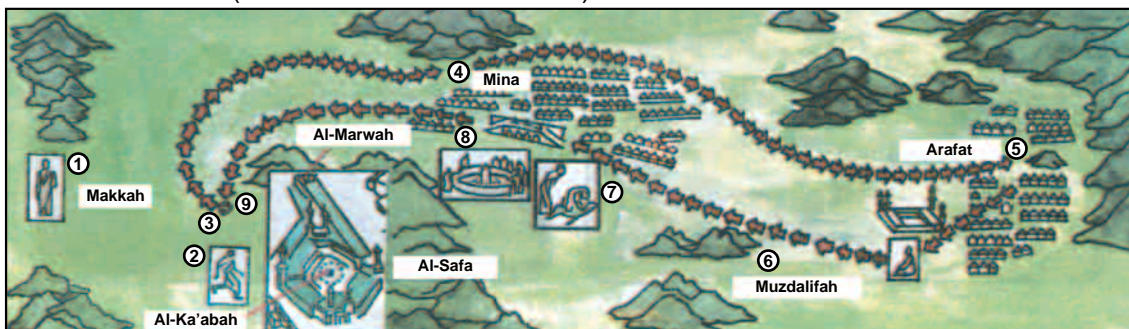
Imagine you are Hamza.  
 (Use pages 1 and 2 to help you.)



- ② Now do the same if Mr. Al-Ali begins:



(NUMBER 5 ON THE MAP)





Activities

### Describing Buildings

1 Look at row 1 in this table:

BUILDING	HEIGHT	SHAPE	LENGTH	WIDTH	BUILDING MATERIALS
1. Al-Ka'abah	13.8 m	box	11 m	9.6 m	grey stone
2. The Pilgrims' Terminal	46 m	tent	750 m	340 m	steel, concrete and fibre-glass
3. The Eiffel Tower	300 m	A	of the base 120 m	of the base 120 m	iron

2 Here is a description which is made from the information in row 1:

Al-Ka'abah is a 13.8-metre-high, box-shaped building. It is 11 metres long and 9.6 metres wide. It is built of grey stone.

3 Can you describe the other buildings in the table in the same way?







## Revision

Read, learn and remember.

**Tenses**

1

A PAST  $\xrightarrow{x}$  The plane **left** an hour ago.

B PRESENT PERFECT  $\xrightarrow{\text{■}}$  The plane **has** already **left**.

C PRESENT  $\begin{array}{c} \xrightarrow{x} \quad \text{x} \quad \text{x} \\ \xrightarrow{\quad} \quad \text{x} \end{array}$  The plane **leaves** at ten every day.  
The plane **is leaving** now.

D FUTURE  $\xrightarrow{\quad} \quad \text{x}$  The plane **is leaving** at ten tomorrow.  
The plane **leaves** at ten tomorrow.  
The plane **is going to leave** at ten tomorrow.  
The plane **will leave** at ten tomorrow.

**have something done**

2

**Remember.**  
When you cannot do something yourself, or when you do not want to do it yourself, you can **have it done**.

I'm going to **have my car repaired** next week.

But you only **had it repaired** last week!



## Unit 1 - Lesson 8

A. Read the sentences on the left. Then answer the questions next to them, and copy them in your copybook:

1

It is 4 o'clock on Wednesday afternoon. From Saturday to Wednesday every week, Ibrahim plays basketball between 3 and 3:55.

a. What did Ibrahim do last Monday afternoon?

b. What has he just done ?

c. How many times has he played basketball this week?

2

Sa'ad Salman is our driver. At the moment, he is in the mosque.

a. What does Sa'ad do?

b. What is he doing?

3

Ahmad works in Riyadh. Every Thursday, he flies to Jeddah to see his family. He comes back to Riyadh on Friday.

a. What is Ahmad doing next Thursday?

b. Who is he going to see?

c. When will he come back?



3

**Present Passive**

A

Look at these two sentences:

Dammam hotel is built of concrete.  
The walls are covered with white marble.

**am  
is + PAST PARTICIPLE  
are**

B

We use this form when we do not know who does the thing,  
or when the persons who do it are not important to us.

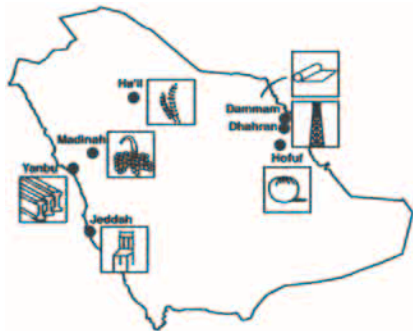
C

Here are some more examples:

<i>I</i>	<i>am woken up</i>	<i>at 5:30 every morning.</i>
<i>This book</i>	<i>is made</i>	<i>of paper.</i>
<i>Football</i>	<i>is played</i>	<i>in all the countries of the world.</i>
<i>Dates</i>	<i>are grown</i>	<i>in Saudi Arabia.</i>
<i>Millions of tins of juice</i>	<i>are drunk</i>	<i>every day.</i>

D

Look at the map and then at the table:



Dates	is are	found grown made	in	Hofuf.
Furniture				Dammam.
Oil				Dhahran.
Paper				Ha'il.
Steel				Jeddah.
Tomatoes				Madinah.
Wheat				Yanbu.

Where is oil found?  
It's found in ...

Ask and answer questions like this. →

E

Write sentences from the table in your copybook:

The first one is an example.

1. Dates are grown in Madinah.



Listening



A. Listen, then read.

At a Restaurant

1 Assalamu Alaikum. Good evening. I'm at a popular restaurant in town. I'm waiting for the manager. He's busy in the kitchen at the moment. So, I'm going to ask this customer over here for his opinion of the restaurant.

2 How do you do? I'm Ahmad Al-Ali from channel 2 TV.

3 How do you do?

4 Can I ask you a few questions? Certainly.

5 What do you think of the restaurant? I think it's very nice.

6 Do you like the food? Yes, it's delicious.

7 Really... Ah, excuse me. Here's the manager now. Good evening, Sir. Good evening I'm sorry I'm late.

8 That's all right. Now, can you give us some information? I'll try. What do you want to know?

9 Why do you think a lot of people come here? Well, I think our customers like the cooking. We try to make the service good. The waiters are friendly. And it isn't too costly.

10 Don't you get any complaints? Yes, we do. But only a few. We had one last night. A man complained because we closed at eleven o'clock in the evening. He said it was too early!

B. Answer these questions:

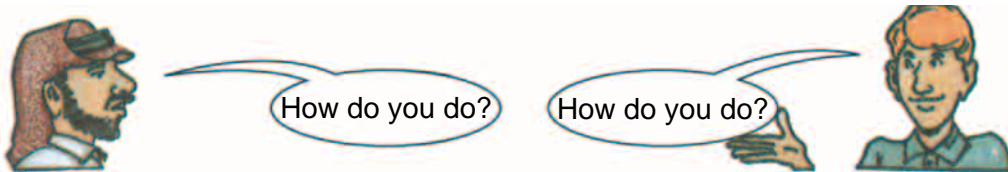
1. Are the waiters at this restaurant friendly?
2. Why did the man complain?
3. What did the customer say about this restaurant?



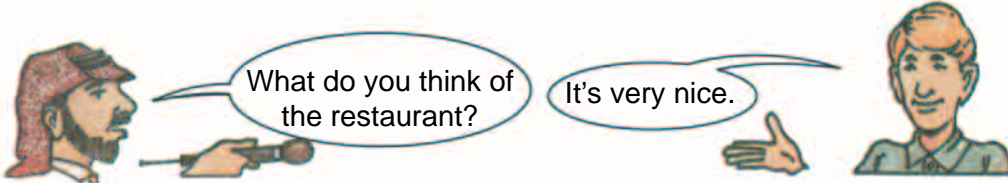


**Conversation Practice**

- 1 Say these conversations:  
 A. Meeting someone for the first time



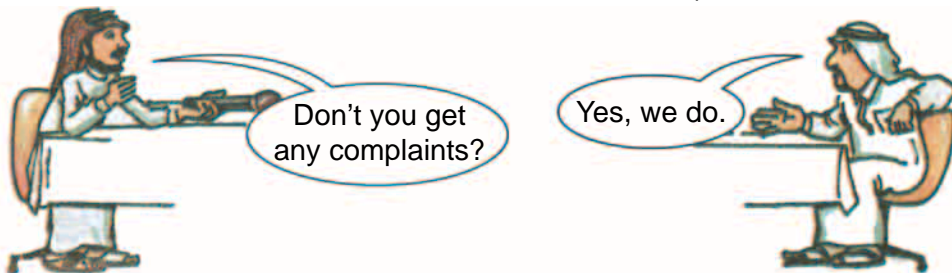
- 2 B. Asking for opinions



Ask for more opinions like the one in B. Use the words below:

- |   |  |
|---|--|
| a. <i>armchair?</i> ..... <i>comfortable.</i>   | f. <i>London?</i> ..... <i>crowded.</i>            |
| b. <i>food?</i> ..... <i>delicious.</i>         | g. <i>Bahrain?</i> ..... <i>interesting.</i>       |
| c. <i>manager?</i> ..... <i>keen.</i>           | h. <i>the new roads?</i> ..... <i>excellent.</i>   |
| d. <i>driving fast?</i> ..... <i>dangerous.</i> | i. <i>the decorations?</i> ..... <i>beautiful.</i> |
| e. <i>guest?</i> ..... <i>polite.</i>           |  |

- 3 Now say this conversation:  
 Negative questions  
 (These are used when we think the answer will be Yes.)



- 4 Make more negative questions and answers:
- Is he waiting for the manager?
  - Are you Ahmad Al-Ali?
  - Can they give you some information?
  - Did it close at eleven p.m?



Grammar

Adjectives

1

Read these sentences and study the *adjectives*:

- |                                      |        |     |                                   |        |
|--------------------------------------|--------|-----|-----------------------------------|--------|
| 1. The restaurant is <b>nice</b> .   | (no a) | BUT | It is <b>a nice</b> restaurant.   | (a)    |
| 2. The manager is <b>keen</b> .      | (no a) | BUT | He is <b>a keen</b> manager.      | (a)    |
| 3. The food is <b>delicious</b> .    | (no a) | AND | It is <b>delicious</b> food.      | (no a) |
| 4. The waiters are <b>friendly</b> . | (no s) | AND | They are <b>friendly</b> waiters. | (no s) |

2

Make more sentences. Use these words or your own:

- customer ..... hungry  
 opinion ..... interesting  
 cooking ..... excellent  
 complaints ..... bad

very and too

Read these sentences:



1. This man is *very* late, but he can still eat.



2. This man is *too* late. He cannot eat here.

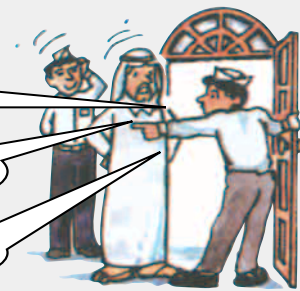
Reporting Someone's Words

Look at these.



- Wait!
- Don't close!
- It's too early.

- He told us to wait.
- He told us not to close.
- He said it was too early.





### A. Change the order of these sentences. Do not change the meaning.

Then copy them in your notebook:

*Example:* This restaurant is nice.

1. This couch is comfortable.
2. Those pillars are marble.
3. That material is strong.
4. These leaves are green.
5. This concrete is thick.
6. That bookcase is wooden.

This is a nice restaurant.

### B. Complete these sentences with *too* or *very*. Then copy them in your copybook:

*Example:* The food was too costly. I did not have enough money.

1. The sunset was \_\_\_\_\_ beautiful. We sat and watched it.
2. I could not carry my bag because it was \_\_\_\_\_ heavy for me.
3. Ahmad runs 5 km every day. He is \_\_\_\_\_ healthy.
4. I cannot get into that car. The roof is \_\_\_\_\_ low.
5. I do not understand this book. It is \_\_\_\_\_ technical.
6. I would like to study at that university. It looks \_\_\_\_\_ nice.

### C. Complete the spelling of these words:

1. b \_ sy

2. cert \_ \_ nly

3. compl \_ \_ nt

4. c \_ \_ king

5. co \_ t \_ y

6. d \_ lic \_ ous

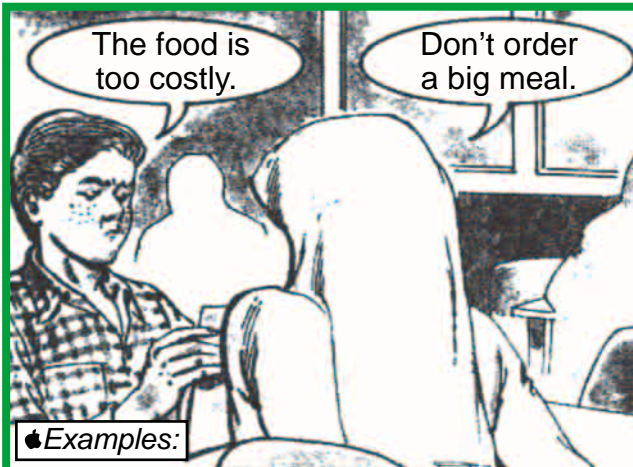
7. opin \_ \_ n

8. p \_ p \_ l \_ r



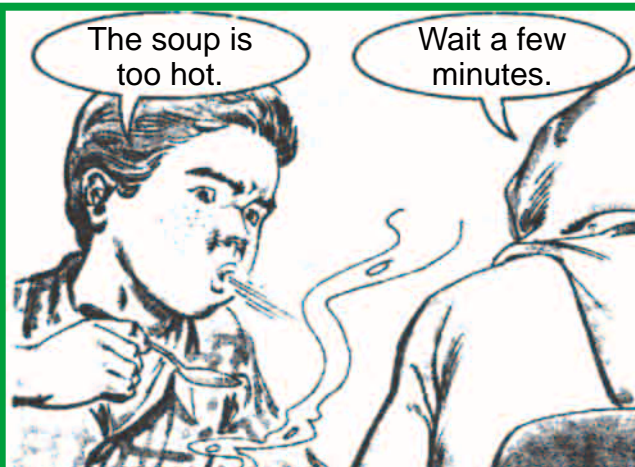
## Unit 2 - Lesson 2

### D. Report your conversation with Waleed:



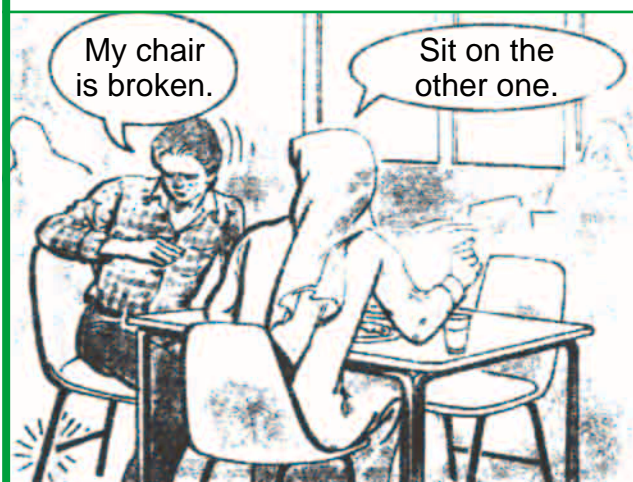
1 He said the food was too costly.

