



وزارة التربية والتعليم
MINISTRY OF EDUCATION

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

ENGLISH FOR SAUDI ARABIA

3rd YEAR SECONDARY TERM 2

Student's Book

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بسم الله الرحمن الرحيم

كيف تتعلم؟

إذا كنت تعتقد/ كنت تعتقدين بأن بعض الدروس تبدو صعبة عند فتح الكتاب، فلا تنزعج/ تنزعجي لذلك فمع توجيه معلمك/ معلمتك ورجبتك/ رجبتك الجادة في التعلم سيكون بإمكانك/ بإمكانك تحقيق نجاح إلى حد يفوق تصورك/ تصورك، ولا تتوقع/ تتوقعين أن يجيب معلمك/ تجيب معلمتك على كل الأسئلة ولكنه سيساعدك/ ولكنها ستساعدك لتساعد نفسك/ لتساعدني نفسك، فهذه هي الطريقة المثلى للتعلم.

توجد ٦ وحدات في هذا المقرر، تحتوي كل وحدة على ٨ دروس ويمكن القول بأن كل وحدة من وحدات كتاب التلميذ/ التلميذة تحتوي على ستة دروس (والدرسين المتبقين في كتاب «الكتابة» وسوف تدرسهما/ تدرسينهما قبل وصولك/ وصولك إلى الوحدة التالية). وغالباً ما تتبع دروس هذا الكتاب النهج التالي:

الدرس الأول:



تبدأ الوحدة بالاستماع ثم المناقشة ولن يبدأ المعلم/ تبدأ المعلمة الدرس بعبارة «افتح كتابك/ افتحي كتابك صفحة كذا..» ولكنه سيناقش/ ولكنها ستناقش المادة الجديدة معك/ معك بالانجليزية مع تقديم كلمات جديدة مستعملاً/ مستعملة الوسائل الايضاحية والمسجل. وستكون كثير من الكلمات والموضوعات التي سوف تناقشها/ تناقشينها مفيدة لك/ لك عند المحادثة والقراءة لاحقاً.

الدرس الثاني:



هذا الدرس اسمه «المحادثة..» وفيه سوف تمارس/ تمارسين قول جزء من المحادثة التي استمعت/ استمعتي إليها في الدرس الأول ثم تمارس/ تمارسين تكرارها بأشكال متفاوتة وفي الجزء الأخير في الدرس الثاني سوف تراجع/ تراجعين أو تتعلم/ تتعلمين بعض أسس الكتابة (مثل الإملاء)، التي سوف تساعدك/ تساعدك في مهمة الكتابة في الدرس السابع والثامن.

الدرس الثالث:



هذا الدرس عبارة عن درس في القواعد. وسوف تتعلم/ تتعلمين هنا بعض القواعد الجديدة أو تتوسع/ تتوسعين في معرفتك/ معرفتك لبعض القواعد التي درستها/ درستيها. وفي كل الأحوال تأتي دراسة القواعد ضمن المناقشة أو المحادثة في الدرسين الأول والثاني.

الدرس الرابع:

في هذا الدرس سوف تتمرن/ تتمرنين على القراءة - أي القراءة الصامتة وليس الجهرية - إلا في حالة القراءة النهائية للتأكد من النطق في نهاية الدرس. وسوف تبدأ/ تبدأين بمطالعة القطعة دون قراءتها بالفعل. فمثلاً سوف تناقش/ تناقشين العنوان والصور بالانجليزية ولن يترجم معلمك/ تترجم معلمتك أو يلخص/ تلخص القراءة لك/ لك باللغة العربية. وسوف يقدم لك المعلم/ تقدم لك المعلمة بعض المعلومات المحددة للبحث عنها قبل الاطلاع على القطعة. وبعد ذلك سيقدم لك/ ستقدم لك بعض الأسئلة عن القطعة ويطلب منك/ تطلب منك قراءتها سراً والتوصل إلى الإجابة. وسوف يتوقع منك/ منك المحاولة لمعرفة معاني بعض الكلمات الجديدة والكلمات الأخرى يمكن التعرف عليها في الدرس الخامس.



الدرس الخامس:

مع هذا الدرس تنتهي فقرة المطالعة وتدخل/ تدخلين في «دراسة الكلمات» حيث يتم التعرف على معاني بعض الكلمات الجديدة - من مطالعتك/ مطالعتك للدرس الرابع - التي لم تتعرف/ تتعرفين على معانيها بنفسك. لقد تم ترتيب صفحات كتاب التلميذ/ التلميذة بشكل أقرب إلى ترتيب كتاب القاموس الانجليزي هذه المرة لتهيئتك/ لتهيئتك لاستعمال القاموس الانجليزي، كما تمت إضافة العديد من الأشياء التي تصادفك/ تصادفك في حياتك العملية. ويظل الفرق بين صفحة هذا الكتاب وصفحة كتاب القاموس الانجليزي الحقيقي، هو وجود الأسئلة للإجابة عليها في نهاية كثير من صفحات «دراسة الكلمات».



الدرس السادس:

عادة يكون هذا الدرس عبارة عن مراجعة للقواعد التي درستها/ درستيها خلال الوحدة فهو إما يلخص القواعد الجديدة أو التي عرفتتها/ عرفتتها من قبل والتي توجد منها أمثلة في الوحدة الحالية. ويمكنك/ يمكنك استعمال صفحة كتاب - التلميذ/ التلميذة في الدرس السادس كمرجع بعد نهاية الوحدة.



أنت وهذا المقرر

الآن وبعد أن درست/ درستي اللغة الإنجليزية لمدة خمس سنوات فلا بد أنك قد أدركت/ أنك قد أدركتي أن تعلم الإنجليزية يتطلب الكثير من الممارسة والعمل الجاد.

ونذكر أنك/ أنك لابد أن تحتاج/ تحتاجين إلى الإنجليزية بعد مغادرة المدرسة ولذلك عليك أن تجتهد/ عليك أن تجتهدي لمعرفةها. وقد تم إعداد هذا الدرس ليسهم في إعدادك/ إعدادكِ لاستيعاب الإنجليزية التي سوف تكون مطلوبة سواء على المستوى الجامعي أو العملي داخل المملكة. وسوف يكون التركيز في هذا الدرس على الأشياء المهمة في عالم اليوم وعلى المهارات التي ستحتاج/ ستحتاجين إليها خلال هذا العام، خاصة المهارة الخطية.

في هذا المنهج ستدرس/ ستدرسين المواد التالية بالإنجليزية:



الملك عبدالعزيز بن
عبدالرحمن آل سعود



الجامعات في المملكة
العربية السعودية



الأدب الإنجليزي



مشروع الملك فهد لتوسعة
الحرمين الشريفين



في الخط الإنجليزي



المشاركة السعودية في زيارة
ودراسة القطب الجنوبي

يمكنك / يمكنك أيضاً الاستمرار في تطوير مهارتك في المجالات التالية:



التعلم على: متى وكيف
تستعمل / تستعملين قاموس
اللغة الإنجليزية؟



القراءة الصامتة الصحيحة
- عدم الاعتماد على المعلم/
المعلمة بقدر الإمكان



المناقشة - خاصة طرح
الأسئلة والإجابة عليها



وأخيراً ستركز/ ستركزين خلال هذا العام على تطوير كتابتك/
كتابتك مستعملاً/ مستعملة دفتراً منفصلاً للكتابة. وكما في
السابق، سوف تكتب/تكتبين فقرات من المذكرات أو الجداول أو
الرسومات البيانية. ولن يكن مستوى الكتابة أصعب من ذي قبل
ولكن سوف تحتاج/ تحتاجين إلى وقت أوفر لإنجازها ويتوقع
منك/ منك تصحيح عملك/ عملك بحرص أكثر.



القواعد (التوسع في القواعد التي
عرفتها/ عرفتها وإضافة قواعد
جديدة).

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English Literature

Listen to the conversation between two Saudi pupils about English books.



William Shakespeare



Charles Dickens

DISCUSSION:

1. Answer the following questions as you listen to the interview:

- When did the conversation take place?
- Had the second pupil been to the library before the conversation?
- What had happened in the school library?
- In which century did Shakespeare write his plays?
- What else did Shakespeare write?
- Name one author who wrote novels in England in the nineteenth century.
- Is a novel fiction or biography?
- Is fiction or biography made up?

2. Now, discuss these general questions about literature with your teacher:

- What does literature mean?
- Do you know any stories from English literature? Can you tell the class about one?
- Do you know the names of any other English authors?



This is a novel.



This is the same novel rewritten in easy English.



A Play on the Stage

CONVERSATION PRACTICE

- 1 Practise repeating part of the conversation from lesson 1 with your teacher.
- 2 Practise the conversation in the A columns below.

	A	B
Jamal:	What did <i>Shakespeare</i> do?	<i>Dickens</i>
Majeed:	He wrote <i>plays</i> .	<i>novels</i>
Jamal:	Did he write <i>novels</i> ?	<i>plays</i>
Majeed:	No, he didn't. He didn't write <i>short stories</i> , either.	<i>biographies</i>

	A	B
Jamal:	Was <i>Shakespeare</i> American?	<i>Dickens</i>
Majeed:	No, he wasn't. He was <i>English</i> .	<i>English</i>
Jamal:	Were his books <i>biographies</i> ?	<i>Plays</i>
Majeed:	No, they weren't. They were <i>plays</i> .	<i>novels</i>

- 3 Make more conversations, but this time use the words in the B columns.

GRAMMAR

Revising the Past Tense

1

Do you remember these lines?



The one on the left shows the past. The one on the right shows the present perfect. What is the difference?

We use the present perfect when

1. something had happened but we do not know exactly when, and
2. something had happened and it affects the present time:

Everyone has heard of *William Shakespeare*.

(Do we know when they heard?)

(Do they know about him now?)

We use the past simple when we can give a time or date in the past:

Shakespeare lived about four hundred years ago.

(Do we know when he lived?)

(Is he alive now?)

Remember that verbs can be

regular

e.g. look _____ looked _____ looked

or

irregular

e.g. write _____ wrote _____ written.

Look at
page 93 in this
book and make
sure you know
all the irregular
verbs.

GRAMMAR

2

The past tense can be used in the active or in the passive:

ACTIVE

Dickens wrote novels.

Did Dickens write that play?

Dickens wrote those novels, didn't he?

PASSIVE:

Novels were written by Dickens.

Was that play written by Dickens?

Those novels were written by Dickens, weren't they?

Dickens didn't write that play, did he? That play wasn't written by Dickens, was it?

3

The verb **be** does not have any helping verbs in the past:

Shakespeare *was* a poet. Dickens *was not* a poet.

Were Shakespeare and Dickens writers? Yes, they *were*.

4

In if clauses, the past tense does not show past time.

It shows that the idea is unlikely, imagined or impossible.

*If Shakespeare **lived** today, he would use different English.*

*If Shakespeare **were** alive today, he would use different English.*

*If I **were** you, I would read as many books as possible.*

Grammar**A. Make questions about these sentences. Do not forget the question mark.**

1. Dickens wrote *Great Expectations*. (When)
2. Majed asked Jamal about the library. (Why)
3. The stories were rewritten. (How)
4. The interview with Ahmed Saleh took place somewhere. (Where)
5. They got help from some countries. (Which countries)
6. Shakespeare wrote a play called *The Merchant of Venice*. (When)

B. Make these sentences passive:

1. Shakespeare wrote that play.
2. Dickens wrote that novel.
3. The author made up that story.
4. Did Shakespeare write those plays?
5. When did someone write *The Merchant of Venice*?
6. Shakespeare wrote those poems, didn't he?