2 I told him not to order a big meal.



3 He said

4 I told him



5

6



7

8





## Reading

This information is about dining customs around the world.  
It comes from a book for tourists.

### A Guide to Dining Customs

Meals can mean different things to people in different countries.



some countries



Europe



#### 1. The main meal

In many western countries, the main meal of the day is usually dinner. In many Arab countries, it is lunch.

#### 2. Time to arrive

If you are invited to a meal in Europe, you are expected to come on time. In some Arab countries, you may arrive half an hour or an hour earlier. In some South American countries, it is all right to appear 2 or 3 hours later.

#### 3. Gifts

In many countries, you may take a small gift, like chocolates or flowers. In Egypt, you take flowers to weddings or to a house where someone is sick, but not if you are invited to a meal.

#### 4. Eating habits

In some countries, you are welcome to eat with your hands. In most of Europe, however, dinner is almost always eaten with utensils—usually knives, forks and spoons. Hands are rarely used. In the Islamic countries, Muslims eat with the right hand only; either with or without utensils. Muslims should say “Bismillah” (In the name of Allah) in the beginning and Al-Hamdulillah (Praise be to Allah) at the end of their meals. Then they wash their hands and mouths.



### 5. Conversation

In most countries, it is good to talk during the meal. It is polite to say nice things about the house and the cooking.



### 6. After the meal

After a meal in Europe, it is polite to stay between one and two hours before leaving. You can then thank your host before you go. It is appreciated if you either write a note of thanks or phone soon afterwards.



It is best to find out something about other people's customs before you dine with them. That way, you will do the right thing and enjoy the meal more.



### Answer these questions in your notebook:

1. Do all people have the same dining customs?
2. What is the main meal of the day in your country?
3. Why do all Muslims eat with their right hands?
4. What does "gifts" mean?
5. Give the opposites of "rarely" and "early".
6. Tell your classmates about any dining customs you know.



## Word Study

**appreciate** (ap pre ciate) (*v-regular*)

I appreciate your help means I want to thank you for your help.

A hungry man appreciates a good meal.

\*What would the man in the picture appreciate?

\*What do schoolboys appreciate?



**expect** (ex pect) (*v-regular*) After you do the Word Study, what do you expect? Yes, you expect an exercise.

\*Does the man in the picture expect to fall into the hole?

The adjectives are **expected** and **unexpected**.

An exercise is expected after the Word Study.

Unexpected means *not expected*.

\*Can you think of another word which starts with *un-* which means *not*?



**habit** (ha bit) (*n*) A habit is like a custom but is done regularly by one person.

The man in the picture has fruit for breakfast. Then he goes for a walk. It has become a habit.

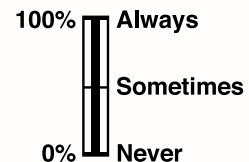
\*People say that hard work is a habit. Do you agree?



**rarely** (rare ly) (*adv*) almost never.

I often play football but I rarely play basketball.

\*Where does rarely go in the picture? Does it go above or below *sometimes*?



**tourist** (tour ist) (*n*) A tourist is a person who goes touring or sight-seeing.

London is always full of tourists.

**-ist** at the end of a word often means a person who does something.

A chemist studies chemistry.

A physicist studies physics.

\*What does a biologist study?

\*What is the man in the balloon called?





## Unit 2 - Lesson 4

### Word Study

#### Choose the correct words.

1. Our flight leaves at exactly 7:04 p.m. We must be \_\_\_\_\_.
2. I am going shopping now and will do my homework \_\_\_\_\_.
3. Their house is very close to ours. In fact, they are \_\_\_\_\_.
4. Customers \_\_\_\_\_ complain about a good restaurant.
5. The main meal of the day is usually \_\_\_\_\_ lunch of dinner.

- a. rarely
- b. on time
- c. either
- d. side by side
- e. afterwards

6. The manager could not talk to us because he was \_\_\_\_\_.
7. I had to save up for months because the air fare was very \_\_\_\_\_.
8. In Europe, it is \_\_\_\_\_ to arrive on time for a meal.
9. The food was cheap but \_\_\_\_\_.
10. He does not like anyone. He is not very \_\_\_\_\_.

- a. friendly
- b. polite
- c. busy
- d. costly
- e. delicious

11. I introduced myself and said, "How do you \_\_\_\_\_?"
12. Do you have a guide book for France? We want to \_\_\_\_\_ their customs before we go there.
13. We usually \_\_\_\_\_ at 7:00 p.m.
14. "What do you \_\_\_\_\_ Lebanese cooking?" "It's excellent."
15. If the food is not good, you should \_\_\_\_\_ to the manager.

- a. dine
- b. think of
- c. do
- d. complain
- e. find out about

16. I often shop at this supermarket. I am a regular \_\_\_\_\_.
17. At dinner, we had a pudding after the main \_\_\_\_\_.
18. I often sleep in the afternoon. It has become a \_\_\_\_\_.
19. It was a special occasion. So we gave our brother a \_\_\_\_\_.
20. She asked, "What is your \_\_\_\_\_ of my cooking?" I answered, "I think it is delicious."

- a. habit
- b. gift
- c. customer
- d. opinion
- e. course



## Writing

Do you remember Uthman's pen-friend, John Brown? He has just written from New Zealand about some local eating customs.

- ① Read John's letter:

21 Old Street,  
Newtown 45931,  
New Zealand.  
4 February 2006.

Dear Uthman,

Thank you for your letter. You asked me about our dining customs in New Zealand.

The main meal of the day for most New Zealanders is dinner. Guests usually arrive on time or a few minutes later. They sometimes take a small gift with them but it is not expected.

In summer, barbecues are popular. The meat is cooked outside on an open fire. The food is put on a table and everyone serves himself. People usually sit together in small groups. They eat barbecues with either a knife and fork or with their hands.

When the meal ends, guests often help to carry things into the house. They usually stay for at least an hour after the meal. They normally telephone or write during the next week to say thank you.

I hope this is interesting to you. Please write and tell me about your dining customs. I am very interested. Please don't forget.

Best wishes,  
John

- ② Write a letter to John Brown in New Zealand.

Tell him about eating customs in Saudi Arabia. You may use these notes. You can also use your own ideas:



### Notes

1. introduction
2. main meal  
time to arrive  
gifts
3. example of a popular meal  
serving the food  
eating habits/special customs  
conversation
4. after the meal  
saying thank you

Write your address  
and the date.





Activities

Saying What You Had for Lunch

Say everything that you and your friends had for lunch.

MENU

1

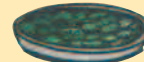
For the first course, I had .....



bread and butter



green salad



tomato soup



grilled fish

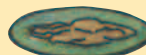


2

For the main course, I had .....



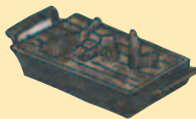
scrambled eggs



fried rice



barbecued chicken



boiled rice



grilled steak



French fries



vegetables



3

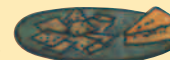
For dessert, I had .....



chocolate cake



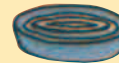
cheese and biscuits



ice cream



rice pudding



4

I had ..... to drink.



grape juice



banana milk



black coffee





**Revision**

Read, learn and remember:

**It is... to...**

**1**

**A** Look at this: *I like the food. **(It)** is delicious.  
Here, **(It)** looks backwards.*

**B** But now look at these:

<b>(It)</b> is	good polite best	<i>to find out about people's customs.</i>
----------------	------------------------	--

In these sentences, **It** looks forwards.

**C** Make more sentences like those in B. Start with  
arrive on time - take a small gift - eat with a knife and fork  
talk during the meal - Know about other people's customs - say thank you

**... know that ...**

**2**

**A** Look at these sentences:

Your hosts <b>know that</b>	<i>You have enjoyed your food. you are not hungry. you have finished.</i>
-----------------------------	---

In these sentences, you can put **that** in or you can leave it out.

**B** Read the sentences again, without **that**.

**... when -ing.**

**3**

Here this means ... when you –

It is	good normal all right	to say thank you	<b>before</b> <b>when</b> <b>after</b>	<b>leaving.</b>
-------	-----------------------------	------------------	--	-----------------

**... either ... or ...**

**4**

This means *one or the other*, (not both).

*Guests sometimes take **either** chocolates **or** flowers.  
Someone may invite you to **either** lunch **or** dinner.*



## Unit 2 - Lesson 7 & 8

**A. Write these sentences differently in your copybook.  
Do not change the meaning.**

*Example:* To find out about other people's customs is polite.

It is polite to find out about other people's customs.

1. To arrive on time is usual.

2. To take a small gift is all right.

3. To say "Thank you" is polite.



**B. Write these sentences again in your copybook. Use *that* :**

*Example:* They know the guest is hungry.

They know that the guest is hungry.

1. I think the restaurant is very nice.

2. He thinks his customers like the cooking.

3. He said it was too early.



**C. Write these sentences again in your copybook: Use the verb in the *-ing* form:**

*Example:* Stay an hour before you go.

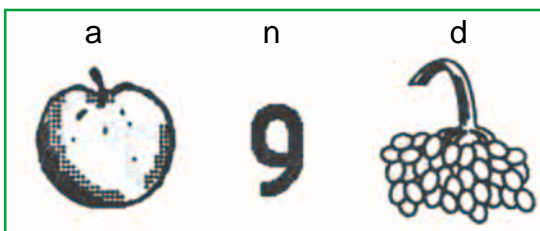
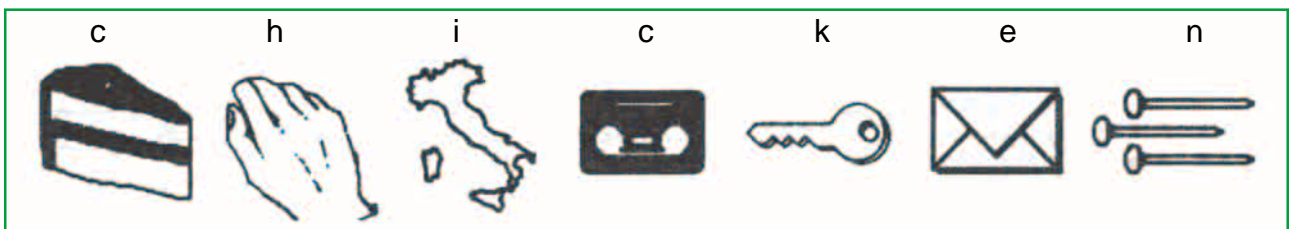
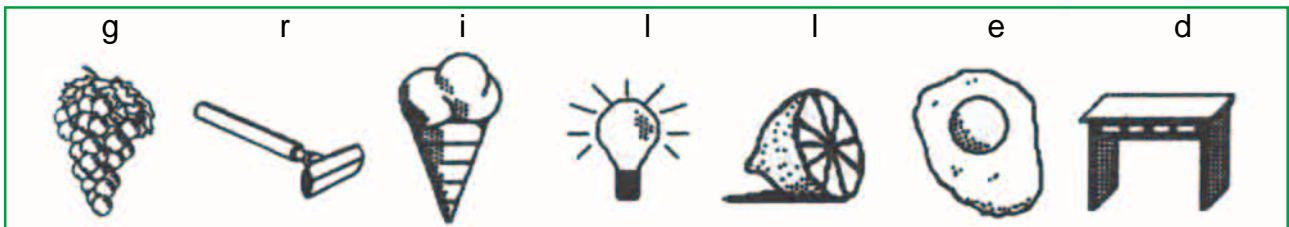
Stay an hour before going.

1. Say nice things about the cooking when you eat.

2. Place your knife and fork together after you finish.

3. Thank your host before you leave.

**D. What did Ahmad have for dinner? To find out, use the first letter of the objects here. Write them in four words on the line below:**





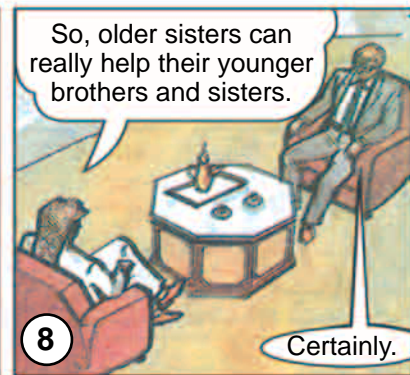
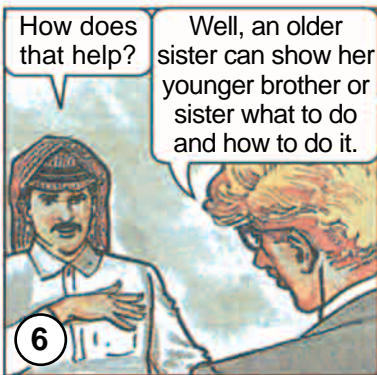
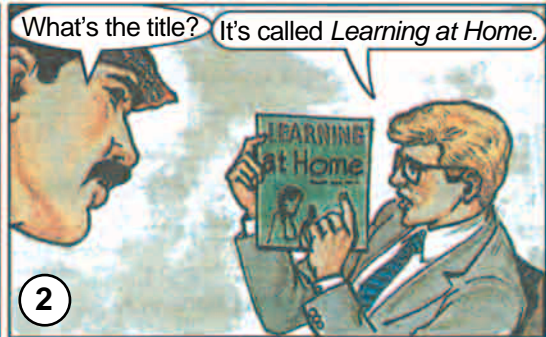


Listening

Learning Games

Listen.  Then read.

Mr. Young has written a book about children's games. He is having a discussion with Mr. Al-Ali.







Grammar

Reporting Questions

1 Look at Mr. Al-Ali's question from page 28.

Is this your first book?

2 Mr. Young's friends did not see the programme. The next day they asked him: Mr. Young said:

What did he ask you?

He asked me if this was my first book.

Is this your first book?

3 Mr. Young **reported** Mr. Al-Ali's question to his friends. Look how he changed it:

Is this your first book?  
(This is a question.)

⇒ He asked me if this was my first book.  
(This is not a question.)

Is	⇒	was
your	⇒	my
?	⇒	.

4 Here are two more questions like the first: The **reported** questions look like this:

a. Is that right?

b. Is it important, Mr. Young?

He asked if that was right.


He asked Mr. Young if it was important.

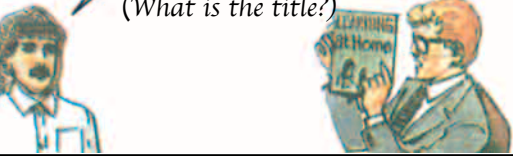


## Unit 3 - Lesson 2

5

Mr. Al-Ali asked these questions in the interview:

a.  What's the aim of your book?  
(What is the aim of your book?)

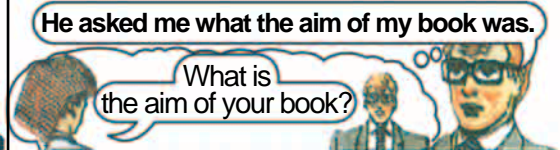
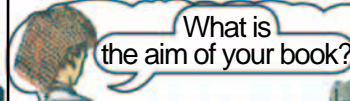
b.  What's the title?  
(What is the title?)

6

Mr. Young's friends did not see the programme.  
The next day they asked him:


 What did he ask you?


Mr. Young said:

 He asked me what the aim of my book was.  
 What is the aim of your book?

7

Mr. Young **reported** Mr. Al-Ali's question to his friends.  
Look how he changed it:


 What's the aim of your book?  
(This is a question.)

 **He asked me what the aim of my book was.**  
(This is not a question.)

What . . . ? ⇨ **what**  
is ⇨ **was**  
your book ⇨ **my book**

8

Here is the other question  
which Mr. Al-Ali asked:

 What's the title?

Mr. Young **reported** the question  
like this:

**He asked me what the title was.**



A. Imagine that a visitor talked to you last night. Now your class-mates want to know what he asked. Tell them about his questions.



1

Is your school very large?



*He asked me if*

2

Is it a good school?



*He asked*

3

Is there a playground near your house?



*He*

4

Are you interested in games?



5

Are your friends all Saudi?





## Unit 3 - Lesson 2

B. Now imagine that the head teacher interviewed you yesterday.  
Your class-mates want to know what he asked. Tell them.



1

What's your name?



*He asked me what*

2

Who is your English teacher?



*He asked*

3

Where is your homework?



4

What are your marks?



5

Why are you late?





## Reading

## About Games

People have played games for thousands of years. Cavemen probably played by throwing and catching sticks or animal bones. Later, these were replaced by balls. Old Egyptian wall pictures show women who are playing ball games. They were drawn around four thousand years ago.



5

One game with string, called *Cat's Cradle* in English, started in China thousands of years ago. Since then, it has spread all over the world. In the Arctic, women play it in order to fill their long days in the summer time.



10



15

Some games started in Greece. One is called *Drop the Handkerchief*. A group of children makes a circle, except for one child, called 'it'. 'It' stands outside the circle. All the members of the circle remain standing or sitting without moving. 'It' walks round the outside of the circle with a handkerchief while the group says or sings:

*I sent a letter to my friend,  
And on the way I dropped it.  
One of you has picked it up  
And put it in your pocket.*

20



25

Before this ends, 'it' drops the handkerchief behind one of the players in the circle. That player runs round the outside of the circle as fast as possible. 'It' runs the opposite way round. Each tries to get back to the hole in the circle that the player has left. The one who loses is the next 'it'. Then the game starts again.



30

*Pussy in the Middle* has come from a game that was played more than 1500 years ago. Three people have a ball. One of them is 'the pussy'. The other two stand about 7 to 10 metres apart. They throw the ball to each other and try to keep the ball away from 'the pussy'. 'The pussy' tries to get the ball. If it does, the person that threw it goes in the middle. If 'the pussy' gets the ball after a person has dropped it, then that person goes in the middle.

35



40

Most children have their favourite games. They have probably been popular with children in different countries for many years.





Word Study

**apart** (adv) separate, not together, away from.

*In this game, the two players stand about three metres apart.*

*He lived with his mother, father and younger brothers and sisters until he went away to study at university.*

*Now they live apart.*

\*How can you talk to someone if you live apart from them?



**competition** (com petition) (n) a game which tests what people can do or what they know. In a competition, two or more people compete against each other. Two teams can also compete against each other.

*Many children's games, for instance 'Drop the Handkerchief', are competitions.*

*At the end of the year, all the schools in our town have a competition to see which one has the best pupils.*

*You can sometimes see competitions on TV.*

\*Is 'Cat's Cradle' a competition?

\*Can you think of any other competitions like football or basketball competitions?

TV Competition



**drop** (v-regular) to let something fall.

*He dropped the cup and it broke on the ground.*

\*What must this man NOT do?



**remain** (v-regular) to stay.

*Most of the boys left the school at 1 p.m. but Nader remained to do some extra work.*

\*If you take 3 from 5, what remains?

**spread** (v-irregular: **spread - spread - spread**)

If something spreads, it becomes known to more people, or it moves over more of the earth.

*Islam spread over the whole Middle East between 630 AD and 750 AD.*

\*What is the water doing in the picture?

\*How does news spread?





## Alphabetization

1. Look at these definitions from a dictionary. They are not in alphabetical order. Look at the first letter in the word, then at the second letter, then the third, then the fourth and then the fifth to put the word in alphabetical order. Then, write the number in the box on the left. The first one has been done.

**try** (verb) **try-tried-tried**: Do something if you can.

E.g., *You should try to work hard all the time.*  
*You should try to help your parents.*

**head** (noun): The head is the part of the body

which has the eyes, nose and mouth.

**careless** (adjective): A careless person does not

think about what he is doing. He is not careful.

**competition** (noun): A competition is a meeting or

a game in which your skills or other things are tested. Two teams compete against each other.

**course** (noun): A course is a group of lessons

which go together. There are two English courses in the first year at secondary school.

**headache** (noun): A headache is a pain in the head.

E.g., *Too much homework gives him a headache.*

**careful** (adjective): A careful person thinks about

what he is doing. E.g., *Be careful with your homework.*

2. Now write the words in alphabetical order on the lines below.

1.	<i>careful</i>
2.	
3.	
4.	
5.	
6.	
7.	



## Unit 3 - Lesson 4

### Word Study

Choose the correct words.

1. The game was so \_\_\_\_\_ that the children jumped out of their chairs.

2. It is a \_\_\_\_\_ playground. A lot of children can play there.

3. We were together in Jeddah. Now we live \_\_\_\_\_ in different cities.

4. I would like to go to the moon, but it is not \_\_\_\_\_ to go.

5. The \_\_\_\_\_ school is only a kilometre from our house.

- a. local
- b. possible
- c. large
- d. apart
- e. exciting



6. The old man had to use his \_\_\_\_\_ in order to walk.

7. Her \_\_\_\_\_ is to run her own business.

8. You can leave the \_\_\_\_\_ in the meat until it is cooked.

9. A child of three is too big to sleep in a \_\_\_\_\_.

10. If you do not have a bag, you can carry your money in your \_\_\_\_\_.

- a. cradle
- b. pocket
- c. stick
- d. bone
- e. aim



11. Everybody else left the room. Only I \_\_\_\_\_.

12. He has \_\_\_\_\_ his car. He has painted it yellow.

13. She \_\_\_\_\_ the cup of milk. It went all over the floor.

14. My glass of juice was not full. So I \_\_\_\_\_ it to the top.

15. The English language has \_\_\_\_\_ through the whole world.

- a. changed
- b. spread
- c. filled
- d. dropped
- e. remained





## Writing

- ① Here is a letter to you from a friend in England. His name is David Good. Read it. Then make up a letter to him and describe a children's game that you know.

14 King's Street,  
Manchester M16 2RB,  
England.  
15 February 2006.

Dear Nader,

Thank you for your letter. You asked me about my hobbies and interests. Well, I look after my younger brother and sister a lot. I am interested in their games. Their favourite one is called Freeze Tag. It is a chasing game. Let me describe it for you.

Freeze Tag is played outside. It is best to have about six children. One child is called 'it' and tries to touch the others by chasing them. When children are touched by 'it', they must not move. They must stay in one place until another child touches them. 'It' tries to touch all the others. When 'it' has touched everyone, or after five minutes, the game starts again with a new 'it'.

I hope this is interesting to you. Please write and tell me about children's games in your country. I am looking forward to hearing from you.

Best wishes,

David

- ② Now look at page 38 and write a letter to David. Give him the information that he has asked for.



## Unit 3 - Lesson 5

**A letter to David Good.** Read David's letter on page 37.

Then write a letter to David. Give him the information that he wants.

1. First, write your own address and the correct date. Then write *Dear David*.
2. Next, read the beginning of the first paragraph. Then complete it.
3. After that, write the second paragraph. It must have information about a game from your country.
4. Then write the last paragraph.
5. Finally, write *Best wishes*, and sign your name at the end of the letter.

Write your address and the date here.

Write *Dear David*,

*Thank you for your letter about Freeze Tag.  
It sounds interesting. You asked me about children's  
games in my country. Well, one game is called*

Begin the second paragraph here.





*I hope this is interesting to you. Please write soon  
and tell me more about children's games in your country.  
I am looking forward to hearing from you.*

Write *Best wishes,*  
and sign your name.



Activities

Giving Descriptions of Games

1 Listen to the descriptions of some games.



Write their names.

2 With another pupil, describe the games below.

The words on the right may help you.



A. Blind Man's Buff



B. Catch



C. Hide and Seek



D. Skipping



about ten children, blindfolded, hold hands, circle, touch, try to guess, if..., take off, girl who she named, start again.

two people, ball, mark a line, stand, side, throw over, try to catch, score one, drop, other, first to ten.

group, inside, outside, 'it', close eyes, count to ten, hide, try to find, someone else 'it', start again.

skip, on her own, rope, both ends, turn over, under, count, saying... aloud.



## Understanding Descriptions of Games

Listen to the descriptions

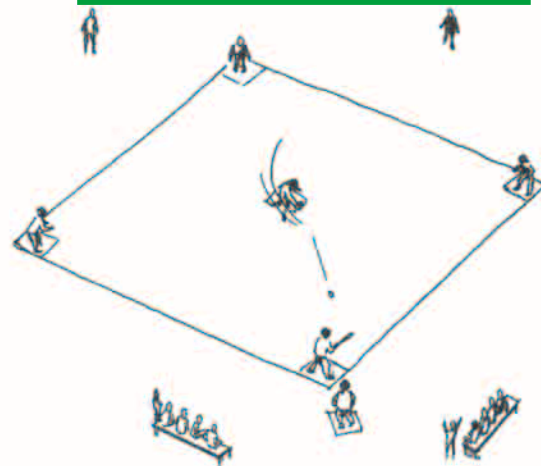


Write the name of the game above each picture as it is described.

Hopscotch

Rounders

Stone, Paper, Scissors      Marbles





## Unit 3 - Lesson 8

### Revision

Read, learn and remember.

1

### Reporting Questions

Reporting questions with the answers Yes or No:

A



Are you ready?

= He **asked if** I was ready.

Is it Tuesday?

= He **asked if** it was Tuesday.

Are they Saudi?

= He **asked if** they were Saudi.



Reporting *What ... ?* questions:

B



What time is it?

= He **asked what** time it was.

What's your name?

= He **asked what** my name was.

What are the answers, Nader?

= He **asked** Nader **what** the answers were.



2

### Present and Past Passives

A

PRESENT	<i>am, is, are + past participle</i>	
I	<b>am woken up</b>	at 5.30 every day.
This book	<b>is made</b>	of paper.
Sport	<b>is played</b>	in all the countries of the world.
Dates	<b>are grown</b>	in Saudi Arabia.
Millions of tins of juice	<b>are drunk</b>	everyday.

B

PAST	<i>was, were + past participle</i>	
This game	<b>was started</b>	by the Chinese.
The first games	<b>were played</b>	by cavemen.
Stick and bones	<b>were replaced</b>	by balls.



Look at these two sentences.

Someone wakes me up at 5:00 everyday.

*I am woken up at 5:00 every day.*

They started that game in Egypt.

*That game was started in Egypt.*

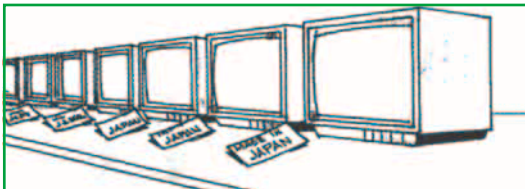
Now change these sentences in the same way.



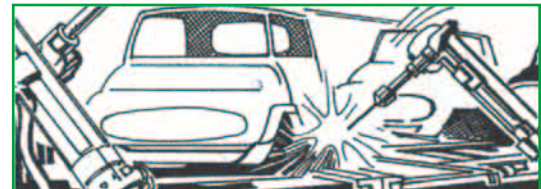
**1** Someone broke the window last night.



**2** Someone paints that bridge every year.



**3** They make many televisions in Japan.



**4** Nowadays they build trucks in Jeddah.



**5** Someone used the first stamp in 1840.



**6** They played those games inside.





Listening



At a Clinic

Listen. Then read.

Mr. Al-Ali is not a work. He has gone to the doctor's.

Answer these questions in your copybook:

1. Why is not Mr. Al-Ali at work today?
2. What is wrong with Mr. Al-Ali?
3. When did he feel a pain in his chest?
4. Who will take his temperature?
5. Does the doctor think it is serious?



**Grammar**

**Verb + verb-ing**

The verb after **Started** has **-ing**.

1

It started hurting last Tuesday.



These verbs are like **start**. Learn and practice them:

<b>enjoy</b>	<b>finish</b>	<b>imagine</b>	<b>look forward to</b>	<b>practice</b>
I	enjoyed	dining with friends.		
He	finished	finding out about customs.		
She	imagined	grilling the steak.		
We	looked forward to	heading the ball		
You	practiced	going jogging everyday.		
They				

**Asking for and Giving Opinions**

Study the word order:

2



Is it serious?

If we use the verb **think** in front of this question, we have to change the word order.



Don't you think  
Do you think  
it is serious?

Yes, I think  
No, I don't think  
it is serious.  
so.





## Unit 4 - Lesson 2

Change these questions in the same way:

3



Is it all right?  
 Were they costly?  
 Is he going to come?  
 Was it expensive?  
 Am I wrong?  
 Will it be noisy?  
 Have they been good?  
 Are the chairs very uncomfortable?

Using **when before after and as soon as**

Read A and B below. Then make four sentences from A and four sentences from B:

A

It hurts

when  
 before  
 after  
 as soon as

I cough.

B

When  
 Before  
 After  
 As soon as

I cough, It hurts.



4

Now use the words below to make sentences in the same way:

*you get up ... you wash yourself*  
*we have breakfast ... we thank Allah*  
*I finish eating ... I clean my teeth*  
*he gets to school ... he starts work*  
*she does her homework ... she has a sleep*  
*they play football ... they change clothes*  
*it is ten o'clock ... I go to bed*  
*the sun rises ... the cat wakes up*



**A. Join the sentences, like the example:**



Example: They head the ball. They practise doing it.

They practice heading the ball.

1. I have meals with friends. I enjoy it.



1.



2. He goes jogging every day. He looks forward to it.

2.

3. My sister has done her homework. She has finished it.



3.

**B. Use *think* in the questions and answers:**

**Questions:**

Example: Is it serious?

Don't you think it is serious?

**Answers:**

Yes, it is serious.

Yes, I think so.

1. Is this all right?

Yes, it is all right.

1. Don't

2. Am I wrong?

No, you are not wrong.

2. Do

3. Were these things costly?

Yes, they were costly.

3. Do



## Unit 4 - Lesson 2

### C. Use *before* or *after* to make one sentence:

Example: get up / wash yourself.

After you get up, you wash yourself.

1. Finish eating / clean my teeth

1.

2. have breakfast / thank Allah

2.

3. the sun rises / I wake up

3.

### D. Complete these words from the first two lessons of Unit 4.

Complete these  
five words:

1 ⇨ C □ T □ Z □ □  
 2 ⇨ S □ R □  
 3 ⇨ □ □ N G S  
 4 ⇨ C □ U □ H  
 5 ⇨ □ □ R O A T

Which word have  
you written twice?