C. Write the correct form of the verb in brackets:

1. If Earth (not have) an atmosphere, there would not be any life on it.
2. If Earth's surface (be) not solid, we would not be able to live.
3. If Earth's axis (be) vertical, we would not have any seasons.
4. Saleem would see the new books if he (go) to the library.
5. If I (be) you, I would read as much as possible.
6. Dickens books would be different if he (be) alive today.

READING

Great Expectations

by Charles Dickens

Introduction:

The novel *Great Expectations* was written by Charles Dickens, a famous English author. The story took place in England in the nineteenth century. The main character is called Pip. We read about his life from childhood to manhood.

Pip's Childhood

The story begins when Pip was a lonely orphan. He was brought up by his sister. She was very strict and hard with him. His best friend was Joe, his sister's husband. He was kind and warm-hearted. He loved Pip as if he were his own son.

One day, Pip gave something to eat and drink to a prisoner who had escaped from prison. The man was recaptured by soldiers and taken away. But he never forgot Pip's kindness.

Later, Pip was told that he would be given a lot of money. This was so that he could receive a good education in London and become a better person.



Pip had no parents. He was an orphan.



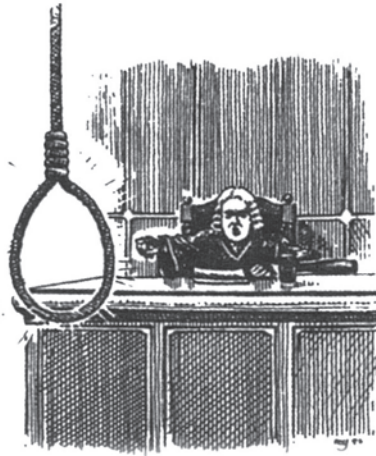
His sister was strict.



Joe was kind and warm-hearted.



The prisoner had escaped from prison.



The Convict's Trial

In London

In London, Pip studied hard. He received money regularly, but he did not know where or who it came from. He lived in a flat with a young man who had little money but who worked for an insurance agent. They became friends. After some years, Pip was visited by the prisoner whom he had helped as a child. The man has been sent with other convicts to Australia and had become a very wealthy farmer there. In fact, he was the one that Pip's allowance came from. He wanted Pip to have the advantages of education and money although he was not a gentleman himself. Actually, he was still wanted by the police in England.

The End

Pip and his friend decided that London was too dangerous for the wanted man. They thought that Pip should take him abroad. As they attempted to board a ship, he was caught by the police. At his trial in court, he was sentenced to death by the judge. Before he could be hanged, he had died in prison. By law, all his money belonged to the government. So pip had to find a job to support himself. He became a clerk in his friend's office. Years later, he became part owner of the insurance firm. So, he had a successful career as a result of his own efforts and not because of the fortune that he had been promised.

A. Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out the correct statement if you put F.

1. **The story takes place in England in the eighteen hundred.**

2. **Pip was a man at the beginning of the story.**

3. **Pip was Joe's son.**

4. **A convict paid for Pip's education.**

5. **The convict was hanged.**

6. **Pip did not get the promised money after the convict's death.**

WORD STUDY

actor(act or) (n) a person who acts in a play.

as if(as if) (conj) 1. As it would be if . . .

He looked as if he were ill.

2. as a person would do if. . .

The man spoke as if he knew me.

bring up (**bring up**) (v-irreg: brought up-) take care of a child in the family until he or she becomes an adult.

Orphans are often brought up in special homes.

career (ca reer) (n) a person's working life.

He had a successful career as a teacher.

character (char acter) (n) 1. what makes one person different from another.

To be the leader of a country, a person must have a strong character.

2. a person in a book, a play or a story.

This play has seven characters in it.

gentleman (gen tleman) (n) 1. a man who acts well towards others.

He is always polite. He is a real

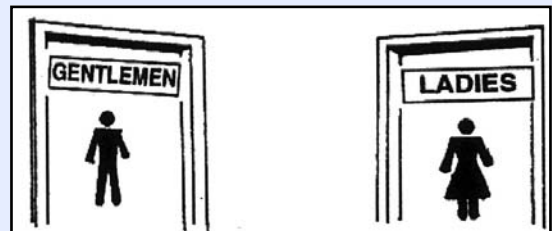
gentleman.

2. (in the nineteenth century) some who had enough money so that he did not need work.

gentlemen (plural) 1. Used by speakers when they begin to speak to a group of men.

Gentlemen, I would like to talk to you today about.....

2. On a sign on a door in a public place. **gentlemen** means a toilet for men. A toilet for women has the word **ladies** on the door.



insurance (in sur ance) (n) an agreement to pay money in case of illness, death or accident.

In many countries, you must have car insurance before you can drive on the road.

kind (adj) helpful; interested in the happiness of others. You should be kind to animals. A kind gentleman *helped me when my car stopped.*

kindness (**kind** ness) (*n*) The noun is formed by adding -ness to the adjective. If an adjective ends in -y, the y changes to i:

happy - happiness lazy-laziness.

*Can you think of other examples like this?

lonely (**lone** ly) (*adj*) unhappy when alone or without friends.

The little boy was lonely. He had nobody to play with.

*Read the note under kindness above and make a noun from lonely.

part owner (**part** ow ner)(*n*) a person shares the ownership of something.

I am part owner of a boat. I use it one weekend and my partner uses it the next.

play (*n*) 1. an activity for enjoyment only.

The children are at play while their father is at work.

2. a piece of writing for the theatre.

There is a new play on TV tonight.

*Look up the words actor, stage and theatre on the page and see the use of

word play.

poem (**poe** m) (*n*) a piece of writing that often has lines and repeated sounds. It may describe what people think, feel or experience.

poet (**po** et) (*n*) a person who writes poems.

poetry (**po** etry) (*n*) poems in general.

*Read this short poem. Are the sounds regular? What sounds are repeated?

Twinkle, twinkle, little star

How I wonder what you are.

Up above the world so high,

Like a diamond in the sky.

stage (*n*) the part of a theatre on which actors stand when they are acting in a play.

theatre (**thea** tre) (*n*) the building in which plays are performed.

whom (**pronoun**) the object form of who,

The gentleman whom we discussed has written to us.

(You may read the word whom but do not say or write it yourselves.)

Word Study

Write the correct words from the box in the spaces below. Then copy the sentences in your copybook.

whom	allowances	literature	firm
childhood	brought up	novel	wanted
made up	author	strict	insurance
prisoner	fortune	kindness	attempted
lonely	manhood	sentenced	fiction
			flat
			career
			fictional
			part

- The _____ of this book has written many other stories.
- Because he stole some jewellery, he was _____ to a year in prison.
- That boy's father is very _____. He makes him study every night.
- People who travel often take a _____ with them to read on the journey.
- My father used to give me twenty riyals as a week's _____.
- The convict was caught as he _____ to escape out of the window.
- I will make a _____ payment now and pay the rest of the money later.
- On holiday, some families stay in a hotel, Others rent a _____.
- You must pay the cost of an accident yourself if you have no _____.
- The story in that book is not true. It is _____.
- Without friends or family, a person can sometimes feel _____.
- Sometimes it is difficult to tell whether a story is fact or _____.

13. He is very wealthy. He made his _____ in the fast food business.
14. Some of my friends were _____ in towns, others in the country.
15. We know a lot about him as a man but little about his _____ .
16. The man is _____ by the police. They think he did something wrong.
17. The characters in that book are not real. They are _____ .
18. These houses were built by a good _____ of builders.
19. You cannot become a scientist if you only study _____ at school.

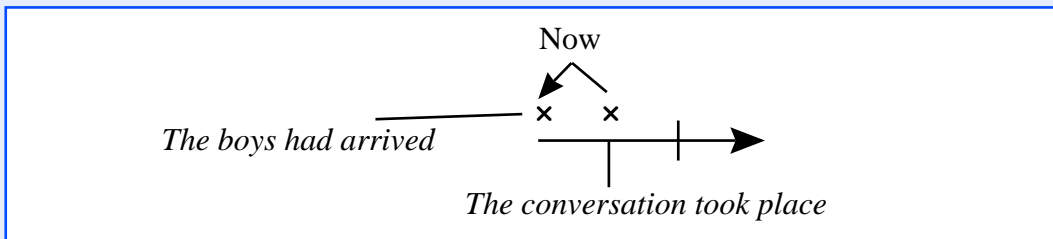
REVISION

The Past Perfect Tense

1

In lesson 1 the conversation took place a short time ago.
The boys had arrived before.

We can think of it like this.



2

**Now read these questions and short replies.
They refer to a time before the conversation.**

*Question: Had Jamal **been** in the school library recently?*

*Short reply: No, he **hadn't**.*

*Question: What **had happened** there?*

*Short reply: Some boys **had arrived**.*

3

Remember the active and passive forms:

ACTIVE	PASSIVE
<i>After they had sent the man to Australia, he became very rich.</i>	<i>After the man had been sent to Australia, he became very rich.</i>
<i>Pip had helped the man, hadn't he?</i>	<i>The man had been helped by Pip, hadn't he?</i>

Continue on the next page →

4

The past perfect tense is often found in reported speech.
Here are some examples:

DIRECT SPEECH

“ The stories have been rewritten in easy English”.

“ Have you been in the school library recently?”.

“ Shakespeare wrote poems and plays.”

“Did Dickens write plays, too?”.

REPORTED SPEECH

*He said that stories **had been rewritten** in easy English.*

*He asked Jamal if **he had been** in the school library recently.*

*He said that Shakespeare **had written** poems and plays.*

*He asked if Dickens **had** written plays, too.*

5

Report what Majeed and Jamal said:

Jamal: “Have the stories been rewritten in easy English?”.

Jamal: “I have not been in the school library recently”.

Majeed: “Shakespeare lived in the sixteenth century”.

Jamal: “Did Shakespeare write novels?”.

Majeed: “Dickens did not write plays”.

Revision**A. Write the correct form of the verb in brackets. The first one is an example.**

1. After Pip _____ by his sister, he went to London. (bring up).

After Pip had been brought up by his sister, he went to London.

2. After Pip _____ some food to the prisoner, he was recaptured. (give)

3. After the man _____ to Australia, he became wealthy. (go)

4. Before he died, he _____ to death. (sentence)

5. Pip had to find a job because the government _____ all the man's money. (take)

6. Pip did not expect to work because he _____ a large fortune. (promise)

B. Report the following with **said or **asked**. The first one is an example:**

1. The convict said, "I did not have a good education myself".

The convict said (that) he had not had a good education himself.

2. He asked, "Have the stories been rewritten in easy English?"

3. She said, "I have not been in the school library recently".

4. He said, "Shakespeare lived in the sixteenth century".

5. They asked, "Did Shakespeare write novels?"

Universities in Saudi Arabia

A pupil, who is in his last year at secondary school, is discussing his future career with his English teacher.



DISCUSSION

A. Try to answer the following questions as you listen to their discussion.

1. What is the pupil's name?
2. What is he about to do?
3. What does the teacher say when he learns that the boy is not very happy?
4. What are the boy's favourite subjects?
5. The teacher tells him that one of his subjects is good. Which one?

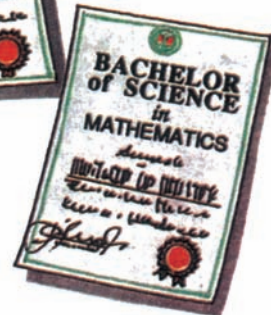
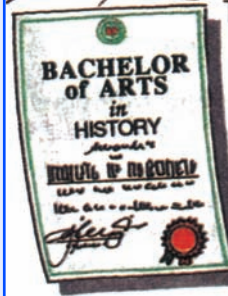
B. Listen to the interview again. Choose the words from the box which you think best explain the new words.

1. career
2. to tell the truth
3. about to
4. keep on
5. keen on
6. grades
7. consider

- a. interested in
- b. soon
- c. continue
- d. in fact
- e. marks
- f. think about
- g. job

C. Finally, discuss these general questions about universities with your teacher and your classmates:

1. Do you know the name of any Saudi universities?
2. What grades do you need to study at a Saudi university?
3. Do you need English for all Saudi universities?
4. Would you rather get a job or go to university when you leave school? Why?



Bachelor Degree

CONVERSATION PRACTICE

- 1 Practise repeating part of the conversation from lesson 1 with your teacher.
- 2 Practise the conversation in column A below.

	A	B	C
Ali:	I'm about to <i>leave school</i> . But to tell the truth, I'm not very happy.	<i>have a holiday</i>	<i>have lunch</i>
Tom:	What a pity ! <i>What are you going to do?</i>	<i>What . . .do?</i>	<i>What . . .eat?</i>
Ali:	I don't really know. I could <i>go into the family business</i> , but I'd rather keep on studying.	<i>fly to England</i> <i>working</i>	<i>have Western food</i> <i>eating Arabic food.</i>
Tom:	Have you thought about <i>going to a university?</i>	<i>driving to Asir</i>	<i>eating at a restaurant</i>
Ali:	No, Not really. I don't know enough about it.		
Tom:	Well, you should consider getting a <i>Bachelor of Arts or a Bachelor of Science.</i>	<i>visiting Taif</i>	<i>going to that new Chinese restaurant.</i>

- 3 Make more conversations but this time use the words in B and C columns.

GRAMMAR

Transitive and Intransitive Verbs

Look at the **verbs** in these two sentences and look at what follows the verbs:

A. He **raises** his hand.

B. The sun **rises**.

In **A**, there is an object (*his hand*) after the verb.

A verb which can be followed by an object is called a **transitive verb**.

raise is a transitive verb.

In **B**, there is no object after the verb.

A verb which cannot be followed by an object is called an **intransitive verb**.

rise is an intransitive verb.

This is a very important difference between verbs in English because **intransitive verbs cannot be used in the passive**.

You *can* say this

✓ His hand is raised ✓

but

You *cannot* say this:

× The sun is risen. ×

* Dictionaries show if a verb is transitive or intransitive, e.g.

(vt) transitive

(vi) intransitive.

GRAMMAR

Using Commas with *who*, *which* and *that*

1

Do you remember this sentence from lesson 1?

I'll tell you about the universities which you can go to.
In this sentence; **The clause which you can go to** describes the universities. If you take out the clause **which you can go to**, the sentence does not have a complete meaning.

× *I'll tell you about the universities.* ×

* There are no commas before or after the clause.

2

Now look at this sentence from lesson 1.

A pupil, who is in his last year at school, is discussing her career with...

In this sentence, the clause **who is in his last year at school** describes the pupil. If you take out the clause **who is in his last year at school**, the sentence still has a complete meaning.

√ *A pupil is discussing his career with his teacher.* √

There are commas before and after the clause.

Grammar

A. Look at the verbs in this box. Notice that some are transitive (vt) and some are intransitive (vi):

grow (vt)	bring up (vt)	go (vi)	see (vt)	come (vi)
construct (vt)	boil (vi)(vt)	eat (vt)	keep on(vi)	pause (vi)

Now look at the sentences below. Make them passive if you can. If you cannot make them passive, write them out again as they are. Remember that intransitive verbs (vi) cannot be used in the passive.

1. A camel ate the grass.
2. Fahed paused.
3. They grow dates in Al-Madinah and Al-Ahsa.
4. The teacher kept on talking.
5. All the people in the village came to meet the visitor.
6. They go to school at 7:30 every morning.
7. They saw the sun rising on the horizon.
8. Water boils at 100° centigrade.
9. They brought up their children abroad.
10. They constructed a bridge over the river.

Grammar

B. Look at the sentences in the exercise below. Decide if you can take the which clause out and still have a sentence with a complete meaning. If you can take the which clause out, write the sentence again **twice. Once without which clause and once with commas around the which clause. If you **cannot** take the which clause out, just copy the same sentence.**

1. Ali's brother who lives in Bishah visited us last week.
2. People who drive badly cause accidents.
3. Youssef who met me at the airport is bigger than me.
4. There is no animal which has three legs.
5. Faisal who has been working all day wants to stop.
6. All dates that fall to the ground are dirty.
7. His house which he bought last year was very expensive.

READING

Universities in Saudi Arabia

What are you going to do when you leave school? Perhaps you would like to get a university degree. Saudi Arabia has more than fourteen public universities and some private ones. Let's look closely at some of them.

King Saud University

King Saud University (KSU) was established in 1957 and is the oldest university in Saudi Arabia. With over 55,000 students, both men and women. It is also the largest.

The university's new Riyadh campus was opened by King Fahd in December 1984.

KSU offers more than 150 degrees, which include agriculture, education, pharmacology and medicine.

Al-Qassim University

Al-Qassim University (QU), founded in 2004, has over 12,000 male and female students.

Al-Qassim university offers degrees in Islamic studies, Arabic language and literature, social studies, medicine, economics, administration, agriculture, veterinary, engineering and sciences.

King Abdul Aziz University.

King Abdul Aziz (KAAU) is the country's second largest university with over 54,000 male and female students. It was founded privately in 1967 and became a government institution in 1971. It is located in Jeddah.

KAAU teaches the sciences, medicine, economics and the humanities and the marine sciences.

King Fahd University of Petroleum and Minerals

King Fahd University of Petroleum and Minerals(KFUPM), which was founded in 1963, is one of Saudi Arabia's smallest universities with around 12,000 male students. It is located in Dhahran.

KFUPM is considered to be the leading centre for the study of energy sciences in the Middle East. It offers degrees in pure sciences, engineering, industrial management, computer sciences and environmental design.

King Khalid University

King Khalid University (KKU), established in 1998, located in Abha with branches in Najran and Bishah. It has nearly 12,400 male and female students studying for degrees in Islamic studies, Arabic language and literature, medicine, administration, English language and sciences.

King Faisal University

King Faisal University (KFU), established in 1975, has approximately 15,000 male and female students on campuses in Dammam and Hofuf.

Subjects which students can study include agriculture, veterinary sciences, education, foreign languages, social sciences and medicine.

Prince Sultan University

Prince Sultan Private University (PSU) was established in 2000. It is located in Riyadh. It has over 1,600 male and female students. It offers bachelor degrees in computer sciences, information system, accounting, finance and marketing.

Imam Muhammad bin Saud Islamic University.

Imam Muhammad bin Saud Islamic University (IMSIU), founded in 1974, has branches abroad.

Nearly 25,800 students both men and women are studying at present for degrees in Islamic studies, Arabic language and literature, and languages and translation.

The Islamic University

The Islamic University in Madinah (IU) was founded in 1961. It has nearly 6,000 students, including a large number from all over the world.

Students at the Islamic university can study for degrees in linguistics, Islamic law, Qur'anic studies and Islamic literature.

Umm Al-Qura University

Umm Al-Qura University (UQU), founded in 1981, has over 24,000 students both men and women. It is located in Makkah.

Umm Al-Qura offers courses in Islamic studies, teaching and the sciences. It also has an Arabic language institute.

A. Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out the correct statement if you put F.

- 1 KSU accepts male and female students.
- 2 KAAU and King Faisal University both teach medicine.
- 3 KFUPM has around 4,000 female students.
- 4 Imam Muhammad bin Saud Islamic University has branches abroad.
- 5 Umm Al-Qura is one of the oldest universities in the country.
- 6 You can study to become a teacher at four universities in KSA.
- 7 You need to pay money when you study at Prince Sultan University.

WORD STUDY

cam-pus (camp us) (*n*) the land which a school, college or university is located on. *The library is located in the centre of the campus.*

That university has got several campuses.

* How many campuses has KFU got?

con-sid-er (con sid er) (*vt-reg*) think about something: think something about a person or a thing.

He considered the problem very carefully, but he could not solve it.

He is considered to be a very good worker.

ec-o-nom-ics(eco nom ics) (*n*) the study of how money and goods are produced and distributed.

Faisal is going to study economics at university.

To become a businessperson or a manager you need to study economics .

hu-man-i-ties(hu man ities) (*n*) the study of subjects such as language and literature, but not science.

He is studying the humanities at Oxford University.

* Name one Saudi university where you can study the humanities.

in-tel-li-gent(in tel ligen)(*adj*) quick understand something.

Ahmad was so intelligent that he got his school-leaving certificate and went to univeristy when he was twelve years old.

keep on (**keep on**) (*v-irreg: kept on*) continue

She kept on until it was finished.

They kept on dirving until they reached a filling station.

*What must you do if you do not succeed at first? _____ trying.

phar-ma-col-o-gy (pharma col ogy) (*n*) the scientific study of medicines and their effects.

He is studying pharmacology.

The pharmacology department at the hospital can tell you what that medicine contains.

*Where can you study pharmacology in Saudi Arabia?

pit-y (**pit y**) (*n*) a feeling of being sorry for someone else.

We felt pity for him.

What a pity? How terrible ! I feel sad that this has happened.

so-cial sci-enc-es (so cial sci ences) (*n*) The study of people in society.

* Complete this sentence:

He is studying social sciences at

university in Saudi Arabia.

so-ci-e-ty (so ci ety)(*n*) 1. all the people in the world considered as a whole.

That man is a danger to society.

2. a group of people considered as a whole.

Islamic society ; western society.

3. a group of people who join together for a purpose or activity, a club

The Society of Middle Eastern Engineers ; a model plane society.

*Do you have any societies in your school? Can you name them?

straight-a-way (**straight a way**)(*adv*) immediately.

Do it straight away !

He felt a pain and went to the doctor straight away.

vet-e-ri-nary sci-ences (**vet** erinary **sci** ences) (*n*) the study of animal medicine; the study of how to treat sick animals.

You must study veterinary sciences to become a veterinary surgeon (or vet).

vet-e-ri-na-ry sur-geon (**vet** erinary **sur** geon)(*n*) (also a **vet** or veterinarian) a doctor for animals.

* At which Saudi university can you study to become a veterinary surgeon?