Now complete  
words 6 to 12:

6 ⇨ G R A □ □  
 7 ⇨ H □ □ R T  
 8 ⇨ C L I □ □ C  
 9 ⇨ C □ □ S T  
 10 ⇨ S E □ I □ □  
 11 ⇨ C □ R □  
 12 ⇨ P □ □ S E

Which word have  
you written as well  
as words 6 to 12?



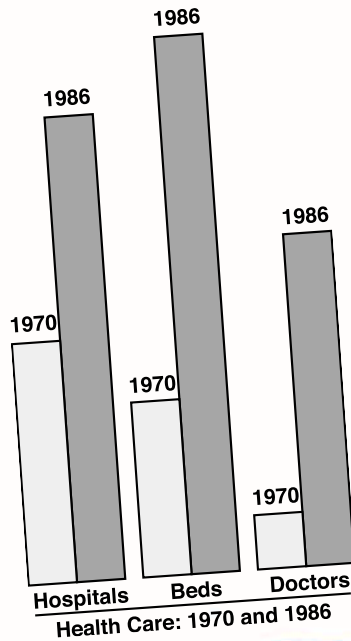


## Reading

Read this brochure with your teacher:

### Health Care in the Kingdom

Many years ago, the Saudi government decided that all Saudi citizens, as well as pilgrims to the holy places of Islam, should have free health care. In 1970 AD, the Ministry of Health operated 47 hospitals. These had around 7200 beds and 790 male and female doctors. By 1986, there were over 85 hospitals, about 20,000 beds and approximately 7500 doctors.



Now Saudi Arabia has three main kinds of health care. First, there are small clinics and hospitals in all areas of the kingdom, except the Empty Quarter. These aim to treat sickness and to prevent diseases in their local population. Second, there are general hospitals in towns. Third, there are specialized centres in Riyadh, Jeddah and Dammam. They treat patients with, for example, eye, heart or kidney problems.



Patients at government hospitals are treated with the most modern equipment and medicine. In-patients are looked after, day and night, by trained nurses and doctors. Others who want treatment at the hospital have to register at the out-patients department. After giving details of their name, age, etc., they make appointments to see doctors who are specialists in their problems. If necessary, test results are known, treatment is started if it is needed. In this way, it is hoped that all patients get better as quickly as possible.

Answer the following questions in your copybook:

1. Is health care free in Saudi Arabia?
2. How many hospitals did the Ministry of Health operate in 1970 AD?
3. How many hospitals were there in 1986 AD?
4. What are the three main kinds of health care in Saudi Arabia?
5. Who look after in-patients?



Word Study

**operate** (op erate) (v-regular) to make something work.

The Ministry of Health makes its hospitals work.

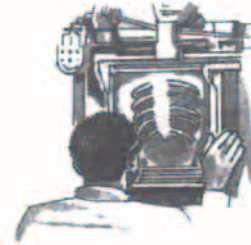
It operates them.

You operate a bicycle by using the pedals.

People operate businesses, shops and machines.

\*What do airlines operate?

\*What is the man in the picture operating?



**prevent** (pre vent) (v-regular) We try to prevent accidents because we do not want them to happen.

The chair on the right prevents the child from falling and hurting himself.

\*What do the signs on the right prevent?



**register** (re gister) (v-regular) When you go to a new school or university, you must register. Then you will be on a list at that school or university.

Your parents had to register you when you were born.

\*How many pupils are registered at your school?

\*Where is the man in the picture registering? What for?



**result** (re sult) (n) What happens after you do something.

In a football match, if both teams score one goal, the result will be 1-1.

Good marks in examinations are usually the result of hard work.

\*What is the man in the picture going to do?

\*What will the result be?



**treat** (v-regular) **treatment** (treat ment) (n) When we are sick, we sometimes need a doctor to treat us. He may give us some medicine as part of the treatment.

\*How do you treats sore throat?

\*The man in the picture was in a bad accident. What is his treatment?





## Word Study

### Choose the correct words.

1. Your \_\_\_\_\_ tells how fast your heart is beating.
2. After the accident, I saw blood on the man's \_\_\_\_\_.
3. The patient's \_\_\_\_\_ showed a broken leg.
4. When I arrived at the hospital, I was the only \_\_\_\_\_.
5. Fish do not have \_\_\_\_\_ so they cannot breathe out of water.

- a. chest
- b. X-ray
- c. out-patient
- d. lungs
- e. pulse

6. Health care is \_\_\_\_\_ for citizens of Saudi Arabia.
7. The table is covered with books, paper, pencils, \_\_\_\_\_.
8. The loud noise from your car engine may be \_\_\_\_\_.
9. He always begins his homework \_\_\_\_\_ he gets home.
10. A school certificate is \_\_\_\_\_ if you want to study at university.

- a. etc.
- b. serious
- c. free
- d. necessary
- e. as soon as

11. How can we \_\_\_\_\_ people from smoking?
12. It is best to see your doctor if you \_\_\_\_\_ a lot.
13. I would like to use this machine, but I cannot \_\_\_\_\_ it.
14. You must \_\_\_\_\_ at school before you can attend class.
15. Some doctors in that hospital \_\_\_\_\_ patients with eye problems.

- a. cough
- b. treat
- c. prevent
- d. register
- e. operate

16. Dr. Hani is a heart \_\_\_\_\_.
17. A doctor usually sees his patients at his \_\_\_\_\_.
18. My \_\_\_\_\_ with the director is at 10:15 this morning.
19. There are four teachers in the English \_\_\_\_\_.
20. I felt much better after the doctor's \_\_\_\_\_ of my sickness.

- a. appointment
- b. department
- c. clinic
- d. treatment
- e. specialist



## Unit 4 - Lesson 5

### Writing

- 1 Look at the table. Describe the hospital:

City	Jeddah
Name	King Fahd Hospital
Type	general
Built	1980
Beds (at that time)	226
Beds (later)	500
Clinics	25
Male doctors	190
Female doctors	25
Male nurses	3
Female nurses	321
Out-patients	30-40 every day
In-patients (stay)	10-12 days

- 2 This paragraph is written from the table above. Read it:

### King Fahd Hospital

There are several hospitals in Jeddah. One of them is King Fahd Hospital. It is a general hospital and it was built in 1980. At that time, it had 226 beds for in-patients. Later, the number grew to 500. The hospital has 25 clinics. About 190 male doctors and 25 female doctors work there. There are 3 male nurses and 321 female nurses. Between 30 and 40 out-patients are seen everyday. The average stay for in-patients is 10 to 12 days.

- 3 Use the notes below to write a paragraph about another hospital:



City	Jeddah
Name	The Ophthalmic Hospital
Type	eyes
Built	1950
Beds (at that time)	45
Beds (later)	110
Clinics	16
Male doctors	12
Female doctors	7
Nurses	75
Out-patients	400-500 everyday
In-patients (stay)	15 days



**Activities**

**Talking To A doctor**

1 Look at this:

What's problem?



Well, I have an earache.



Practice with: a sore throat a pain in my chest a temperature a cold

2 Now look at this:

When was the last time you...?



I can't remember.

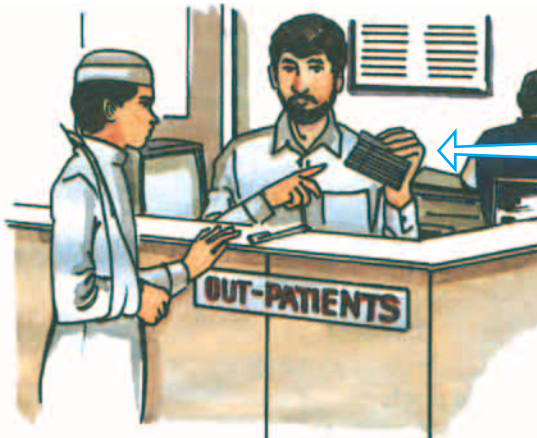


I have forgotten.

Practice with: had an X-ray forgot it attended school discussed your work  
bought some furniture changed traveller's cheques complained about the food.

**Registering at a Hospital**

1 You are at the out-patients department of a hospital. You have a broken wrist. The assistant at the counter wants some information in order to register you.



**OUT-PATIENTS REGISTRATION CARD**

Family Name	
First Name	
Age	
Nationality	
Occupation	
Height	
Weight	
Telephone Number	

2 Now ask and answer his questions:  
E.g. What is your family name?

My family name is ...







Activities



Reporting What Happened

- 1 When you got home from the hospital, your family wanted to know what happened. Tell them what the assistant asked you. Tell them what you said, and copy the answers in your copybook:

<p><b>The assistant's questions were:</b></p> <p>What is your family name?          What is your first name?          How old are you?          What nationality are you?          What is your occupation?          How tall are you?          How heavy are you?          What is your telephone number?</p> 	<p><b>You tell the family:</b></p> <p>The assistant asked me what my family name was.          I said it was. . .</p> 
--	--

Report all the questions and answers in the same way:

- 2 As you waited, a man asked you the same questions in a different way. Report these questions to your family as well, and copy them in your notebook:

<p><b>The assistant's questions were:</b></p> <p>Is your family name Al-Taher?          Is your first name Abdullah?          Are you 18 years old?          Are you Saudi?          Are you a student?          Are you two metres tall?          Are you 60 Kg?</p> 	<p><b>You tell the family:</b></p> <p>A man asked me if my first name was Abdullah.</p> 
---	--

Now report all the questions in the same way:

- 3 The man asked another member of the class the same questions. Report these too, and copy them in your copybook:




**Revision**

Read, learn and remember:

1 **Reporting Instructions**

When we report this, we can say:  
*The doctor asked Mr. Al-Ali to see him again and he asked him not to eat too much.*  
 We can report in the same way with *tell advise want*

Mr. Al-Ali's doctor	told advised wanted asked	him	to see him again. not to eat too much.
---------------------	------------------------------------	-----	---




Please see, me again, Mr. Al-Ali.  
Don't eat too much.

2 **Reporting the Future**

I will have the results in two day's time.

When we report this, it becomes:  
 The specialist said he would have the results in two day's time.  
 Make more sentences like this using *would*:

a. I will cook dinner soon	a. My mother said ...
b. We will visit you later.	b. The boys said ...
c. I will do my homework after school.	c. He said ...



3 **... Self**

**Remember this:** He drove there *himself*.  
 In this sentence, *himself* shows that nobody else did it for him  
 Make sentences from the words in the boxes:

I You He She We You They	cooked the food wrote those letters made an appointment registered at the clinic lit the barbecue	my self. yourself. himself. herself. ourselves. yourselves. themselves.
--	---	---

Also: *It..... Itself.*



## Unit 4 - Lesson 8

- 4 Use these verbs to report the doctor's words to Mr. Al-Ali.  
Then copy the sentences in your copybook:

*Example:*

Please, come in.

ask

The doctor asked him to come in.

1. Please, sit down.

ask

4. See me again.

want

2. Open your mouth.

tell

5. Don't eat too much.

tell

3. Don't speak.

advise

- 5 Tell someone what the doctor said to Mr. Al-Ali. Then copy the sentences in your copybook:

*Example:* The doctor said, "I will take your temperature".

The doctor said he would take his temperature."

1. The doctor said, "I will listen to your heart."

2. The doctor said, "I will have an X-ray taken."

3. The doctor said, "I will soon find out your problem."



- 6 Write sentences with myself, himself, ourselves or themselves.  
Then copy them in your copybook:

*Example:* He did not have his lunch cooked.

He cooked his lunch himself.

1. They did not have their house painted.

2. He did not have his face washed.

3. We did not have our barbecue lit.

4. I did not have my journey arranged.



## Listening



## Learning More English

Listen. Then read.

Mr. Al-Ali is interviewing the director of a private English language school in the northern region.

1 Mr. Jones, it's almost summer. A lot of people are leaving school for holidays or to start work. Many of them want to learn more English.

2 Can you tell us about the possibilities for these people?

3 Yes, of course. There are two main possibilities.

4 They can continue studying English here in Saudi Arabia.

5 ... or they can go abroad.

6 Your school has been offering English courses in the Kingdom for ten years.

7 What are the advantages of going to an English language school here?

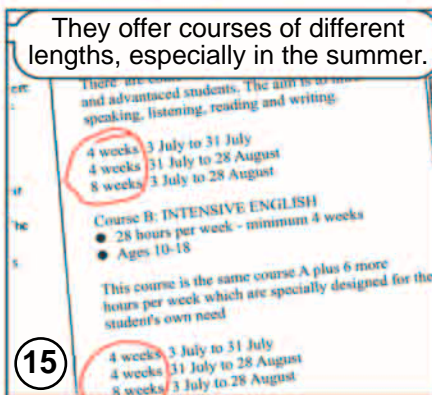
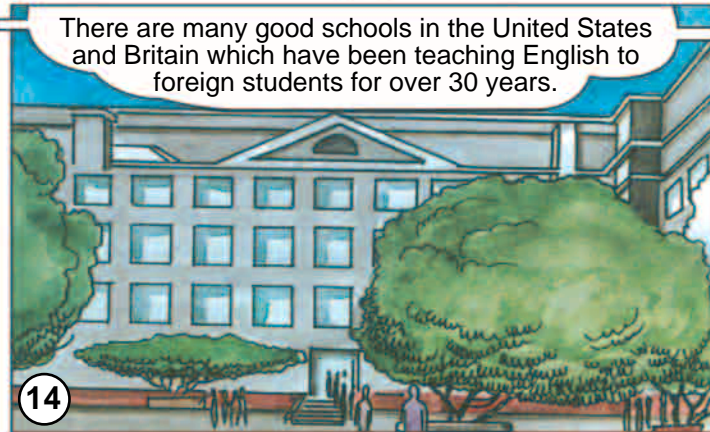
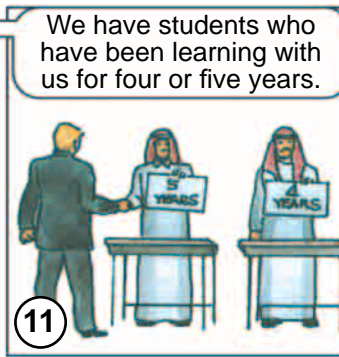
8 Well, first of all, it's cheaper than going abroad, of course.

9 You can work during the day and then come and study in the evening.





## Unit 5 - Lesson 1



**Answer the following questions in your copybook:**

1. Where can you learn English after leaving school?
2. What are the advantages of studying English in Saudi Arabia?
3. What are the advantages of studying English abroad?
4. Why are they discussing language schools now?





## Grammar

**has been doing**

**A** Look at these sentences from the last lesson:

Your school **has been offering** English courses for ten years.

Some students **have been learning** with us for four or five years.

Many schools **have been teaching** English to foreign students for over 30 years.



**B** Now look carefully at the verb:

		<i>has/have</i>		<i>been + verb-ing</i>	
He	<b>has</b>		<b>been</b>	sleeping	for two hours.
She				learning	
It				working	
I	<b>have</b>		<b>been</b>	learning	since 9 o'clock.
We				working	
You					
They					

**has been doing OR has done?**

**A** These two sentences have the same meaning:

*He has been living here for six weeks.* = *He has lived here for six weeks.*

But there is a difference between **has been doing** and **has done** below:

**B** *He has been reading for two hours.*  
(Here the time is the most important thing.)

Ahmad started reading two hours ago. The book is very good. He cannot stop reading it. He is now at page 50. He has been reading for two hours. He has read 50 pages.