Word Study

Write the correct words:

1. He got a good _____ in the school-leaving exam so he is going to university.
2. When he leaves university, he wants to work in _____ : building roads and bridges.
3. At KFUPM, business studies are called industrial _____ .
4. He will probably become a good _____ because he likes animals.
5. She got a Bachelor of Arts _____ from KAAU and then did some teacher-training before she became a teacher.

management
veterinary surgeon
grade
degree
engineering

6. When we saw the children without any food, we felt a lot of _____ for them.
7. Their school _____ covers several square hectares.
8. I did not have time to go to the main office so I went to my local _____ .
9. The _____ include the study of literature and history.
10. Part of the study of management is the study of _____ .

branch
pity
humanities
economics
campus

11. Perhaps we can do it in the future, but it is not possible _____ .
12. He is a very _____ man. He always finds the answers to our problems.
13. What a pity you failed the test. You must _____ trying.
14. Can you ask me your question tomorrow? I am _____ leave.
15. Ask your brother what happened. He is very _____ that program.

intelligent
about to
keep on
keen on
at present

REVISION

Using Commas with *who*, *which* and *that*

1

Remember this kind of clause with *who*, *which* or *that*:

*Pupils **who come to class late** are not allowed in the classroom.*

*(Without the **who** clause, the sentence has an unusual meaning.)*

*The part of the year **which is cold** is called winter.*

*(Without the **which** clause, we do not know which part of the year is meant.)*

*Try taking out the **who** and **which** clauses and see what happens.*

* There are **no commas** before or after *who*, *which* or *that* clauses like this.

2

Remember this kind of clause with *who*, *which* or *that*:

*Mr. Al-Nasser, **who comes from Egypt**, is an English teacher.*

*(We can take out the **who** clause and still understand the sentence.)*

***KFUPM, which was founded in 1963**, is one of the smallest universities.*

*(We can take out the **which** clause and still understand the sentence.)*

*Try taking out the **who** and **which** clauses and see what happens.*

* There are **commas** before or after *who*, *which* or *that* clauses like this.

Taking out *who*, *which* and *that*

3

Remember that we can shorten a passive clause after, *who*, *which* or *that*

KFUPM	which was founded in 1963,	is one of the smallest universities.
KSU,	founded in 1963, which was established in 1957,	has over 55.000 students.
	established in 1957,	

Continue on the next page →

Verb -ing OR verb (no ending)

4

Remember this kind of clause with who, which or that:

These are followed by <i>verb-ing</i> :		about to is followed by verb (no ending.)	
be keen on consider Keep on think about	playing games going to England watching TV having a party	I We You They He She It	am are is
		about to	play football. go to England. watch TV. have a party. make a lot of noise. visit Riyadh. fly to Jeddah.

5

5. A. Shorten the clauses with who, which or that.

1. KFUPM, which was founded in 1963, is one of the smallest universities.
2. The students who were sent to England learned to speak excellent English.
3. The quantity of mail that is handled by the postal service is increased.
4. KSU's new campus, which was opened in 1984, is very beautiful.
5. KFUPM, which is considered the leading centre for energy sciences, offers degrees in most sciences.

B. Complete these sentences using a phrase from the box on the right. Add-ing to the verb if necessary.

1. She considered
2. Faisal is about to
3. The pilot is thinking about
4. The plane is about to

try to land
 drive to work
 crash
 buy a new dress

King Abdul Aziz Bin Abdul Rahman Al-Saud

A teacher is talking to his class.



DISCUSSION

A. Try to answer the following questions as you listen to their discussion.

1. What is the pupil's name?
2. What did he like best about the museum?
3. What was the King very fond of?
4. What is *Majlis* in English?

B. Listen to the discussion again. Look at these new words and at the words in the box. Choose the words from the box which you think best explain the new words.

- | | |
|------------------|----------------------------------|
| 1. display | a. the children of your children |
| 2. generous | b. citizens |
| 3. be fond of | c. timetable |
| 4. grandchildren | d. like |
| 5. schedule | e. show |
| 6. subjects | f. a group of people talking |
| 7. meeting | g. ready to give freely |

C. Finally, discuss this general question about King Abdul Aziz with your teacher and your classmates:
What do you know about King Abdul Aziz's life and achievements?



King Abdul Aziz



The King's car on display at the King Abdul Aziz Museum in Riyadh.



He always held a morning *majlis* where he met visitors and subjects.



King Abdul Aziz always went on an afternoon drive around the outskirts of Riyadh.

CONVERSATION PRACTICE

1 Practise the conversation in column A below.

	A	B	C
Teacher:	Has anybody been to the King Abdul Aziz Museum in Riyadh?	<i>the Aramco Exhibit in Dhahran</i>	<i>The new KSU campus in Diriyah</i>
Pupil:	Yes, I have.		
Teacher:	Good, what did you like best about it?		
Pupil:	The <i>king's cars</i> . I think.	<i>working models</i>	<i>fountains</i>
Teacher:	Aha. Did you find out anything about the <i>King's character</i> ?	<i>the story of oil</i>	<i>how the campus was built</i>
Pupil:	Yes. A lot.		
Teacher:	O.K. Can you tell the class about him?	<i>it</i>	<i>it</i>
Pupil:	Well, <i>he loved to read the Qur'an and he was very fond of his large family.</i>	<i>oil began to form millions of years ago</i>	<i>it took 40 months to build</i>

2 Make more conversations but this time use the words in the B and C columns.

GRAMMAR

Revising the Past Simple Tense

Remember these verbs in the past simple tense from the conversation:

went

did . . . like . . . ?

were

Did . . . find out . . . ?

loved

was

was fond of

Did . . . learn . . . ?

read

performed

held

met

While + the Past Continuous Tense

1

You have seen the past continuous tense before:

*By 1975, Saudia **was serving** twenty domestic destinations.*

*Riyadh airport **was already handling** 5,000,000 passengers before 1984.*

GRAMMAR

2

Now look at this sentence from the conversation in lesson 1:

While I was visiting a friend in Riyadh, I went to *King Abdul Aziz Museum*.

The verb *was visiting* is in the past continuous tense.

It is used here in a *while* clause

Note the verb in the other clause:

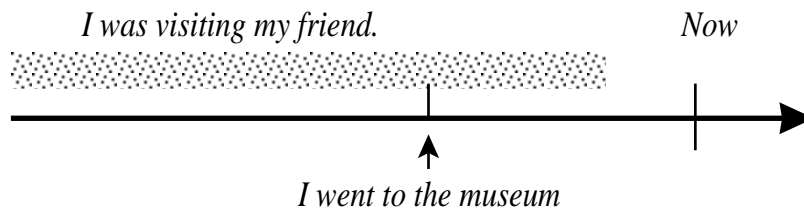
While I was visiting a friend in Riyadh, *I went* to the King Abdul Aziz Museum.

↑ ↑ ↑
While+Past continuous Past Simple.

We use this to show that

* the pupil went to the museum in the past

and * the visiting began before the museum and continued after it:



Here is another example:

While the King *was holding* his *majlis*, *he recited* a verse from Qur'an.

Grammar

A. Write the correct form of the verb in brackets.

The first one is an example.

1. While he was playing , he lost his keys. (play)
2. While they _____ along the street, they saw an accident. (drive)
3. While you _____ , a man called at the door. (sleep)
4. While it _____ , my clothes became wet. (rain)
5. While we _____ television, our father came home. (watch)
6. While I _____ my homework last night, I broke my pen.(do)
7. While she _____ her soup, an insect fell into it.(eat)
8. While he _____ , he became ill. (travel)
9. While they _____ , a policeman drove up in a car. (talk)
10. While we _____ , we saw Faisal. (wait)

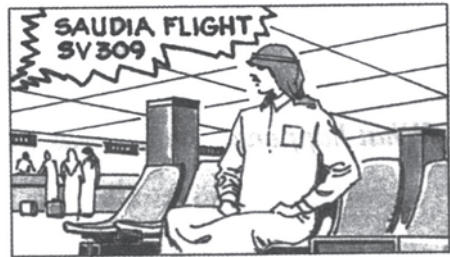
Grammar

B. Answer the questions about the following situations. Begin with while.

The first one is an example.

1. Mr. Al-Nasser arrived at the airport early.
He sat in the lounge for a long time. Then
they called out his flight.

*What did they do while he was sitting in the
lounge?*



While he was sitting in the lounge, they called out his flight.

2. Youssef had a shower last night. In the
middle of his shower, the phone rang.
He went downstairs and answered it.

What happened while he was having a shower?



Continue on the next page →

Grammar

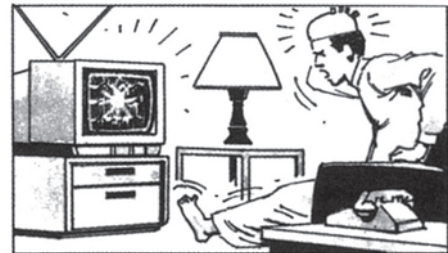
3. We sat in the garden yesterday. A very loud plane flew over. We had to go inside.

What happened while we were sitting in the garden?



4. There was a good programme on television last night, but I watched only part of it because my TV broke down.

What happened while I was watching television?



READING

King Abdul Aziz Bin Abdul Rahaman Al-Saud

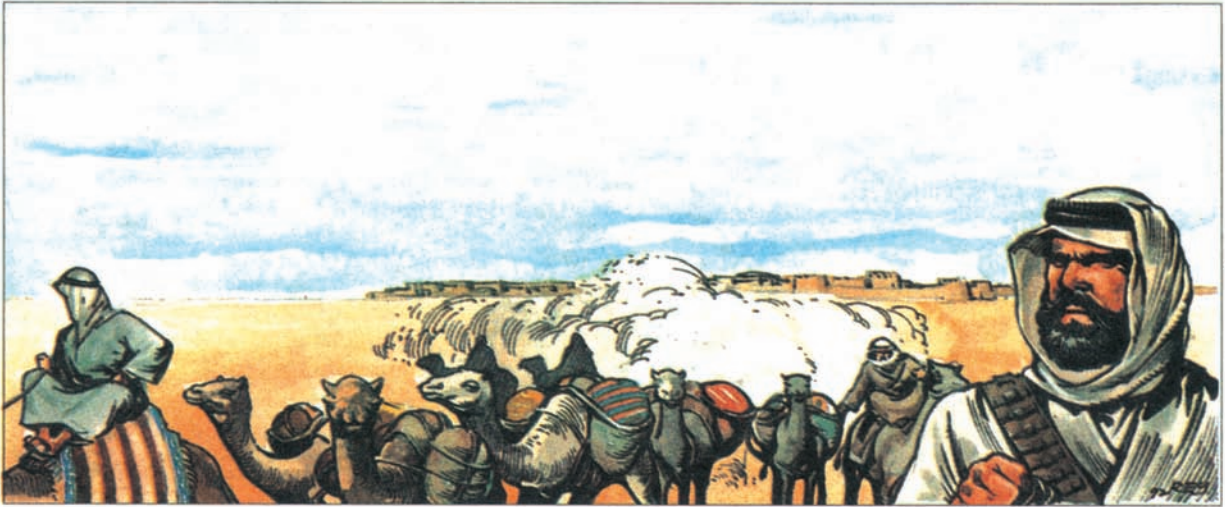
Sadly, he watched his home disappear behind the cloud of dust created by the camels.

Abdul Aziz was only eleven years old in 1891 when his family was forced to leave Riyadh for Kuwait. The young boy looked back as his caravan moved away from the gates of the city. Sadly, he watched his home disappear behind the cloud of dust created by the camels. “This is not the last time I will see Riyadh” he promised himself silently. “I will return, and I will take it back”. While he was growing up in Kuwait, his desire to reconquer his family’s Najdi lands increased. Eleven years later, he kept his promise to himself. On 15 January 1902, he returned with about sixty followers and regained Riyadh.