*He has read 50 pages.*  
(Here the number of things done in the time is the most important thing.)

**V-ing as a Noun**

**A** The title of the last lesson is **Learning More English**. In this title, the word **learning** is a noun.

**B** Look at some more examples of **V-ing as a noun**:

**Swimming** is his favourite sport.

**Listening, reading and writing** are three ways of **learning** more English.

**Studying** English abroad is more expensive than **studying** in Saudi Arabia.

What are the advantages of **going** to an English language school here?



## Unit 5 - Lesson 2

A. Read about *for* and *since* in the box below. Then complete the sentences with either *for* or *since*. After that, copy the completed sentences in your copybook:

Use **since** before the name of a day, month, year, etc.

I have been collecting stamps **since**

last Monday.  
April.  
1987.

Use **for** before a **number** of days, months, years, etc.

I have been collecting stamps **for**

eight days.  
five months.  
ten years.

1. He has been studying physics \_\_\_\_\_ three months.
2. She has been a nurse \_\_\_\_\_ 1980.
3. Mr. Al-Badr has been building roads \_\_\_\_\_ twenty years.
4. I have been working here \_\_\_\_\_ last year.
5. Ali has been making model airplanes \_\_\_\_\_ November.
6. They have been touring Egypt \_\_\_\_\_ two weeks.
7. You have not used your passport \_\_\_\_\_ April 30, 1987.

B. Make two sentences for each pair of sentences shown below.

One sentence should contain **has / have done**.

The other sentence should contain **has / have been doing**.

The first one is an example.

Example:

Abdul Aziz turned on the TV two hours ago. He is watching his fourth programme now.

a He has been watching TV for two hours.

b He has watched three programmes.

1. You are just writing the third and last page of your homework. You started one hour ago.
2. Mrs. Bassam started making cakes three hours ago. There are now one hundred cakes on the table.
3. Mr. Habeeb, the builder, started building houses in 1970. He is working on house number 2000 now.
4. I started making model planes a month ago. I am just finishing my fifth one.
5. That man's job is to repair tyres. He began work last week. He is repairing his fiftieth tyre at the moment.



## Reading

Read this brochure for a language school in England:

**1**



Small classes

**THE SCHOOL**  
The English Language Centre was started in Westbourne in 1954 and is recognized by the British government. The school is a beautiful old house in its own large gardens. It is a short walk from the town centre and the sea. The Centre has its own tennis courts, language laboratory and library. There are also video and computer facilities. Classes are small—usually about ten students per teacher.

**ACCOMMODATION**  
There are two sorts of accommodation:  

- You can share a room in the school itself. The school has 50 double rooms.
- You can stay in a hotel. We can arrange this.

**SPORTS**  
There are facilities for tennis, table tennis, volleyball, horse-riding and sailing.

**EXCURSIONS**  
Excursions are made every afternoon (and sometimes for whole days) to London and other interesting places in the region.

**2**



Starting an excursion

**3**



Horse-riding and sailing

**SUMMER COURSES**  
**Courses A: GENERAL ENGLISH**  

- 22 hours per week—minimum 4 weeks
- Ages: 10-18

 There are courses for beginners as well as intermediate and advanced students. The aim is to improve their speaking, listening, reading and writing.  
 4 weeks 3 July to 31 July  
 4 weeks 31 July to 28 August  
 8 weeks 3 July to 28 August  
**Courses B: INTENSIVE ENGLISH**  

- 28 hours per week—minimum 4 weeks
- Ages: 10-18

 This course is the same as course A plus 6 more hours per week which are specially designed for the student's own needs.  
 4 weeks 3 July to 31 July  
 4 weeks 31 July to 28 August  
 8 weeks 3 July to 28 August

**4**



In the language laboratory

Answer the following questions in your copybook:

1. How many students are there in each class?
2. When are excursions made?
3. What are the four skills in the General English Courses?
4. What does accommodation mean?



## Unit 5 - Lesson 4

### Word Study

**design** (de sign) (v-regular) to plan something, usually on paper, and often using drawings.

*English for Saudi Arabia was designed for Saudi schools.*

*The room in the picture was designed for children.*

\*Do you know who designed the Eiffel Tower in Paris?

Add **-er** to the verb to make it into a **designer**—a person who designs things.



**facilities** (fa cil ities) (n) the equipment, the place and all the things which make it possible to do something.

*There are facilities for studying, e.g., books, classrooms,*

*laboratories and libraries, and there are facilities for*

*travelling, e.g., cars, buses, trains, planes, airports and travel agencies.*

\*Can you think of any sports facilities?



**need** (n) a thing which you need or want.

*Food is one of people's most important needs.*

\*What is the man in the picture's most important need at the moment?

\*If you go abroad to study English, what will your most important need be? Good teachers? Good sports facilities?



**recognize** (re cognize) (v-regular) 1. to find that you already know someone or something because you have seen them before.

*Ali did my homework for me, but the teacher recognized his handwriting so I got zero.*

\*Do you recognize the shape in the picture on the right?

2. to say that something is good.

*If the government recognizes the school, the government says it is good.*

*The man on TV in the picture says that his toothpaste is recognized by dentists around the world.*

\*Which is the correct meaning of recognize for the following sentence?

*The school is recognized by the British government. Is it meaning 1 or meaning 2?*



**specially** (spe cially) (adv) Lessons which are specially designed for a student are designed only for that student—for his strengths and his problems.

*The car in the picture was specially built for its owner.*

\*What can you say to a friend if you give him something which is just right for his hobby? *I have bought this ... for ...*





## Word Study

Choose the correct words.

1. Our new school has \_\_\_\_\_ for study and sport.
2. One of the \_\_\_\_\_ of travelling by plane is that it is faster.
3. I do not know what to do when I leave school. What are the different \_\_\_\_\_?
4. Ali's class makes many \_\_\_\_\_ by bus.
5. A hungry and thirsty man has two \_\_\_\_\_: food and drink.

- a. advantages
- b. facilities
- c. needs
- d. excursions
- e. possibilities



6. I think I \_\_\_\_\_ that man. I have seen him on TV.
7. You can \_\_\_\_\_ your English by working harder.
8. When my guests arrive, I will \_\_\_\_\_ them tea or coffee.
9. That man's job is to \_\_\_\_\_ buildings. He draws the plans and other people build them.
10. Our summer course in England will be less expensive if we \_\_\_\_\_ a double room.

- a. offer
- b. design
- c. improve
- d. share
- e. recognize



11. On that course, there are 35 lessons \_\_\_\_\_ week.
12. Some of the lessons were designed \_\_\_\_\_ for him.
13. These cars are \_\_\_\_\_. They were not made in this country.
14. He used to teach in a government school, but now he teaches in a \_\_\_\_\_ one.
15. He took the \_\_\_\_\_ course because he wanted to learn a lot in a short time.

- a. intensive
- b. per
- c. specially
- d. private
- e. foreign







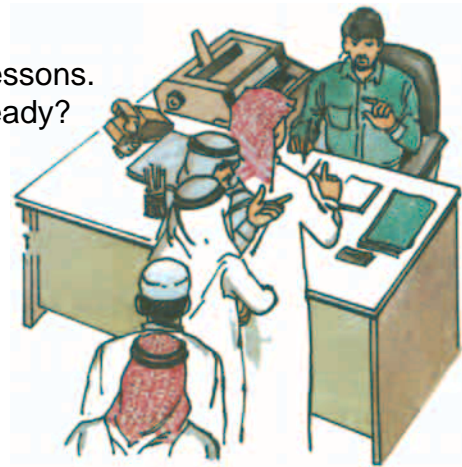
Activities

Talking about Language Ability

1 Listen.  Then practice the conversation.

You are registering at a private language school in your local town.
You have been learning English for four years.
You speak quite well.
You understand almost everything.
Your reading is quite fluent.
You need to improve your writing.

You: Good evening. I'd like to register for English lessons.
Secretary: I see, sir. How much English do you know already?
You: I've been learning for four years.
Secretary: And What's your speaking ability like?
You: I can speak quite well.
Secretary: What about understanding?
You: Oh, I can understand almost everything.
Secretary: And your reading?
You: It's quite fluent.
Secretary: What about writing?
You: Ah. I need to improve my writing.
Secretary: O.K. Well, I'll put you in our Intermediate Writing Class, Class B4.



2 Now look at the card which the secretary completed. It helped him to decide the best for you. After studying it, look at the next page.

Table with 6 columns: FAMILY NAME, FIRST NAME(S), Years of English, Speaking Ability, Understanding, Reading Ability, Writing Ability. Includes a section for 'Place in the circled class' with options A, B, C and a 'CLASS B4' designation.



**A. Prepare this conversation.** Use the information here to make a conversation like the one in No. 1 in the previous page.

*You are registering at a private language school in your local town.*

*You have been learning English for seven years.*

*You speak fluently.*

*You understand everything.*

*Your reading is quite slow.*

*You are happy with your writing.*

FAMILY NAME:	Years of English	Speaking Ability	Understanding	Reading Ability	Writing Ability
FIRST NAME(S):	0-1 2-4 5 +	poor average good	poor average good	poor average good	poor average good
Place in the circled class:	<b>A.</b> Beginners <b>B.</b> Intermediate <b>C.</b> Advanced		<b>1.</b> Conversation <b>2.</b> Language Laboratory <b>3.</b> Reading <b>4.</b> Writing		<b>CLASS</b>

**B. Prepare another conversation.** Use the information here to make another conversation like the one in No. 1 in the previous page.

*You are registering at a private language school in your local town.*

*You have been learning English for two years.*

*You cannot understand the secretary at first. (Ask him to repeat.)*

*Your speaking and understanding are poor.*

*Your reading is O.K.*

*Your writing is O.K.*

FAMILY NAME:	Years of English	Speaking Ability	Understanding	Reading Ability	Writing Ability
FIRST NAME(S):	0-1 2-4 5 +	poor average good	poor average good	poor average good	poor average good
Place in the circled class:	<b>A.</b> Beginners <b>B.</b> Intermediate <b>C.</b> Advanced		<b>1.</b> Conversation <b>2.</b> Language Laboratory <b>3.</b> Reading <b>4.</b> Writing		<b>CLASS</b>



Activities

Filling in a Registration Form

- 1 A student has written a letter to the English Language Centre in Westbourne, England. He wants to register for an English course in the summer. Read his letter:

The Director,  
The English Language Centre,  
King's Road,  
Westbourne WB1 4AZ,  
England.

Mohammed Ali,  
P.O.Box 1234,  
Riyadh 11543,  
Saudi Arabia.  
11 April 2006.

Dear Sir,

I would like to register for one of your English courses this summer. I was born on 4 December 1978 in Riyadh. I am Saudi and my native language is Arabic. I am a schoolboy in secondary school here.

I am interested in your Intermediate General course and I can begin at the end of July. Can you please send me some information about the cost of the course?

I am looking forward to hearing from you.

Yours faithfully,  
Mohammed

- 2 Now look at the registration form below. The secretary at the school has to complete it. He must use the information in the student's letter above.

WESTBOURNE ENGLISH LANGUAGE CENTRE -- REGISTRATION FORM (USE BLOCK CAPITALS)						
FAMILY NAME: <u>ALI</u>		FIRST NAME (S): <u>MOHAMMED</u>				
DATE OF BIRTH: <u>4/12/78</u>		NATIONALITY: <u>SAUDI</u>		NATIVE LANGUAGE: <u>ARABIC</u>		
ADDRESS: <u>P.O.Box 1234, RIYADH 11543, SAUDI ARABIA</u>				OCCUPATION: <u>SCHOOLBOY</u>		
COURSE	STARTING DATE	NO. OF WEEKS	BEGINNERS	INTERMEDIATE	ADVANCED	
GENERAL	1. o 3 July	4	o	o	o	
	2. o 31 July	4	o	o	o	
	3. o 3 July	8	o	o	o	
INTENSIVE	4. o 3 July	4	o	o	o	
	5. o 31 July	4	o	o	o	
	6. o 3 July	8	o	o	o	

- 3 You can see that the secretary has not completed the form yet. Turn to the next page. You will find a copy of Mohammed Ali's form there. Complete it for the secretary. Then fill in the form for yourself.



A. Complete this registration form. Use the information about Mohammed Ali in No. 1 and No. 2:

WESTBOURNE ENGLISH LANGUAGE CENTRE -- REGISTRATION FORM (USE BLOCK CAPITALS)						
FAMILY NAME: <b>ALI</b>		FIRST NAME (S): _____				
DATE OF BIRTH: <b>4/12/78</b>		NATIONALITY: _____		NATIVE LANGUAGE: _____		
ADDRESS: _____			OCCUPATION: <b>SCHOOLBOY</b>			
COURSE	STARTING DATE	NO. OF WEEKS	BEGINNERS	INTERMEDIATE	ADVANCED	
GENERAL	1.0	3 July	4	0	0	0
	2.0	31 July	4	0	0	0
	3.0	3 July	8	0	0	0
INTENSIVE	4.0	3 July	4	0	0	0
	5.0	31 July	4	0	0	0
	6.0	3 July	8	0	0	0

B. Now complete the following registration form for yourself: Give the correct details for you. Choose a different course from Mohammed Ali.

WESTBOURNE ENGLISH LANGUAGE CENTRE -- REGISTRATION FORM (USE BLOCK CAPITALS)						
FAMILY NAME: _____		FIRST NAME (S): _____				
DATE OF BIRTH: _____		NATIONALITY: _____		NATIVE LANGUAGE: _____		
ADDRESS: _____			OCCUPATION: _____			
COURSE	STARTING DATE	NO. OF WEEKS	BEGINNERS	INTERMEDIATE	ADVANCED	
GENERAL	1.0	3 July	4	0	0	0
	2.0	31 July	4	0	0	0
	3.0	3 July	8	0	0	0
INTENSIVE	4.0	3 July	4	0	0	0
	5.0	31 July	4	0	0	0
	6.0	3 July	8	0	0	0

C. Complete the spelling of these words from lesson 1-6 of this unit.

Then write the completed words in your copybook.

- |                        |                   |                   |
|------------------------|-------------------|-------------------|
| 1. a _ _ o _ _ odation | 5. fac _ l _ ties | 9. lab _ _ _ tory |
| 2. a _ _ antage        | 6. flu _ _ t      | 10. n _ tiv _     |
| 3. av _ _ age          | 7. for _ _ _ n    | 11. priv _ te     |
| 4. des _ _ n           | 8. int _ ns _ ve  | 12. rec _ _ _ ize |



## Unit 5 - Lesson 7

### Writing

1. Give your book to a class-mate. Ask these questions and complete the registration form below:

1. What is your family name?
2. What is your first name?
3. What is your date of birth?
4. What is your nationality?
5. What is your native language?
6. What is your address?
7. What is your occupation?
8. Which course would you like to take?