But Riyadh was only the beginning of Abdul Aziz’s great adventure. In 1913, he captured Hofuf from the Turks and by 1917 the entire eastern part of the country was free from Turkish rule. He became the Sultan of Najd in 1921 and King of Hejaz in 1926. Then on 23rd September, 1932, he unified the two Kingdoms to form the New nation of Saudi Arabia. Between then and the time of his death in 1953, King Abdul Aziz put Saudi Arabia on the road towards modernization.



By 1917, the entire eastern part of the Kingdom was free from Turkish rule.



King Abdul Aziz is remembered as a great and fair leader with a strong faith in Islam. He was a good speaker, and hostile tribal chiefs often became strong supporters at his *majlis*. He was so strong physically that he only needed to sleep for six hours a day. This gave him a lot of time for business and for meeting his subjects. He was also famous for his generosity. Once, while he was travelling to Makkah for the pilgrimage, his car had a puncture. While he was waiting for repairs, a man on a camel rode up. Not recognizing Abdul Aziz, he asked if the King has passed by already. He said, "I want to see if the King will give me money so I can make the pilgrimage, too." King Abdul Aziz immediately gave the man the money. The man was surprised but then he realized he was actually talking to the King. "Thanks, Abdul Aziz, I did not recognize your face but I recognize your generosity," he said.



Reading

Find the answers to the following questions in the reading on pages 35 and 36 of your book. Then write the line number where you found the answer in one box and the letter of the correct answer in the other box.

1. In 1895, Abdul Aziz was in

- a. Riyadh
- b. Kuwait
- c. the Najd
- d. the Hejaz

Line (s) Answer

--	--

2. How many men helped Abdul Aziz regain Riyadh?

- a. 11
- b. 15
- c. 60
- d. 1, 902

Line (s) Answer

--	--

3. When did the Turks leave the eastern part of the Kingdom?

- a. 1913
- b. 1917
- c. 1921
- d. 1926

Line (s) Answer

--	--

4. For how many years was Abdul Aziz King of Saudi Arabia.

- a. 19
- b. 21
- c. 23
- d. 32

Line (s) Answer

--	--

5. Hostile tribal chiefs often became Abdul Aziz's supporters at his majlis because

- a. he was very strong physically
- b. he was very generous
- c. he was a fair leader
- d. he was a good speaker

Line (s) Answer

--	--

6. The man on the camel asked Abdul Aziz if the King has passed by because

- a. he did not recognize his face
- b. he wanted to give the King some money
- c. he wanted to help with the repairs
- d. he wanted to offer his camel to the King

Line (s) Answer

--	--

WORD STUDY

ad-ven-ture (ad ven ture) (n) an exciting or dangerous event of journey.

He wrote a book about his adventures in the jungle.

The explorer told us about his adventure in the Antarctic.

*What was Abdul Aziz's great adventure?

chief (chief) (n) leader or ruler. the head of a tribe, department, business, etc.

They spoke to the chief of Shahrani tribe.

My chief at work is Mr. Al-Nasser.

chief (adj) main; most important.

Washington is the capital of the U.S.A, but many people consider that New York is the chief city.

*Which meaning of chief is correct for the passage about King Abdul Aziz?

de-sire (de sire) (vt-reg) want something a lot.

After a long day at work, all I desire is a good meal and to go to bed.

de-sire (n) a strong feeling that you want something.

I have a sudden desire for some chocolate.

en-tire (en tire) (adj) whole; complete

They spent the entire day in the market.

The entire test took only 45 minutes.

* Complete the sentence:

Many westerners think that the ----- Arabian peninsula is a desert. In fact, many parts of the Peninsula are green and fertile.

fair (adj) 1. light in colour.

He has fair hair.

People from northern Europe often have fair hair.

2. honest; keeping to the rules; listening to both sides in an argument.

A judge has to be a very fair man.

It is not fair to give my friend more than me.

3. (of writing or homework) good; neat

After your teacher has corrected your writing, you should make a fair copy in your writing book.

* Which of the three meaning of fair given above is correct for the article about King Abdul Aziz?

faith (n) strong belief (especially a religious belief)

The Muslim faith has spread throughout the world.

fer-tile (fer tile) (adj) able to produce plants.

Most desert land is not fertile enough for growing plants.

force (vt-reg) make someone do something (usually when they do not want to)

He forced me to give him some money.

Bad weather forced the plane to land early.

hos-tile (hos ile) (adj) 1. very unfriendly.

Reporters often receive hostile answers to their questions.

2. belonging to an enemy

They were in a difficult position with one hostile army in the north and another hostile army in the south.

*Which of the two meanings above is correct for the passage about King Abdul Aziz?

prom-ise (prom ise) (vi-reg.) say that you will certainly do something

He promised that he would not be late.

prom-ise (n) something promised.

keep a promise (vt-irreg: kept-kept)

do something which you promised to do

He kept his promise to do the work on time.

trib-al (trib al) (adj) belonging to a tribe

He is a famous tribal chief.

tribe (n) a group of people or a group of families who live together and are ruled by a chief. *Bedouin tribes used to travel all over the Arabian Peninsula.*

Word Study

generosity	faith	pass by
form	take back	fair
tribal	hostile	rule
entire	force	chief
ride up	deisre	promise

Choose words from the box above to match the spaces in the dictionary definitions below. You do not need to use all the words from the box.

1. (adj) honest; keeping to the rules; not listening to only one side of an argument.
The teacher was very _____.
He dealt with both pupils equally.

2. (vt-reg.) come or go past.
When you go to town, _____ and I will give you back your book.

3. (n) strong belief, (especially a religious belief)
His _____ in Allah kept him strong in difficult times.

4. (n) a strong feeling that you want something.
When he was young, he had a great _____ to become a doctor but changed his mind and became an engineer.

5. (adj) belonging to a tribe.
Some of the wildlife reserves in Saudi Arabia are on a _____ land.

6. (vt-reg.) make; make something start to exist.
When water freezes, it will _____ ice.

7. (adj) whole; complete
That fat boy ate the _____ cake! There is nothing left!

8. (adj) main; most important.
The _____ city of Holland is Amsterdam.

9. (vt-reg.) make someone do something (usually when they do not want to.)
Our soldiers will _____ the enemy to leave their country by fighting very hard.

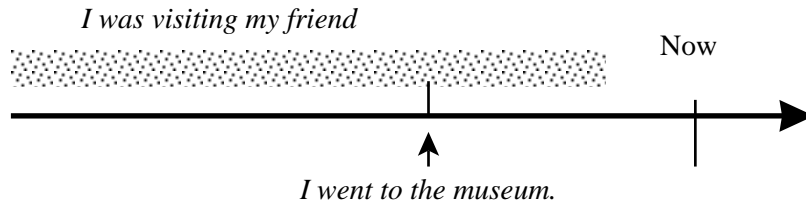
10. (n) something which you have said you will certainly do.
He made a _____ to return and he kept it.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

REVISION

while + the Past Continuous Tense

Remember how we use while with the past continuous tense:



Here are some more examples from the reading.

*While **he was growing up** in Kuwait,
his desire to reconquer his family's Najdi lands **increased**.*
*While he **was travelling** to Makkah for the pilgrimage,
his car **had** a puncture.*
*While he **was waiting** for repairs,
a man on a camel **rode up**.*

*Remember: there is a **comma** after the while clause when it begins a sentence, and the word *While* has a capital letter.

We can also change the order of the sentences:

*His desire to reconquer his family's Najdi lands **increased**
while he **was growing up** in Kuwait.*
*His car **had** a puncture
while he **was travelling** to Makkah for the pilgrimage.*
*A man on a camel **rode up**
while he **was waiting** for repairs.*

*Remember: there is no **comma** after the *while* clause when it does not begin the sentence, and the word *while* does not have a capital letter.

Verb + ing at the Beginning of a Sentence

Do you remember this from the reading?

Not recognizing Abdul Aziz, he asked if the King had passed by already.

The beginning of this sentence is a phrase *verb + ing*. It explains why he asked the question.

When a sentence begins with *verb+ing*, it can show:

why something was done

or when something was done

or how something was done.

look at these examples:

Why: *Not recognizing Abdul Aziz, he asked if the King had passed by.*

Living in Riyadh, we often visit the museum.

When: *Crossing the road, he was hit by a car.*

How: *Using a knife, he opened the letter.*

* Remember: there is a **comma** after those phrases that introduce a sentence.

* Note: sentences like these are common in *written* English, but they are not usually heard in spoken English.

A. Change the order of these sentences. If they begin with *While*, change them so that they do not. If they do not begin with *While*, change them so that they do. Remember: if the sentence begins with *While*, you will need a comma.

1. While she was playing, she lost her watch.
2. I broke my pencil while I was writing the answers.
3. While I was watching TV, the phone rang.
4. Mr. Al-Nasser broke a tooth while he was eating a sandwich.
5. We saw Youssef while we were standing at the bus stop.
6. While it was raining, the explorer collected water in a tin.

B. Change these sentences. If they are with _____ *ing*, change them to begin with the word in brackets at the end. If they do not begin with _____ *ing*, make them do so.

1. Finding the door locked, the policemen broke it down.(Because...)
2. Working in a library, he found a very good book. (While.....)
3. Walking on the eggs, he broke them. (By.....)
4. By using a tin-opener, he opened the tin.
5. While I was doing my homework, I broke my pen.
6. Because he has a car, he often drives into the desert.

Saudi Explorers in the Antarctic

Listen to this conversation between an interviewer and a Saudi scientist.



DISCUSSION

A. Answer the following questions after you have listened to the conversation:

1. What does Dr. Alam do research into?
2. What were the aims of the multinational group?
3. Who must take care of the environment?
4. What will we endanger if we do not?

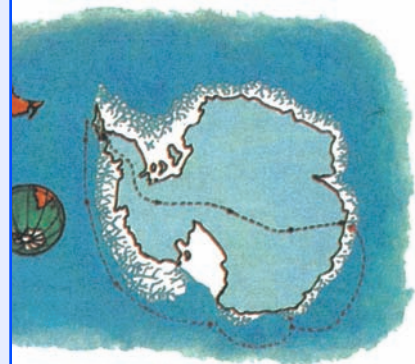
B. Listen to the discussion again.

Look at these new words and at the words in the box. Choose the words from the box which you think best explain the new words.

- | | |
|-----------------|------------------------------------|
| 1. challenging | a. people |
| 2. adapt | b. help |
| 3. benefit | c. best wishes |
| 4. human beings | d. making you work hard to succeed |
| 5. all the best | e. change to match the environment |

C. Finally, listen again and try to answer these questions.

1. How are the journeys challenging? (Both)
2. Name four things Dr. Alam has to adapt to.
3. What does he have to do professionally?
4. How does the research benefit human beings?



Antarctica and the scientists route



An expedition with its plane, supplies, equipment and dogs.



Parts of the Antarctic are already polluted with rubbish.

CONVERSATION PRACTICE

- 1 Practise repeating part of the conversation from lesson 1 with your teacher.
- 2 Practise the conversation in column A below.

	A	B	C
Interviewer:	<i>You went to the Antarctic, didn't you?</i>	<i>were part of a multinational group, weren't you?</i>	<i>are keen on such journeys. aren't you</i>
Scientist:	<i>Yes, I did.</i>	<i>was</i>	<i>am</i>
Interviewer:	<i>It was challenging, wasn't it?</i>	<i>They came from several different countries, didn't they?</i>	<i>You had to adapt to new conditions, didn't you?</i>
Scientist:	<i>Yes, it was.</i>	<i>They did</i>	<i>I did.</i>
Interviewer:	<i>Human beings aren't caring for the Antarctic, are they?</i>	<i>They hadn't worked together before, had they?</i>	<i>You hadn't been there before, had you?</i>
Scientist:	<i>No, they aren't.</i>	<i>they hadn't.</i>	<i>I hadn't.</i>

- 3 Make more conversations but this time use the words in the B and C columns.

GRAMMAR

SOME AND ANY

1

Look at this question from the interview in the first lesson:

*Can you tell us **something** about your adventure?*

You already know the word something, but this example is a little different. Can you see why this example is different from examples you have seen before? Look at the information below and on the next page. First, you will see some other words like something. Finally, you will see why this example is different.

2

Look at these two lists:

<i>some</i>	<i>body</i>
<i>any</i>	<i>one</i>
<i>every</i>	<i>thing</i>
<i>no</i>	<i>where</i>

Each of the words on the left can go in front of all the words on the right.

<i>some</i>	<i>somebody</i>	<i>someone</i>	<i>something</i>	<i>somewhere</i>
<i>any</i>	<i>anybody</i>	<i>anyone</i>	<i>anything</i>	<i>anywhere</i>
<i>every</i>	<i>everybody</i>	<i>everyone</i>	<i>everything</i>	<i>everywhere</i>
<i>no</i>	<i>nobody</i>	<i>no one</i>	<i>nothing</i>	<i>nowhere</i>

Note that **no one** is different: It is two words.

GRAMMAR

3

The words begin with *some-* and *any-* are normally used like *some* and *any*:

statement	Question	negative
<i>We had some books.</i>	<i>Do you have any books?</i>	<i>We do not have any books.</i>
<i>Somebody was here.</i>	<i>Is anybody at home?</i>	<i>I did not see anybody.</i>
<i>He is somewhere.</i>	<i>Is he anywhere?</i>	<i>He is not anywhere.</i>

4

In questions, the word *any* is normally used. But look at this question again:

*Can you tell us **something** about your adventure?*

In this question, the word **something** is used instead of **anything**.

The words *some*, *something*, *someone*, *somebody* and *somewhere* are often used in questions when we expect the answer *Yes*. Look at these examples :

Can I borrow some money until tomorrow, please?
You look ill. Is there something wrong with you?
Will someone open the window, please?
Can somebody lend me a pencil, please?
Let's go to a restaurant. Do you know somewhere nice?

GRAMMAR**A. Answer these questions with negative sentences.**

1. Did you see anybody?
2. Did you go anywhere at the weekend?
3. Can they tell us anything about the accident?
4. Could he reach anyone on the phone?
5. Did they leave anything from dinner?

B. Here are some answers, Ask questions for them.

1. No, I did not visit anyone.
2. No, we could not find him anywhere.
3. No, she does not know anyone here.
4. No, she was not able to say anything.
5. No, we did not go anywhere on Thursday.

C. Here are some answers, Ask questions for them:

1. Yes, I met my friend.
2. Yes, I will open the window.
3. Yes, he was able to say his name.
4. Yes, she knows the girl in the corner.
5. Yes, they went to the market on Monday.

Reading

Saudi Explorers in the Antarctic

In 1989, two Saudi scientists, Dr. Ibrahim Alam and Dr. Mustafa Moammar, were part of an international expedition to the Antarctic.

Their Aim

The aim was to sail around Antarctica and research the amount of ultraviolet light, ozone and pollution in different locations there.

The plan

The plan for the expedition had five stages. First, all equipment and materials would be made ready. Second, everyone would become physically fit, be able to ski well and learn to survive in the icy conditions. Third, they would have practice in camping and in Antarctic travel. Fourth, they would do research round the coasts of Antarctica. Fifth, they would share their information for the benefit of everybody and for a greater understanding of the Antarctic.

The Route

After their preparation in Chile, the team was ready to fly to Antarctica, a land covered with ice and snow. They stayed there for six weeks. During that period, the Saudis spent some time at the South Pole before beginning their sea voyage round the continent.

The Supplies and Equipment

They had to take all their food with them because nothing grows there. Fresh water was only a problem on the boat, where it was rationed. Their equipment was designed for survival. It had to keep them warm and dry. For example, they wore several layers of special clothes which let moisture out but not in.

Their Experiences

On land, they slept in double sleeping bags in tents. They sheltered there from the sub-zero temperatures

outside. One night at sea, there were strong, icy winds. In five-metre waves, the boat crashed into an iceberg. Part of it was knocked off and disappeared to the bottom of the sea. Fortunately, the boat did not sink. If it had sunk, they would have died in the freezing water.

Their Achievement.

The multinational team was successful. The world's knowledge

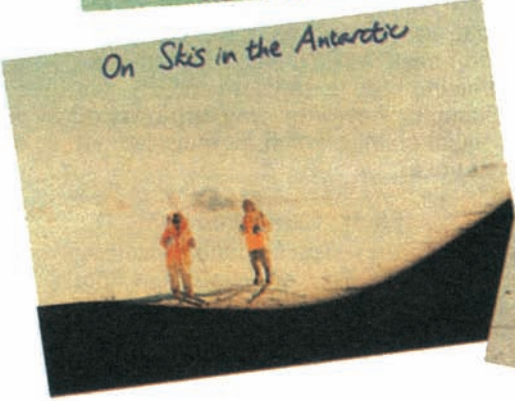
about the Antarctic is greater now than before. Individually, each member has his own memories of the experience. The Saudis in the team were the first Arabs and Muslims to perform their prayers at the South Pole. The Saudi flag was raised there together with those of other countries. This action was a symbol of Saudi Arabia's cooperation with other countries for scientific discovery.



The International Team



Repairing Equipment



On Skis in the Antarctic



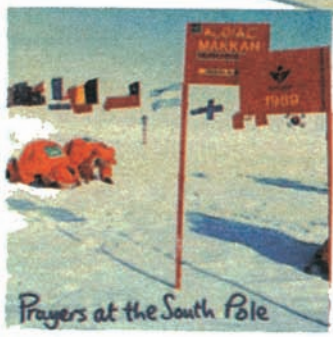
Part of our Camp



The Boat Used for the Sea Voyage



The Saudi flag in the Antarctic



Prayers at the South Pole

Reading

Find the answers to the following questions in the reading on pages 48 and 49. Then write the line number where you found the answer in one box and the letter of the correct answer in the other box.

1. The 1989 expedition had...

- a. only two people
- b. only Saudi's
- c. men from different countries
- d. more than two Saudis

Line (S)

Answer

3. Which part of the plan would come to an end of the expedition?

- a. Make the equipment ready
- b. become physically fit
- c. practise Antarctic travel
- d. Do research around the coasts
- e. Share the information

Line (S)

Answer

5. On the boat, they could not have as much as on land.

- a. equipment
- b. water
- c. food
- d. clothes

Line (S)

Answer

7. When they were on the boat . . .

- a. they slept in tents
- b. their clothes let moisture in

Line (S)

Answer

2. One aim was to research the amount of ... in the Antarctic.

- a. water
- b. equipment
- c. science
- d. pollution

Line (S)

Answer

4. The route was in the following order:

- a. Chile, South Pole, Sea Voyage
- b. Chile, Sea Voyage, South Pole
- c. South Pole, Chile, Antarctica
- d. Antarctica, Chile, home.

Line (S)

Answer

6. They slept in double sleeping bags because _____ .

- a. there was little food
- b. it was very cold
- c. their equipment was for survival
- d. the boat crashed into an iceberg

Line (S)

Answer

- c. it sank
- d. it crashed into an iceberg

WORD STUDY

a-dapt (a **dapt**) (*vt/i-reg.*) 1. (*vt*) change something to match another purpose or environment
He adapted a car engine to use in his boat.

2. (*vi*) change oneself to match another purpose or environment.

She adapts very easily to new situations.

ben-e-fit (**ben** efit) (*vt-reg.*) be an advantage or a good thing.

Knowing English benefits you when you travel.

ben-e-fit (**bene** fit) (*n*) an advantage or a good thing.

A good education is a benefit to everyone.

chal-lenge (**chal** lenge) (*vt-reg.*) 1. call someone to compete against you.

2. test someone's ability

Climbing that mountain challenged his skills.

co-op-e-ration (co **op** e ration)(*n*) working together, help.

The Antarctic expeditions needed the cooperation of several countries.

co-op-e-rate (co **op** erate) (*vi-reg.*) work together, help each other.

ex-plor-er (ex **plor** er) (*n*) a person who travels to remote places to find out about them.

Early explorers discovered America.

hu-man be-ing (hu man **be** ing) (*n*) a person; a man, woman or child.

Human beings cannot live under water.

in-di-vid-u-al-ly (indi **vid** ually) (*adv*) affecting only one person; separately.

Sometimes teachers speak to each student individually.

*Note that we add-ly to the adjective individual to make the adverb. This makes the adverb end in-lyly.

Make adverbs from the following adjectives: *geological, medical, personal, professional, seasonal.*

mem-o-ry (**me** mory) (*n*) 1. an ability to remember things

She has a good memory, she never forgets things.

2. an example of remembering.

I have good memories of my holiday in Asir.

me-m-or-ize (**me** morize) (*vt-reg.*) learn.

mois-ture (**mois** ture) (*n*) water in small quantities,



Some Muslims memorize the whole of the holy Qur'an.

often in the air or seen on surfaces.

There is moisture in the air on humid days.

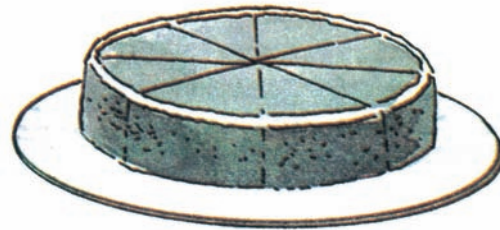
You can often see tiny drops of moisture on the bathroom mirror after someone has had a bath or shower.

ra-tion (**ra** tion) the amount which a person gets.

During the war, butter was rationed. The ration was 50 grams per person per day.

* If there are eight people who want a piece of the cake below, how much is each person's ration?

ul-tra-vi-o-let (**ul** tra **vi** olet) (*adj*) (about light) consisting of rays that cannot be seen by the



human eyes.

Ultraviolet light can cure some skin diseases.

Too much ultraviolet light from the sun can cause skin cancer.

Words Study

Use words from the box to complete the following definitions.

Write the whole definition out on the line. You will not need to use all the words. The first one is an example.

adapt	rubbish	cooperation	moisture	sledge
voyage	ration	expedition	survival	sub-zero
benefit	knock off	memory	challenging	human being

1. A is a long journey or trip, usually by sea.

A voyage is a long journey or trip, usually by sea.

2. To means to change something to match another purpose or environment.

3. An is a journey or voyage with a scientific purpose.

4. Something which is tests a person's ability.

5. temperatures are temperatures below 0° Centigrade.

6. A is an advantage or a good thing.

7. means working together or helping each other.