WESTBOURNE ENGLISH LANGUAGE CENTRE -- REGISTRATION FORM (USE BLOCK CAPITALS)						
FAMILY NAME: _____		FIRST NAME (S): _____				
DATE OF BIRTH: _____		NATIONALITY: _____		NATIVE LANGUAGE: _____		
ADDRESS: _____				OCCUPATION: _____		
COURSE	STARTING DATE	NO. OF WEEKS	BEGINNERS	INTERMEDIATE	ADVANCED	
GENERAL	1. o 3 July	4	o	o	o	
	2. o 31 July	4	o	o	o	
	3. o 3 July	8	o	o	o	
INTENSIVE	4. o 3 July	4	o	o	o	
	5. o 31 July	4	o	o	o	
	6. o 3 July	8	o	o	o	

### 2. Write a letter.

Write a letter in your copybook to the Director of the English Language Centre in Westbourne, England. Ask to register for an English course this summer. Use the information your classmate has just put on the registration form. Look at page 66 for an example of the letter.

#### Remember these parts of your letter:

The person you are writing to and his address		Your name and address
Dear Sir,		Date
		Yours faithfully,





**Revision**

Read, learn and remember:

1

**has been doing OR has done?**

Remember these:

That teacher **has been teaching** for twenty years. He **has taught** thousands of students.  
I **have been doing** my homework for half an hour. I **have written** ten answers.

2

**Verb + verb-ing**

They continue studying English here in Saudi Arabia or they can go abroad.



**A**

He	continued enjoys finished imagined looks forward to practiced started	<i>playing</i> tennis.
----	---	------------------------

**B**

He	continued started	<i>to play</i> tennis.
----	----------------------	------------------------

**C** But you can only do both with a few verbs.

These verbs are **begin continue hate like love start**

**D** Now make sentences from this table: (Add the verbs yourself.)

I He Adnan We Adnan and Ali	continued hates likes love began / started	to ...	volleyball. to English lessons. orange juice. chocolate cake. by bus.
		... ing	

3

**Verb-ing as a Noun**

<b>reading</b> <i>reading</i> English	<i>is easier than writing.</i> <i>is easier than writing</i> English.	He is interested in	<b>learning.</b> <i>learning</i> more English.
--	--	---------------------	---

Use these words at the beginning and at the end of sentences:

swimming                      playing games                      having an X-ray  
cooking                          eating in a restaurant                      making a meal



## Unit 5 - Lesson 8

4

### Change or copy the sentences below:

Some of them can be changed and some of them cannot.

If the sentence can be changed, change it.

If the sentence cannot be changed, copy it.

Remember to copy all the sentences in your notebook.

Here are two examples:

a. Ahmad enjoys doing his homework.

Ahmad enjoys doing his homework.

b. The teacher continued speaking.

The teacher continued to speak.

1. I cannot imagine going to the moon.

2. My father loves swimming.

3. We could not start eating before our guests.

4. If he finishes doing his homework early, he will watch TV.

5. Youssef practiced speaking English all day.

6. My brother hates drinking milk.

7. I look forward to seeing you next week.

8. Abdulrahman likes making model planes.



## Listening

### Technical Training at a Vocational School

Listen  Then read.

In the last programme of this series, Mr. Al-Ali looks at a vocational school.

**1** Assalamu Alaikum. Good evening, viewers. As you can see, there is a lot of activity here. Perhaps this gentleman can explain what's happening.

**2** Excuse me, sir. Can you help us please? What can I do for you?

**3** We'd like to know what all these trainees are doing. Well, this is a general workshop. There are several courses going on here at the same time.

**4** What's happening over there, for instance? That's where they're learning to weld. Welding's a useful skill for trainees wanting to get jobs in industry or farming.

**5** What about the other groups? The nearest one is doing carpentry.

**6** The furthest one is learning about refrigeration.

**7** Do all the courses take place in here? No, they don't. There's another building for courses in commerce. There they learn about office work, banking and so on.

**8** That's very interesting. Thank you very much for helping us. You're welcome.

**9** Well, viewers, I'm afraid that's all we have time for. We hope you have enjoyed our programmes. From all of us here in the studio, goodbye!

Answer the following questions in your copybook:

1. What can trainees in commerce courses learn about?
2. Is welding a useful skill for trainees who want to be farmers?
3. What is happening in picture 6?
4. Do all the courses take place in one building?



## Unit 6 - Lesson 2

### Conversation Practice

Excuse me. Can you help me, please?

What's happening over there?

Thank you for helping me.



What can I do for you?

That's where they're learning **to weld**.

You're welcome.

Practice this conversation. Use these words instead of **to weld**:  
Then write them in your copybook:

**about banking**

**carpentry**

**about commerce**

**to repair engines**

**about industry**

**woodwork**

**to do office work**

**about refrigeration**

### Grammar

### Taking out *which* and *who*

**A** Look at these sentences:

There are several courses **going on** here at the same time.

Welding is a useful skill for trainees **wanting** to go into industry.



**B** We can say these with **which** or **who**:

There are several courses **which are going on** here at the same time.

Welding is a useful skill for trainees **who want** to go into industry.

going on ← which are going on

wanting to ← who want to

**C** Look at these sentences. Say them with **who** or **which**. Then write them in your copybook:

Here is a gentleman **explaining** what is going on.

These are the trainees doing **carpentry** every week.

This is the group **learning** about refrigeration.

These are the courses **taking place** here.

You are the viewers **watching** this programme.

Learn this:

**far**

**further than**

**the furthest**

**A. Practice thanking someone:****Example:**

Someone has helped you.

You say: Thank you for helping me.

1. Someone has phoned you.

2. Someone has come to see you.

3. Someone has asked you to dinner.

4. Someone has brought you home.

5. Someone has taught you how to play volleyball.

**B. Write these sentences without who or which:****Example:**

Welding is useful for trainees **who want** to go into industry.

Welding is useful for trainees wanting to go into industry.

1. Those are the trainees who are doing the courses.

2. This is the group which is learning about refrigeration.





## Unit 6 - Lesson 2

3. These are the courses which take place in this building.


4. There are other students who are studying commerce.


5. Industry, commerce and farming are the areas which need these skills.


C. Make words from these letters:

1. **iknngab**

ban \_ \_ \_ \_

2. **yrrtnepac**

car \_ \_ \_ \_ \_

3. **ecoermcm**

com \_ \_ \_ \_ \_

4. **ydinurts**

ind \_ \_ \_ \_ \_

5. **ferernoitigra**

ref \_ \_ \_ \_ \_

6. **eessri**

ser \_ \_ \_

7. **eeniart**

tra \_ \_ \_ \_

8. **fesluu**

us \_ \_ \_ \_

9. **vlatcinooa**

voc \_ \_ \_ \_ \_

10. **pkrowhso**

wor \_ \_ \_ \_ \_



## Reading



basic car mechanics



car body repair



air-conditioning



typing



food production

## Technical Education in the Kingdom

In 1950, the first industrial training school was opened in Jeddah. Since that time, the Saudi Arabian government has spent billions of riyals on technical training. The government's aim is to train more of its citizens in various skills such as carpentry, typing and farming. Many jobs which are now filled by foreign workers can then be done by Saudis.

The government operates three main kinds of technical schools. They are the industrial, commercial and agricultural institutes, located in all the main towns and cities of the Kingdom. Male students may apply to go to any of these after getting their intermediate school leaving certificates. Courses normally take three years. During that time, trainees are given government grants and free accommodation. Many of the trainees are sent from companies and receive a company salary. More than 90 percent of those who graduate from these schools go into jobs immediately.

Students hoping to work in industry learn skills such as car mechanics, car body repair, painting, refrigeration, air-conditioning, radio and TV. Commercial trainees may learn typing, computer operation, and other skills which are useful in business. Agricultural trainees learn about food production and the use of farm equipment.

In addition to these main schools, there are many vocational secondary schools. These are usually smaller and older than the technical institutes. Prevocational centres offer more basic training in the same skills, but their courses last only one or two years. Some students who graduate from these centres continue studying at one of the technical institutes. Others decide to take jobs immediately.

The government's technical and vocational schools have prepared thousands of students for jobs in industry, commerce and agriculture. The number of young Saudis entering them continues to grow.



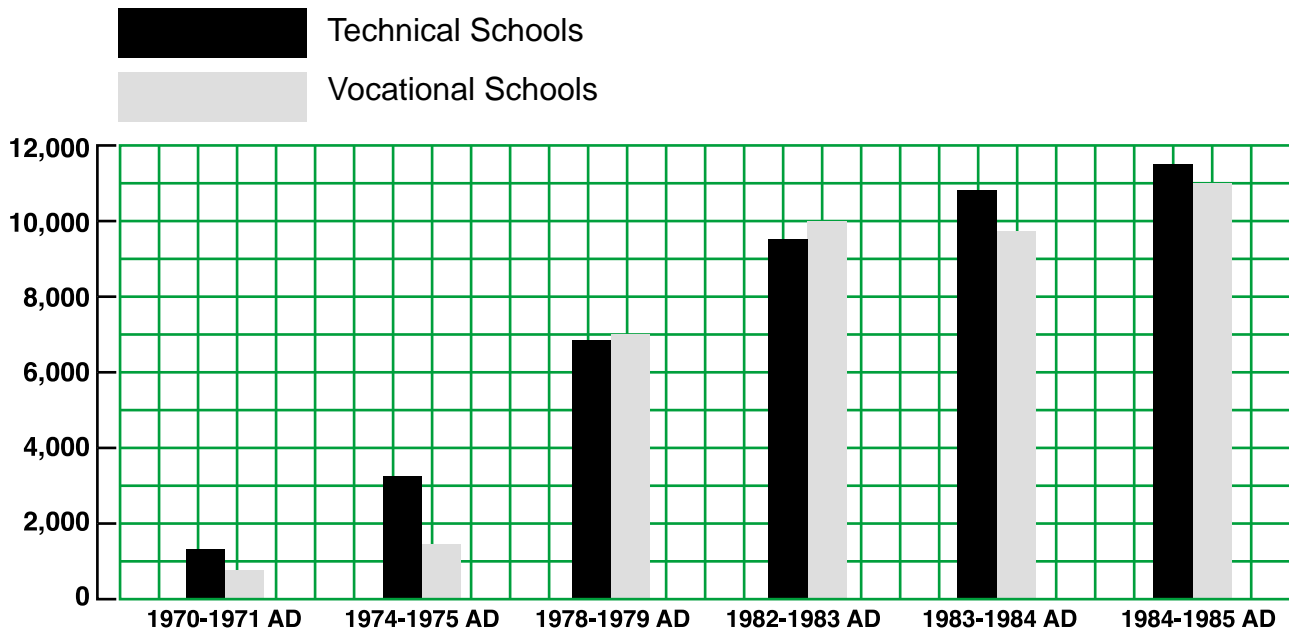
## Unit 6 - Lesson 3

① Now answer the following questions in your copybook:

1. Is this passage about all education in Saudi Arabia, or about specialized education?
2. Is this course in car mechanics for advanced learners?
3. What are the main kinds of technical schools in Saudi Arabia?
4. Where does food production take place?
5. Which are smaller and older in Saudi Arabia; vocational secondary schools or the technical institutes?

② Look at the following graph and answer the questions below in your copybook:

**STUDENTS IN TECHNICAL AND VOCATIONAL SCHOOLS**  
(selected years)



1. What do the numbers on the left side of the graph mean?
2. What are the numbers at the bottom of the graph?
3. About how many students were there in technical schools in 1975?
4. Which year has the highest number of students in technical schools?
5. About how many students were there in vocational schools in 1985?



## Word Study

**agriculture** (ag riculture) (n) farming.

Students of agriculture learn how to farm.

\*Which region has the most agriculture in Saudi Arabia?

\*Why is there no agriculture in the Empty Quarter?

**Agricultural** (agri cul tural) (adj)

Agricultural land is land for growing things on, like wheat or vegetables.



**Commerce** (com merce) (n) the buying and selling of things, especially between countries.

\*Which one of the following men is in commerce: a doctor, a policeman, a supermarket manager or a teacher?

**commercial** (com mer cial) (adj) Banks are commercial businesses.

In big towns, you often find a commercial area where the banks and business are.

\*Is there a commercial area in your town?



**production** (pro duc tion) (n) Production means about the same as "making" (usually a lot of things).

Food production takes place on farms.

Car production takes place in factories.

**produce** (pro duce) (v-regular) to make (usually a lot of things).

Saudi Arabia produces oil.

Japan produces televisions and cars.

\*Look at the picture. What are these workers producing?



**Industry** (in dustry) (n) Saudi Arabia's main industry is oil.

Japan's best-known industry is car production.

\*Industry can give jobs to people. What do you think people do in the following industries: the shoe industry, the clothes industry, the paper industry?

**Industrial** (in dus trial) (adj) Industrial countries produce many things with machines. These things are often produced in factories.



**prepare** (pre pare) (v-regular) to make (someone or something) ready.

You prepare for school by collecting your books together.

You prepare a meal by cooking some food.

You prepare for an examination by revising for it.

You prepare for a holiday by packing your cases.

\*What is the man in the picture prepared for?

**pre-** at the beginning of a word often means **before**.

\*Do you understand the meaning of pre-vocational schools?





## Unit 6 - Lesson 4

### Word Study

Now, choose the correct words and write the sentences in your copybook:

1. With \_\_\_\_\_ you can keep food for a long time.
2. Yesterday's programme was the last one in the \_\_\_\_\_.
3. Classes on car mechanics usually take place in a \_\_\_\_\_.
4. Trainees doing \_\_\_\_\_ learn how to make things with wood.
5. Ahmad's \_\_\_\_\_ has offices in all the Kingdom's main cities.

- a. company
- b. carpentry
- c. refrigeration
- d. series
- e. workshop

6. This steel pipe is broken. I will have to \_\_\_\_\_ it.
7. Listening and speaking \_\_\_\_\_ in most English lessons.
8. The aim of the technical schools is to \_\_\_\_\_ skilled workers.
9. You should \_\_\_\_\_ for a place in a school by writing a letter.
10. Here is a list of courses. Please \_\_\_\_\_ the ones you want to take.

- a. go on
- b. weld
- c. select
- d. apply
- e. produce

11. My computer has been very \_\_\_\_\_ to me in my work.
12. If you want to study banking, you should go to a \_\_\_\_\_ school.
13. This is a course in \_\_\_\_\_ car repair. It is not for advanced students.
14. If you want to study car mechanics, you should go to an \_\_\_\_\_ school.
15. The \_\_\_\_\_ secondary schools offer training in many skills like typing, farming and welding.

- a. useful
- b. vocational
- c. commercial
- d. basic
- e. industrial

16. Hisham has just graduated from an industrial \_\_\_\_\_.
17. For his course in office work, he must learn \_\_\_\_\_.
18. With \_\_\_\_\_ you can live comfortably in a hot climate.
19. Umar does not pay for his course himself. He gets a \_\_\_\_\_.
20. This airport will cost the government about one \_\_\_\_\_ riyals to build.

- a. air-conditioning
- b. grant
- c. institute
- d. typing
- e. billion





## Writing

Ahmad Al-Hammadi is applying for a place in a technical school.

### 1 Read his letter of application below.

The Director,  
The Model Technical School,  
Dammam,  
Saudi Arabia.

Ahmad Al-Hammadi,  
P.O. Box 2345,  
Hofuf 31992,  
Saudi Arabia.  
12 March 2006.

Dear Sir,

I would like to apply for a place in your technical school. My full name is Ahmad Al-Hammadi. I am 18 years old. I was born in Ha'il in 1975. My father is Saudi. In 1982, we moved to Hofuf. We have lived here ever since. For six years, I went to the Eastern Elementary School in Hofuf. I attended the Hofuf Intermediate School for three years. My best results were in science and mathematics. I am now at the Model Secondary School In Hofuf. My hobbies are model-making and carpentry. I am also interested in learning more about my country and about other countries in the Middle East.

I have an intermediate school leaving certificate. I would like to enroll in a course on electricity.

Please send me an application form to the address above.

Yours faithfully,  
Ahmad Al-Hammadi

reason for writing

full name

age

place and date of birth

nationality

family history

elementary school

intermediate school best results

secondary school

hobbies

other interests

certificate

course

request for application form

- 2 Ahmad wrote his letter from these notes.  
See how he made sentences from them:



- 3 Use these notes to help you write your own letter of application to join the Model Industrial School, P.O. Box 1234, Jubail 32694, in order to do a course in TV radio. Use the notes, on the right, in order to write your letter of application. Write the addresses and date correctly at the top. Sign your name at the end.



Activities

Using Numbers

In technical education, students often have to **add** (+), **subtract** (-), **multiply** (x) and **divide** (÷)

Try these:

1 Think of a number.



a. Think of a number between one and twenty.

b. Double it.

c. Multiply your answer by two.

d. Add four.

e. Divide the total by four.

f. Subtract the number that you first thought of.

g. The answer is one.

Example

13

2 x 13 = 26

26 x 2 = 52

52 + 4 = 56

56 ÷ 4 = 14

14 - 13 = 1



2 Describe what you did. Say the answer that you got each time:

**Begin: I thought of ..... I doubled it and got ..... Then I .....**

3 Look at the number puzzle below. For each letter, say the sums and the answers:

ACROSS

- A. 972 minus 183
- D 183 plus 548
- F 70 x 3 + 19
- G Twice 30
- H 4,446 x 18
- K 8 multiplied by 8
- L 24,332 divided by 7
- N 3,476 + 2,852
- O 325 ÷ 5
- Q 12,345 + 63,904
- R Half 196
- T Subtract 11,613 from 12,345
- V 313 x 3 + 25
- W V - 9

A		B		C		D		E
		F						
G				H			I	
		J				K		
L	M				N			
	O			P				
Q							R	S
				T		U		
V						W		

DOWN

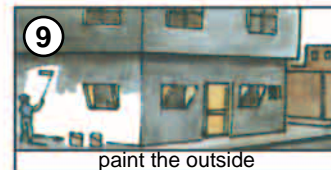
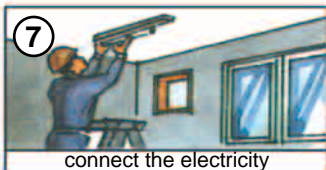
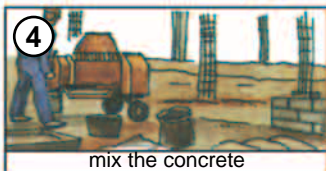
- A 234 + 502
- B A down divided by 8
- C 623 times 8
- D 250,000 x 3 + 40,635
- E 394 - 266
- I 22 times 11
- J 2,625,852 ÷ 3
- M 233 + 233
- P AD date in 1390 AH
- Q T + 7
- S 50% of 1,668
- U Add three to 50% of 50



## Activities

### Discussing the Steps in Building a House

- ① You are at a technical school. Your class is discussing building a house.  
 Look at the pictures and notes: Each one shows a step in building the house.



- ② Imagine that you are the person in the pictures:  
 Tell other people about building your house: Tell them what you have done this week:

**Begin:** *I have been building a house this week. I have been into...*

*I have been building a house this week. I have been into town. I have bought the materials. I have brought them back. I have mixed the concrete. I have built the walls and the roof. I have made the windows and doors. I have connected the electricity. I have put in the pipes. I have the outside.*

- ③ Now use different tenses:
- I built a house last week. I went into...*
  - I build a house every year, I go into...*
  - I am building a house at the moment. I am going into...*
  - I am building a house next week. I am going into...*
  - I'm going to build a house next week. I am going to go into...*
  - I will build a house next week, I will go into...*

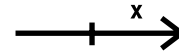
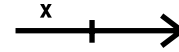
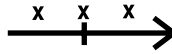
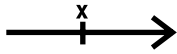
- ④ Discuss building a house last week, every year and next week again: This time use  
**First, There, Then, Next, After that, Finally,**



## Unit 6 - Lesson 8

### Revision

Do you remember these time lines?



They should help you to think of the correct time and tense in English sentences.

Look at your book, page 79. Find an example for each time line.

Now revise these tenses. Each one has a question, an answer and a negative sentences. Remember the different forms of the verbs.

1

Past

Use with words like: *yesterday a week ago last Tuesday last month in 1988 AD*

Where did you go? I went into town.  
he He did not go home.

2

Present Perfect

Use with words like: *up to now so far just yet ever today*

Where have you been? I have been into town.  
has he He has not been at home.

3

Present

Use with words like: *always never sometimes usually everyday*

What do you do? I buy the materials.  
does he He buys  
do? I do not make the pipes.  
He does



4

Present  $\xrightarrow{x}$

Use with words like:

*now*

*at the moment*

What	are you is he am I	doing?	I am He is You are	bringing them back. not leaving them there.
------	--------------------------	--------	--------------------------	--

5

Future  $\xrightarrow{x}$

Use with words like:

*soon*

*later*

*tomorrow*

*in to weeks*

*next month*

*in 2004 AD*

What	are you is he am I	mixing?	I am He is You are	mixing the concrete. not mixing food.
------	--------------------------	---------	--------------------------	--

What	are you is he am I	going to do?	I am He is You are	going to build the walls. not going to forget the walls.
------	--------------------------	--------------	--------------------------	---

What will	you he	do?	I He	will	paint the outside. not paint the pipes.
-----------	-----------	-----	---------	------	--

Where	do you does he	fly to?	I fly He flies	to Riyadh.
-------	-------------------	---------	-------------------	------------

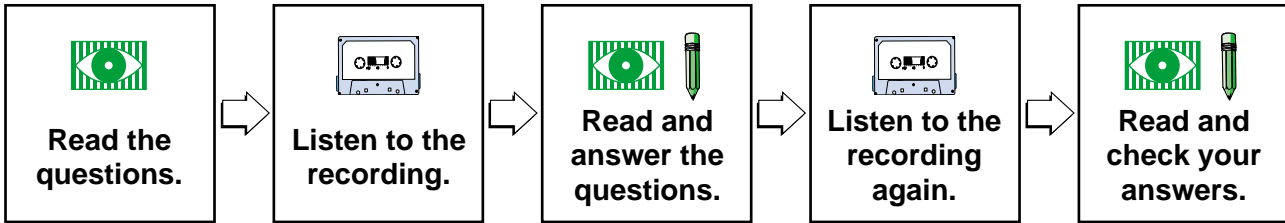
I do He does	not fly to Bahrain.
-----------------	---------------------





Practice Test  
Unit 1-6

A. Listening.



Write the correct letter in each box.

<p>1. It is...</p> <p>2. Mr. Al-Badr is talking to..</p> <p>3. When did his backache start?</p> <p>4. His... only hurts when he walks.</p> <p>5. Mr. Al-Badr has not been to the clinic...</p> <p>6. The nurse will do... things.</p> <p>7. The doctor does not things...</p> <p>8. Mr. Al-Badr's foot is...</p> <p>9. Mr. Al-Badr is...</p> <p>10. The doctor is...</p>	<p>1. a. morning. c. evening.</p> <p>2. a. a nurse. c. a doctor.</p> <p>3. a. Last Monday. c. About six months ago.</p> <p>4. a. leg c. back</p> <p>5. a. since last Monday. c. for about six months.</p> <p>6. a. two c. four</p> <p>7. a. he will soon find out. c. the leg hurts</p> <p>8. a. last. c. well. e. sick.</p> <p>9. a. last. c. well. e. sick.</p> <p>10. a. last. c. well. e. sick.</p>	<p>b. afternoon. d. night-time.</p> <p>b. an assistant. d. himself.</p> <p>b. We don't know. d. When we walked.</p> <p>b. foot d. head</p> <p>b. since morning. d. for days.</p> <p>b. three. d. five.</p> <p>b. he will listen. d. it is serious.</p> <p>b. sore. b. back.</p> <p>b. sore. d. back.</p> <p>b. sore. d. back.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
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**B. Vocabulary. Write the correct letter in each box:**

- |  |                  |                              |
|--|------------------|------------------------------|
| 1. For lunch I just had a plate of _____.                      | a. care          | 1. <input type="checkbox"/>  |
| 2. Glass ornaments can easily break. Carry them with _____.    | b. lamp          | 2. <input type="checkbox"/>  |
| 3. A doctor sometimes tells a sick person to get some _____.   | c. laboratory    | 3. <input type="checkbox"/>  |
| 4. It was dark so he turned on the _____.                      | d. salad         | 4. <input type="checkbox"/>  |
| 5. Physics and chemistry lessons often take place in a _____.  | e. medicine      | 5. <input type="checkbox"/>  |
| 6. A footballer learns how to dribble, pass, head, and _____.  | a. recognize     | 6. <input type="checkbox"/>  |
| 7. Please remember. Don't _____.                               | b. shoot         | 7. <input type="checkbox"/>  |
| 8. I _____ coffee. So I never drink it.                        | c. divide        | 8. <input type="checkbox"/>  |
| 9. I did not _____ him. So I did not speak to him.             | d. hate          | 9. <input type="checkbox"/>  |
| 10. There are five of us. So _____ the cake into five pieces.  | e. forget        | 10. <input type="checkbox"/> |
| 11. _____ of course.   | a. number        | 11. <input type="checkbox"/> |
| 12. _____ and so on.   | b. certainly     | 12. <input type="checkbox"/> |
| 13. _____ times.   | c. rarely        | 13. <input type="checkbox"/> |
| 14. _____ no.  | d. multiplied by | 14. <input type="checkbox"/> |
| 15. _____ almost never.  | e. etc.          | 15. <input type="checkbox"/> |
| 16. _____ is a place where things are made.                    | a. A utensil     | 16. <input type="checkbox"/> |
| 17. _____ is a person that another person studies with.        | b. A barbecue    | 17. <input type="checkbox"/> |
| 18. _____ is a building where passengers wait to board planes. | c. A factory     | 18. <input type="checkbox"/> |
| 19. _____ is a tool that is used for cooking or eating with.   | d. A terminal    | 19. <input type="checkbox"/> |
| 20. _____ is a meal that is usually cooked and eaten outside.  | e. A class-mate  | 20. <input type="checkbox"/> |

**C. Reading. Read these four paragraphs. Then answer the questions below:**

In 1967 AD, the Fitland government decided that all Fittish citizens as well as visitors to the country should have free health care. In 1973 AD, the Ministry of Health operated 38 hospitals. These had around 5,300 beds and 460 male and female doctors. In 1984, there were 85 hospitals, about 20,000 beds and approximately 7,500 doctors.

Now Fitland has four main kinds of health care. First, there are doctor's clinics in all areas of the country, except the Blue Mountains. Second, there are small hospitals. These aim to treat sickness and to prevent ailments in their local population. Third, there are general health centres in towns. Lastly, there are specialized sanitoriums in Belltown and Runnersmead. They treat patients with, for example, eye, heart or liver problems.



## Unit 1-6 - Practice Test

Patients at government sanitoriums are treated with the most modern equipment and medicine. In-patients are looked after, twenty-four hours a day, by trained nurses and doctors. Others who want attention at the hospital have to register at the outpatient department. After giving details of their name, age, etc., they make appointments to see doctors who are specialists in their ailments. If necessary, tests are done. When the test outcome is known, treatment is started if it is needed. In this way, it is hoped that all patients recover as quickly as possible.

Write the correct letter in each box: \_\_\_\_\_

- |  |   |   |                          |
|--|---|---|--------------------------|
| 1. A good title for this reading is ....                             | a. The Ministry of Health<br>c. Patients in Hospitals | b. Sickness and Ailments<br>d. Health Care in Fitland | <input type="checkbox"/> |
| 2. Which picture should NOT go with this reading?                    | a. Hospitals<br>c. Footballers                        | b. Doctors<br>d. Equipment and Medicine               | <input type="checkbox"/> |
| 3. Between 1973 and 1984 AD, there were... hospitals.                | a. more than 85.<br>c. between 38 and 85.             | b. fewer than 38.<br>d. only small.                   | <input type="checkbox"/> |
| 4. Beltown and Runnersmead are names of ...                          | a. places.<br>c. hospitals.                           | b. clinics.<br>d. patients.                           | <input type="checkbox"/> |
| 5. In the Blue Mountains, there are...                               | a. general health centres.<br>c. small hospitals.     | b. no clinics.<br>d. specialized sanitoriums          | <input type="checkbox"/> |
| 6. "Ailments", in lines 7 and 14, means approximately the same as... | a. doctors.<br>c. sickness.                           | b. beds.<br>d. patients.                              | <input type="checkbox"/> |
| 7. "Sanitoriums", in lines 8 and 10, means...                        | a. ministries.<br>c. female doctors.                  | b. beds.<br>d. health centres.                        | <input type="checkbox"/> |
| 8. "Liver", in line 9, is...   | a. a part of the body.<br>c. a sickness.              | b. a living person.<br>d. a hospital.                 | <input type="checkbox"/> |
| 9. "Outcome", in line 15, means...                                   | a. specialist.<br>c. date.                            | b. result.<br>d. doctor.                              | <input type="checkbox"/> |
| 10. "Recover", in line 16, means...                                  | a. register.<br>c. get worse.                         | b. get better.<br>d. pay money.                       | <input type="checkbox"/> |



**D. Grammar.**

Write the correct letter in each box:

1. The average mark was 63% Umar's was... than that.	1. a. good	b. too good	c. better	d. the best	<input type="checkbox"/>
2. My brother cannot buy that car because it is ... expensive.	2. a. too	b. a lot	c. a	d. little	<input type="checkbox"/>
3. The teacher told us ... our workbooks.	3. a. not forgetting	b. not to forget	c. not forget	d. forgetting	<input type="checkbox"/>
4. I told my host he ... a very nice place.	4. a. have	b. is having	c. had	d. not have	<input type="checkbox"/>
5. He asked Abdullah ... hard work.	5. a. is it	b. it is	c. was it	d. if it was	<input type="checkbox"/>
6. That house ... in four weeks.	6. a. built	b. was built	c. building	d. is building	<input type="checkbox"/>
7. Imagine ... in another place.	7. a. being	b. be	c. are	d. to be	<input type="checkbox"/>
8. You said ... do your homework after lunch.	8. a. will	b. you	c. you would	d. you to	<input type="checkbox"/>
9. Mr. Al-Nasser is a teacher What ... ?"	9. a. does teach	b. teaches	c. he teach	d. does he teach	<input type="checkbox"/>
10. He ... here for six months up to now.	10. a. is working	b. worked	c. has been working	d. works	<input type="checkbox"/>

**E. Write these sentences correctly:**

*Example:* your / When / take off / flight / does / ? When does your flight take off?

1. having / He / car / repaired / his / is / .
2. many / is / countries / in / played / Volleyball / .
3. not / us / teacher / Our / talk / to / told / .
4. English / asked / were / He / you / if / .
5. games / you / Do / playing / like / ?