8. To something is to control the amount which someone receives.

9. is water in small amounts in the air.

10. is the ability to remember something.

REVISION

If+Past Perfect, . . .would have

1

Do you remember this from page 49?

*Fortunately, the boat did not sink.
If the boat **had sunk**, they **would have died**.*

We use this when we think about the past and imagine that the opposite happened. What were the facts?

- * Did the boat sink? No, it didn't.
- * Did they die? No, they didn't.

The **facts** were: *The boat **did not sink** and they **did not die**.*

But we can **imagine** the opposite.

*If the boat **had sunk**, they **would have died**.*

2

Study the clause:

If	Subject	had	past participle	,	subject	would have	past participle
If	the boat	had	sunk	,	they	would have	died.

3

Read these sentences. Say if each one is fact or imagined. Did they really happen or not?

1. *Two Saudi scientists went to the Antarctic. They did some research.*
2. *If they had not gone there, they would not have learned to ski.*
3. *If they had not had a boat, they would not have sailed around Antarctic.*
4. *The boat crashed into an iceberg and part of it was knocked off.*
5. *If the boat had not crashed, part of it would not have been knocked off.*

4

Note : If the fact sentence is negative, the imagined sentence is positive (not negative).

Fact	<i>The boat did not sink and they did not die.</i>
Imagined	<i>If the boat had sunk, they would have died.</i>

Note: If the fact sentence is positive, the imagined sentence is negative.

Fact:	<i>The boat crashed into an iceberg and part of it was knocked off.</i>
Imagined:	<i>If the boat had not crashed, part of it would not have been knocked off.</i>

5

Make a sentence for each situation shown below.

Each sentence should contain *if + the past perfect* and would have.

The first one is done for you.

1. You did not watch that TV programme.
The next day your friends told you that you would have enjoyed it.

If I had watched that TV programme, I would have enjoyed it.



2. It was raining very hard. You wanted to go out. Your father told you to wait but you went out and got wet. Five minutes later, the rain stopped.

If I had waited five minutes, the rain



3. Khaled did not study very hard. He failed the test.

If
Passed the test.



4. Layla tried to explain why she was late but her teacher would not let her.

If Layla's teacher

5. Mr. Al-Nasser liked his job but the money was bad. So he left.

If the

stayed.

6. Mrs. Zaid and Mrs. Moussa were at a tea party. They called a taxi at 3'o clock. When it came, they were so busy that they forgot. It left without them.

If they had not been so busy,

7. Mr. Al-Nasser had a car accident. He lost a lot of blood. He nearly died but a doctor stopped the bleeding.

If the doctor had not

died.

8. Faisal wanted to buy a car. The one he wanted cost 50,000 riyals. He only had 40,000 riyals. So he did not buy it.

If he

9. Nada did not go to school this morning. She had a headache. But she wanted to go.

If she had not

10. I went to bed very late. I was tired the next morning.

If you had not

CALLIGRAPHY

A teacher is talking to his class.

DISCUSSION

A. Try to answer the following questions as you listen to the conversation:

1. How many boys are speaking in this conversation?
 2. What is wrong with Youssef's handwriting?
 3. Complete this part of the conversation:
"But he's taken a special course. It was called..."
Calligraphy. Yes, I _____
 4. Now complete this sentence
Calligraphy is the art _____
 5. What does a calligrapher do?
 6. Can we see calligraphy only in Arabic?
- B. Listen to the discussion again.

B. Look at the words on the left and those in the box. Choose the words from the box which you think best explain the words on the left.

- | | |
|-----------|-------------|
| 1. script | a. kind |
| 2. form | b. skill |
| 3. art | c. writing. |

C. Finally, discuss these general questions about calligraphy in English with your teacher:

1. Can you name any other scripts in Arabic?
2. Is calligraphy important? Why or why not?
3. Where can you see calligraphy in everyday life?



A Calligrapher at Work



A Sample of Chinese Calligraphy

رِقْعَة

Riq'ah

كُوفِي

Kufic

ثُلُوث

Thuluth

CONVERSATION PRACTICE

- 1 Practise repeating part of the conversation from lesson 1 with your teacher:
- 2 Practise the conversation in column A below.

	A	B	C
1st person:	Your <i>handwriting</i> is terrible. You should try to improve it.	<i>spoken English</i>	<i>arithmetic</i>
2nd Person:	But I'm doing my best.		
1st person:	No, you're not. Look at your brother's <i>handwriting</i> . It's much better than yours. It's clearer and easier to read.	<i>Listen to spoken English more fluent easier to understand</i>	<i>Look at arithmetic faster more correct</i>
2nd Person:	Oh, yes. But he's taken a special course. It was called		
1st person:	<i>Calligraphy</i> ,. Yes, I can tell.	<i>Spoken English</i>	<i>Night School Maths</i>

- 3 Make more conversations but this time use the words in B and C columns.



GRAMMAR

Comparing People and Things (Revision)

1

Comparing two People or Things

Look at these sentences from the conversations in lesson 2:

Your brother's handwriting is better than yours.

It's clearer than yours.

It is easier to understand than yours.

It is faster than yours.

Remember that we add *-er* to many adjectives when we want to compare two people or things, and add *than* if we name both:

clear clearer(**than** that)

fast faster (**than** that)

But remember these spelling rules:

If an adjective ends with an *e*, add *r* only:

safe safer (**than** that)

simple simpler (**than** that)

If the adjective ends with a *y*, change the *y* to *ier*.

easy easier (**than** that)

And remember that some adjectives are irregular:

good better (**than** that)

bad worse (**than** that)

2

Comparing more than two People or Things:

Look at this sentence from the conversation:

But, I'm doing my best.

Remember that we add *-est* to many adjectives when we want to compare **more than two** people or things, and the word **the** (or words like *my*, *John's* etc.) is written before the adjective.

clear **the** clearest
fast **the** fastest

But remember these spelling rules.

If the adjective ends with an *e*, add *st* only:

safe **the** safest
simple **the** simplest

If an adjective ends with a *y*, change the *y* to *iest*.

easy **the** *easiest*

And remember that some adjectives are irregular.

good **the** best
bad **the** worst

3

Look at this summary:

adjective	— er	— est
slow	slower than	the slowest
clear	clearer than	the clearest
safe	safer than	the safest
simple	simpler than	the simplest
easy	easier than	the easiest
good	better than	the best
bad	worse than	the worst

4

Longer Adjectives

All the adjectives in 1,2, and 3 above are short. All of them (except easy) have only one syllable.

Longer adjectives (with more than one syllable) do not usually add --- *er* --- or---*est*. Instead, the word *more* or *the most* are put in front of them.

Do you remember these examples from the conversations on page 58?

*It's **more fluent** and easier to undersatnd.*
*It's **faster** and **more correct**.*

Look at this summary:

adjective	more + adjective	the most + adjective
correct	more correct than	the most correct
fluent	more fluent than	the most fluent
beautiful	more beautiful than	the most beautiful

Grammar

A. Use the words in brackets to complete the sentences.

Decide if you should use *-er* or *-est*. The first two are examples.



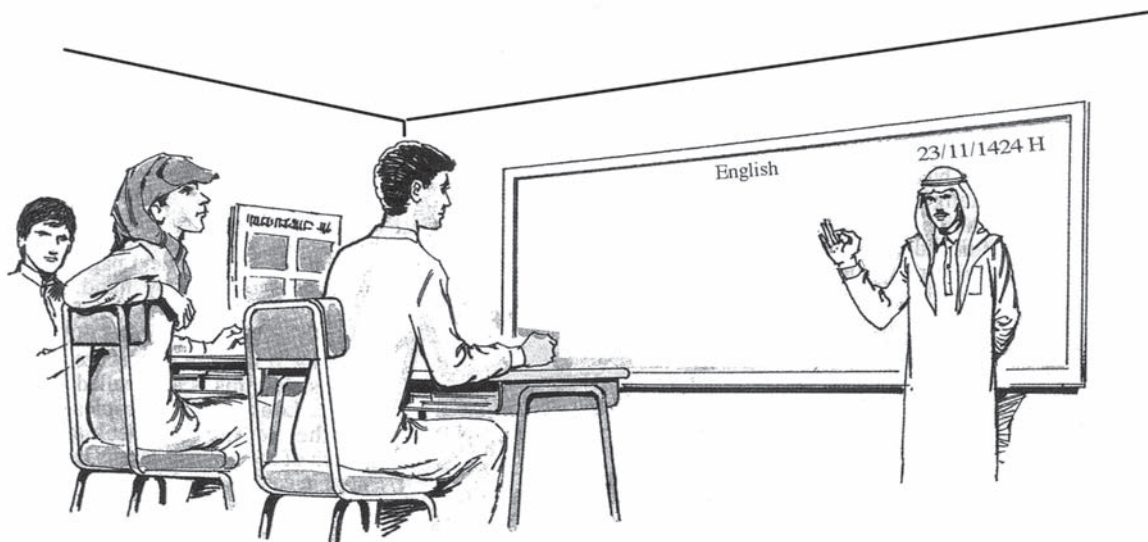
1. Khaled is the tallest student in the class. (tall)
2. That car is safer than the other one. (safe)
3. This exercise is _____ the last one. (easy)
4. Which is _____ foot ball team in Saudi Arabia? (good)
5. One English script is _____ the others. (clear)
6. A propeller plane is normally _____ a jet plane. (slow)
7. This is _____ winter weather for ten years. (bad)
8. Many people say that English is _____ than Arabic to learn. (simple)
9. This summer is _____ the last. (hot) (be careful with the spelling)
10. That shop sells _____ soft drinks in town. (cold)

Grammar

B. Use the words in brackets to complete the sentences.

Decide if you should use - **er** or - **est**, more or **most**. The first two are examples.

1. KFUPM is older than Umm Al-Qura (old)
2. Which English script is the most beautiful of all? (beautiful)
3. King Saudi University is _____ in Saudi Arabia. (large)
4. My father's English is _____ mine. (fluent)
5. Joe was _____ Pip's sister. (warm-hearted)
6. Who is _____ person you know? (kind)
7. That restaurant makes _____ kapsa in town. (good)
8. People say that Arabic is _____ English to learn? (difficult)
9. In the world in general, tea is _____ coffee. (popular)
10. Is learning grammar _____ learning new words? (important)



READING

Calligraphy

The written script of the Arabic languages unites the world of Islam. Arabic calligraphy is considered very beautiful by the whole world, both Islamic and non-Islamic. Of course, there are many different scripts which the Arabic calligrapher can use. Three well-known examples which you will immediately recognize are kufic, thuluth and riq'ah.

Kufic

كوفي

Thuluth

ثُلُثٌ

Riq'ah

رِيقَةٌ

But did you know that English also had many different scripts? Perhaps they are not so important in English nowadays as different scripts are in Arabic. Calligraphy is probably the most important form of art for Muslims. It is seen not only in the Qur'an and in books, but also in many other places. It is used, for example, for the decoration of buildings. There are wall-hangings, framed samples and inscriptions inside and outside public and private buildings. In the western world, the art of calligraphy declined with the introduction of printing and typewriters. However, it is now becoming more popular again and calligraphers are in demand to illustrate books, posters, cards, letterheads and many other things.