Do you remember how to write and say the date in English?

**We write:**

30 March 1992

**We say:**

*The thirtieth of March, nineteen-ninety-two*

**Here are the days of the week:**

Saturday  
Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday

**Here are the months of the year:**

January	July
February	August
March	September
April	October
May	November
June	December

**Here are the numbers you need for writing or saying the date:**

first	eleventh	twenty-first
second	twelfth	twenty-second
third	thirteenth	twenty-third
fourth	fourteenth	twenty-fourth
fifth	fifteenth	twenty-fifth
sixth	sixteenth	twenty-sixth
seventh	seventeenth	twenty-seventh
eighth	eighteenth	twenty-eighth
ninth	nineteenth	twenty-ninth
tenth	twentieth	thirtieth
		thirty-first

## IRREGULAR VERBS

[be] am/is/are, was -were been _ , _ , born beat, beat, beaten become, became, become begin, began, begun bleed, bled, bled blow, blew, blown break, broke, broken bring, brought, brought build, built, built buy, bought, bought choose, chose, chosen come, came, come cost, cost, cost cut, cut, cut dig, dug, dug do, did, done draw, drew, drawn drink, drank, drunk drive, drove, driven eat, ate, eaten fall, fell, fallen feel, felt, felt fight, fought, fought find, found, found fly, flew, flown forget, forgot, forgotten	get, got, got give, gave, given go, went, gone grow, grew, grown have, had, had hear, heard, heard hold, held, held hurt, hurt, hurt keep, kept, kept know, knew, known lead, led, led leave, left, left lend, lent, lent let, let, let light, lit, lit lose, lost, lost make, made, made may, might, _ mean, meant, meant meet, met, met must, had to, had to pay, paid, paid put, put, put read, read, read ride, rode, ridden ring, rang, rung rise, rose, risen run, ran, run	say, said, said see, saw, seen sell, sold, sold send, sent, sent set, set, set shake, shook, shaken shine, shone, shone shoot, shot, shot show, showed, shown sit, sat, sat sleep, slept, slept speak, spoke, spoken spend, spent, spent spread, spread, spread stand, stood, stood steal, stole, stolen swim, swam, swum take, took, taken teach, taught, taught tell, told, told think, thought, thought throw, threw, thrown understand, understood, understood wake, woke, woken wear, wore, worn win, won, won write, wrote, written
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### DEFECTIVE VERBS

can	could
shall	should
will	would

## WORD LIST FOR FIRST SECONDARY TERM 1

<p><b>A</b></p> <p>about (about four weeks) .....</p> <p>Abu Dhabi .....</p> <p>activity .....</p> <p>adjective .....</p> <p>Afghanistani .....</p> <p>agent .....</p> <p>air fare .....</p> <p>airline .....</p> <p>airways .....</p> <p>Al-Aqsa .....</p> <p>Al-Omar .....</p> <p>Algeria .....</p> <p>Algerian .....</p> <p>anyway .....</p> <p>apostrophe.....</p> <p>appear .....</p> <p>approximately .....</p> <p>aren't you? .....</p> <p>armchair .....</p> <p>around (around SR20,000) .....</p> <p>arrangement .....</p> <p>arts (subjects) .....</p> <p>Asia .....</p> <p>at least .....</p> <p>attend .....</p> <p><b>B</b></p> <p>back (the back of something) .....</p> <p>Bangkok .....</p> <p>bank .....</p> <p>banknote .....</p> <p>beginning (the) .....</p> <p>below .....</p> <p>biology .....</p>	<p>board (to board) .....</p> <p>boarding pass .....</p> <p>body .....</p> <p>bookcase .....</p> <p>box-shaped .....</p> <p>brick-built .....</p> <p>Brown .....</p> <p>Brussels .....</p> <p>business .....</p> <p><b>C</b></p> <p>calculator .....</p> <p>called (named) .....</p> <p>cameraman .....</p> <p>Canada .....</p> <p>carpet .....</p> <p>cash .....</p> <p>cashier .....</p> <p>cave .....</p> <p>cavemen .....</p> <p>ceiling .....</p> <p>certificate .....</p> <p>chance .....</p> <p>change (to change money) .....</p> <p>check (luggage check) .....</p> <p>check-in .....</p> <p>chemistry .....</p> <p>cheque .....</p> <p>China .....</p> <p>Chinese .....</p> <p>clerk .....</p> <p>climate .....</p> <p>coin .....</p> <p>collect .....</p> <p>compare .....</p> <p>compulsory .....</p> <p>concrete .....</p>	<p>continue .....</p> <p>couch .....</p> <p>counter .....</p> <p>course .....</p> <p>cover (to cover) .....</p> <p>credit .....</p> <p>currency .....</p> <p>curtains .....</p> <p>custom .....</p> <p><b>D</b></p> <p>danger .....</p> <p>decorate .....</p> <p>departure .....</p> <p>Deutschmark .....</p> <p>dinar .....</p> <p>diploma .....</p> <p>director .....</p> <p>discuss .....</p> <p>Doha .....</p> <p>dollar .....</p> <p>drawn .....</p> <p>drew .....</p> <p>Dubai .....</p> <p><b>E</b></p> <p>e.g. .....</p> <p>easy .....</p> <p>Egyptian .....</p> <p>elementary school .....</p> <p>especially .....</p> <p>ever .....</p> <p>everything .....</p> <p>exchange rate .....</p>
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**F**

Federation .....  
 fill in (a form) .....  
 flat (a flat roof) .....  
 flight .....  
 foreigner .....  
 form (short form) .....  
 franc .....  
 French .....  
 front .....  
 fun .....  
 furniture .....

**G**

general  
 (in general) .....  
 go ahead with .....  
 gold .....  
 graduate (to  
 graduate) .....  
 grass .....  
 gey .....  
 guest .....

**H**

had better .....  
 Hajj .....  
 Hamza .....  
 hand luggage .....  
 health .....  
 healthy .....  
 helmet .....  
 high school .....  
 Holy .....  
 Hong Kong .....  
 host .....

**I**

important .....

in addition .....  
 in Focus .....  
 in order to .....  
 instead .....  
 intend .....  
 interest (an  
 interest) .....  
 interested in .....  
 interview .....  
 interviewer .....  
 introduce (a new  
 thing) .....  
 introduce (a  
 person) .....  
 Iran .....  
 Iranian .....  
 Irregular .....

**J**

James .....  
 Japanese .....  
 join (take part) .....  
 Jordanian .....  
 Junior high school .....

**K**

Ka'abah .....  
 keen .....  
 Khaled .....  
 Khartoum .....

**L**

leaves (of a tree) .....  
 Lebanese .....  
 Lebanon .....  
 Libya .....  
 Libyan .....  
 life .....  
 light (to light  
 a fire) .....

look forward to .....  
 lounge .....  
 low .....

**M**

makes something  
 longer/shorter .....  
 man-made .....  
 material .....  
 maths .....  
 memo .....  
 metal .....  
 moment (at the  
 moment) .....  
 money exchanger's .....  
 Moroccan .....  
 Morocco .....

**N**

natural .....  
 negative .....  
 newspaper .....  
 nice .....  
 notes (banknote) .....  
 noun .....  
 nowadays .....

**O**

once .....  
 one day (in  
 the future) .....  
 ornament .....  
 own (his own  
 programme) .....

**P**

P.E. ....  
 Pakistani .....  
 Palestinian .....  
 past participle .....  
 percent .....

<p> permission .....  physics .....  pilgrim .....  pilgrimage .....  plan (a plan) .....  plan (to plan) .....  player .....  plenty of .....  point (three  point five) .....  pound (money) .....  present perfect .....  primary school .....  programme .....  Prophet .....  protect ..... </p> <p><b>Q</b></p> <p> Qatar .....  Qatari .....  question (a  question) .....  queue ..... </p> <p><b>R</b></p> <p> radio .....  reason (a  reason) .....  regular .....  return ticket .....  rich .....  roof .....  round .....  Royal Jordanian .....  Russia ..... </p> <p><b>S</b></p> <p> Sa'ad .....  Salman .....  save up .....  scales ..... </p>	<p> screen .....  secondary school .....  serial number .....  set (a set) .....  shape .....  shelter (to shelter) .....  silver .....  Singapore .....  single (a single floor) .....  sloping .....  sounds like .....  Spanish .....  specialize .....  steel .....  sterling .....  stone-built .....  studio .....  Sudan .....  Sudanese .....  sure .....  Swiss .....  Switzerland .....  Syrian ..... </p> <p><b>T</b></p> <p> table (of information) .....  take place .....  take (study) .....  team .....  technical .....  tense (verb tense) .....  There you are .....  thick .....  traveller's cheques .....  tree .....  trip (a trip) .....  try .....  Tunisia ..... </p>	<p> Tunisian .....  Turkey .....  Turkish ..... </p>
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## WORD LIST FOR FIRST SECONDARY TERM 2

<b>A</b>		
ability .....	biscuit .....	customer .....
accommodation .....	block capitals .....	<b>D</b>
activity .....	Bobby .....	Dear Sir .....
advanced .....	boiled .....	delicious .....
advantage .....	Brazilian .....	department .....
afterwards .....	busy .....	description .....
agricultural .....	by (time) .....	design .....
agriculture .....	<b>C</b>	designer .....
aim (an aim) .....	care .....	dessert .....
air-conditioning .....	carpentry .....	detail .....
Al-Marwa .....	center .....	dine .....
Al-Mulhem .....	certainly .....	discussion .....
almost .....	change (he changed the question) .....	disease .....
amateur .....	Charlton .....	divide .....
and so on .....	chest .....	division .....
application .....	circle (to circle) .....	dribble .....
apply .....	citizen .....	<b>E</b>
appointment .....	class-mate .....	earn .....
appreciate .....	clinic .....	education .....
Arafat .....	club .....	Eiffel Tower .....
area .....	class-mate .....	either ... or .....
As-Safa .....	clinic .....	end (to end) .....
as soon as .....	club .....	enroll in .....
as well as .....	come (he has come) .....	etc. ....
average .....	commentary .....	Europe .....
<b>B</b>	commerce .....	exciting .....
banking .....	commercial .....	excursion .....
barbecue .....	company .....	exercise .....
barbecued .....	compete .....	expect .....
base (a marble base) .....	competition .....	<b>F</b>
beat (he beats the eggs) .....	complain .....	facility .....
beat (to beat the other team) .....	complaint .....	factory .....
beaten .....	consist of .....	far .....
billion .....	cooking .....	farming .....
	cost (the cost) .....	female .....
	costly .....	
	cough .....	
	course (dinner) .....	
	crowd .....	
	Cup Final .....	

<p>fibre-glass .....</p> <p>find out about .....</p> <p>fluent .....</p> <p>for instance .....</p> <p>foreign .....</p> <p>forget .....</p> <p>forgot .....</p> <p>forgotten .....</p> <p>free (at no cost) .....</p> <p>French fries .....</p> <p>fried .....</p> <p>friendly .....</p> <p>further .....</p> <p>furthest .....</p> <p><b>G</b></p> <p>general .....</p> <p>gentlemen .....</p> <p>gift .....</p> <p>go on (take place) .....</p> <p>goal .....</p> <p>God .....</p> <p>God be praised! .....</p> <p>grant .....</p> <p>graph .....</p> <p>Grieves .....</p> <p>grilled .....</p> <p><b>H</b></p> <p>habit .....</p> <p>hasten .....</p> <p>hate .....</p> <p>head (to head a ball) .....</p> <p>heart .....</p> <p>hill .....</p> <p>home ground .....</p> <p>horse-riding .....</p> <p>hostess .....</p> <p>How do you do? .....</p>	<p><b>I</b></p> <p>improve .....</p> <p>industrial .....</p> <p>industry .....</p> <p>in-patient .....</p> <p>institute .....</p> <p>intensive .....</p> <p><b>J</b></p> <p>jogging .....</p> <p>Jones .....</p> <p><b>K</b></p> <p>keep fit .....</p> <p>Kevin .....</p> <p>key (important) .....</p> <p>kidney .....</p> <p>Kiswah .....</p> <p><b>L</b></p> <p>laboratory .....</p> <p>lamp .....</p> <p>large .....</p> <p>lead (leat to) .....</p> <p>league .....</p> <p>length .....</p> <p>lit (he has lit the fire) .....</p> <p>lit (he lit the fire) .....</p> <p>local .....</p> <p>love .....</p> <p>lungs .....</p> <p><b>M</b></p> <p>male .....</p> <p>Manchester United .....</p> <p>marble .....</p>	<p>meal .....</p> <p>mechanics .....</p> <p>medicine .....</p> <p>member .....</p> <p>mercy .....</p> <p>mid-week .....</p> <p>million .....</p> <p>Mina .....</p> <p>minimum .....</p> <p>ministry .....</p> <p>minus .....</p> <p>mix .....</p> <p>mixture .....</p> <p>model .....</p> <p>multiply .....</p> <p>Muzdalifah .....</p> <p><b>N</b></p> <p>native language .....</p> <p>necessary .....</p> <p>need (a need) .....</p> <p>no. (number) .....</p> <p><b>O</b></p> <p>of all time .....</p> <p>offer .....</p> <p>Old Trafford .....</p> <p>on (about a subject) .....</p> <p>on time .....</p> <p>operate (operate a hospital) .....</p> <p>opinion .....</p> <p>out-patient .....</p> <p>over (finished) .....</p> <p>over (more than) .....</p> <p><b>P</b></p> <p>Pele .....</p> <p>pepper .....</p> <p>per .....</p>
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pillar .....  
place (at  
a school) .....  
place (to place) .....  
polite .....  
poor (not good) .....  
popular .....  
population .....  
possibility .....  
possible .....  
pre- .....  
prepare .....  
prevent .....  
private .....  
produce .....  
production .....  
professional .....  
pulse .....  
puzzle .....

## Q

quite .....

## R

rarely .....  
real .....  
really (I would really  
like...) .....  
recognize .....  
refrigeration .....  
register .....  
registration .....  
replace .....  
request .....  
result .....  
row (a row) .....

## S

sacred .....  
sacrifice .....

sailing .....  
salad .....  
salary .....  
scrambled .....  
secretary .....  
select .....  
series .....  
serious .....  
serve .....  
several .....  
shoot .....  
sickness .....  
side by side .....  
skill .....  
soccer .....  
sore .....  
specialist .....  
specialized .....  
specially .....  
speed training .....  
spread .....  
stadium .....  
steak .....  
step .....  
stir .....  
subtract .....  
sum .....  
sunset .....  
support (to  
support) .....  
supporter .....  
surrounded .....  
symbol .....

## T

tackle .....  
team-mate .....  
terminal (air) .....  
think of What do you  
think of this?) .....  
throat .....  
throw .....

tourist .....  
trainee .....  
treat (to treat) .....  
treatment .....  
trophy .....  
twice .....  
typing .....

## U

unexpected .....  
useful .....  
utensil .....

## V

vocational .....  
volleyball .....

## W

wedding .....  
weekday .....  
weekend .....  
weld .....  
Wembley  
Stadium .....  
Westbourne .....  
width .....  
Workshop .....  
wrist .....  
writing (the writing) .....

## X

X-ray .....

## Y

Yellow Pages .....  
yet .....  
Yours faithfully .....



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