Some of the different English scripts are so common that you will almost certainly see them in your reading. Three of the most common scripts used are Roman (based on letters developed by the Romans about 2,000 years ago). Gothic (which developed in northern Europe between 10th and 15th centuries AD). and Italic (from 15th and 16th century Italy.) There are some examples of alphabets in these three scripts at the top of the next page.

How common are these scripts and where will you see them? Roman script is probably the most common. This is because it is the clearest and easiest to read. Almost all the newspapers, magazines and books which you will ever see in English use some form of the Roman script. Gothic script is quite difficult to read, even for native speakers. It is usually seen on letter heads, in the names of newspapers, and outside buildings. Italic script as you see it on the next page is always written by hand. However, a slanted version of Roman script is often used in printing to stress or emphasize things, and this is also called Italic. Look at the examples on the next page. Decide which of the English scripts is used in each example and why it is used.



An inscription outside a mosque

Calligraphy

Calligraphy

Some Alphabets in Different English Scripts

Roman Script

abcdefghijklmnopqrstuvwxy
 ABCDEFGHIGKLMNOPQRSTUVWXYZ

Gothic Script

abcdefghijklmnopqrstuvwxy
 ABCDEFGHIJKL MNOPQRSTUVWXYZ

Italic Handwriting

abcdefghijklmnopqrstuvwxy
 ABCDEFGHIGKLMNOPQRSTUVWXYZ

Italic Printing

abcdefghijklmnopqrstuvwxy
 ABCDEFGHIGKLMNOPQRSTUVWXYZ

Examples of Different Scripts in Use



Reading

Read the following statements about the passage. Put T(True) or F (False) and the line number. Write out the correct statement if you put F.

- T or F? Line (s)
1. The Arabic calligrapher can use three different scripts.

 2. There are many different scripts in English.

 3. Calligraphy is probably the most important form of art in the west.

 4. Calligraphy is more popular now than it was some time ago.

 5. Gothic script was developed in Italy.

 6. Italic script is used to emphasize things in printing.

Calligraphy Calligraphy
Calligraphy

WORD STUDY

com-mon (com mon) (*adj*) 1. belonging to several people, not to one person.

Britain, the U.S.A. and Australia share a common language.

2. found in many places: That bird, the pigeon, is common all over Europe.

3. usual: *It is common for a women to leave her parent's house when she gets married.*

4. not polite: *We did not like him because he was a very common person.*

* Which of the meanings above is correct for the passage about calligraphy.

* Which do you think is the most common script in Arabic?

de-cline (de cline) (*vt/i-reg.*) 1. (*vt*) say No to something which is offered; say that you do not want something which has been offered.

He declined my offer of help.

2. (*vi*) become weaker or less.

That used to be a beautiful part of town but it has declined in the last few years.

*Which of the meanings above is correct for the passage about calligraphy?

dec-o-rate (dec orate) (*vt-reg.*) make something more beautiful by adding things to it.

They decorated the street with flags.

She decorated the room with flowers.

dec-o-ra-tion (deco ra tion)(*n*) something used to decorate.

Some people put decorations outside their houses to celebrate the Eid.

em-pha-size (em phasize) (*vt-reg.*) make people notice something; make something noticeable; stress.

The speaker emphasized the word "one" when he spoke.

* Which word is emphasized in the following sentence?

*The fat boy ate **ten** sandwiches without stopping.*

frame (*n*) 1. the edge of the metal or wood around a picture or the glass of a window.

The picture had a beautiful wooden frame.

2. the structure which supports a house, a plane or a ship.

That building has a steel frame.



framed (*adj*) with a frame around

The picture was beautifully framed in wood.

il-lus-trate (il lustrate) (*vt-reg.*) use pictures, photographs or diagrams in a book or a lesson; explain by using pictures, photographs or diagrams.

He illustrated his lecture about France with photographs of Paris.

in de-mand(in de mand) (*adj phr*) wanted; popular.

That writer's books are always in demand.

* Can you think of things which are always in demand on very hot days?

ink(*n*) a black or coloured substance used for writing or printing.

Black and blue are the most popular colours for ink.

na-tive speak-er (na tive speak er)(*n*) someone who has spoken a language since he or she was born.

* Are you a native speaker? of which language?

pop-u-lar (pop ular)(*adj*) liked by many people.

He is very popular with his classmates.

*Can you name the most popular soft drink in Saudi Arabia?

print-ing (print ing)(*n*) the business of copying letters, words and books by machine.

Many people say that the Chinese invented printing.

slant-ed (slant ed)(*adj*) not vertical but at an angle from vertical.

His handwriting was slanted from right to left.

handwriting

Handwriting Slanted from Right to Left

*Write a capital H slanted from left to right.

ver-sion. (ver sion)(*n*) a form of something which has been changed a little from the original.

There are two different versions of this car? one with four doors and one with two.

Word Study

Write the correct words.

1. I am going to send my brother _____ to wish him a happy Eid.
2. Before we can give you a job, we must see _____ of your work.
3. I like that picture. Now I must find _____ for it before I hang it on the wall.
4. If you want to know how to pronounce a word correctly, ask _____ .

a native speaker
a card
a sample
a frame

5. The number of accidents has _____ since the government introduced the new speed limit.
6. The new book is _____ with photographs and drawings.
7. The speaker _____ the important words in every sentence which he spoke.
8. They _____ their bedroom with new carpets and furniture.

emphasized
decorated
illustrated
declined

9. Elephants are _____ in Africa. You see them in many places there.
10. Many people like tea. In fact, it is one of the most _____ drinks in the world.
11. On the wall, there was a page from the Holy Qur'an _____ in gold.
12. Italic printing is _____ to the left.

slanted
framed
popular
common

REVISION

Comparing People and Things

1

Remember how we compare when using short adjectives:

adjective	— er	— est
slow	slower than	the slowest
clear	clearer than	the clearest
safe	safer than	the safest
simple	simpler than	the simplest
easy	easier than	the easiest
good	better than	the best
bad	worse than	the worst

2

Now remember how we compare when using longer adjectives.

adjective	more	most
useful	more useful than	the most useful
popular	more popular than	the most popular
beautiful	more beautiful than	the most beautiful

3

Do you remember the opposite of more and most?

We use less than and the least with long and short adjectives.

adjective	less	least
safe	less safe than	the least safe
useful	less useful than	the least useful
important	less important than	the least important

Note: there is
there are
and

1. syllable in **safe**
2. syllables in **useful**
3. syllables in **important**

4

Now look at this sentence from the reading passage.

Perhaps they are not as important in English as different scripts are in Arabic.

Remember, we use this when things are not similar

Here are some more examples.

I am not as clever as you.
John is not as happy as James.

5

Now remember how we show things that are similar

I am as clever as you.
John is as happy as James.

Centuries

6

Finally, remember **centuries** in **English**:

We say:	but we write	which means the years:
the seventh century	the 7th century	600 to 699
the tenth century	the 10th century	900 to 999
the fifteenth century	the 15th century	1400 to 1499
the sixteenth century	the 16th century	1500 to 1599
the seventeenth century	the 17th century	1600 to 1699
the eighteenth century	the 18th century	1700 to 1799
the nineteenth century	the 19th century	1800 to 1899
the twentieth century	the 20th century	1900 to 1999
the twenty-first century	the 21st century	2000 to 2099
the twenty-second century	the 22nd century	2100 to 2199
the twenty-third century	the 23rd century	2200 to 2299
etc.	etc.	etc

Revision**A. Use the words in brackets to complete the sentences.**

Decide if you should use *er or est*, more than or the most. The first one is an example.

1. Roman script is more common than Gothic Script. (common)
2. Roman script is _____ of the three English scripts to read. (easy)
3. Which is _____ soft drink in Saudi Arabia? (popular)
4. Youssef is _____ Khaled. (young)

B. Use the words in brackets to complete these sentences. Decide if you should use *more than*, *less than*, *the most* or *the least*.

1. Mr. Al-Ahmad is _____ his brother. He gives lots of money to the poor but his brother gives less. (generous)
 2. He is _____ man in the world. (careful)
-

C. Use the words in brackets to complete the following sentences.

Decide if you should use not *as... or as... as*.

1. Bahrain is _____ Saudi Arabia. (big)
2. He is _____ his elder brother. They are both 1 metre 75. (tall)

King Fahd's Project for the Extension of the Two Holy Mosques



A reporter is talking to an engineer about the project.



DISCUSSION

A. Try to answer the following questions as you listen to the conversation:

1. What does Mr. Al-Dowssary say at the beginning of this sentence?
..... , *the Holy Mosque at Makkah now has room for 730,000 worshippers.*
2. What is the total area of the Holy Mosque at Makkah now?
3. What was the area of the Holy Mosque at Makkah before the extension?
4. What is the total area of the Holy Mosque at Madinah now?
5. What was the area of the Holy Mosque at Madinah before the extension?

B. Listen to the discussion again.

Look at the words on the left and those in the box. Choose the words from the box which you think best explain the words on the left:

1. room
2. worshipper
3. normal
4. Not at all.

- | |
|---|
| <ol style="list-style-type: none"> a. a person praying b. You are welcome. c. ordinary d. space |
|---|

C. Finally what do you know about the extension of the two Holy Mosques? Discuss this in English with your teacher and classmates.

CONVERSATION PRACTICE

1 Practise the conversation in column A below.

	A	B	C
Reporter:	Can you give us some details about the <i>Holy Mosque at Makkah</i> ?	<i>new KSU campus at Riyadh</i>	<i>Pilgrims Terminal at Jeddah airport.</i>
Expert:	Yes, certainly. For a start, <i>it has room for 1,000,000 worshippers.</i>	<i>can accommodate 15,000 students</i>	<i>can handle 80,000 pilgrims a day</i>
Reporter:	What about the design?		
Expert:	<i>It matches the rest of the building and has two new 89-metre-high minarets.</i>	<i>is very modern and covers a 9-square-kilometre area.</i>	<i>is tent-shaped and has many 46-metre-high pillars.</i>
Reporter:	Thank you for telling us those interesting facts.		
Expert:	Not at all.		

2 Make more conversations but this time use the words in B and C columns.

GRAMMAR

Adjectives Made from More Than One Word

Look at these adjectives from the conversation in lesson 2:

It has two new **89-metre-high minarets** .
 It covers a **9-square-kilometre area** .
 It has many **46-metre-high pillars**.

Note the hyphens:

89-metre-high

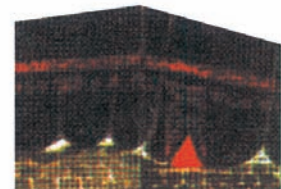
Note there is *no* S to show the plural.

Here are some more examples: -

a five -riyal note.



He is a 15-year-old boy.



The Ka'abah is a 13.8-metre-high building.

GRAMMAR

Countable and Uncountable Nouns

Look at this sentence from the conversation in lesson 1:

*The Holy Mosque in Makkah now has **room** for 730,000 **worshippers**.*

The words **room** and **worshippers** are both nouns. However, they are very different.

They have different meanings, of course, but there is another important difference.

*You can count **worshippers** but you cannot count **room**.*



(Remember. This word **room** means space. It is not the same as a room in a house. You can count the rooms in a house.)

*We call **worshippers** a countable noun. We call **room** an uncountable noun.*



It is important to know if a noun is **countable** or **uncountable** because you cannot do certain things with uncountable nouns:

- * You cannot use numbers with uncountable nouns.
- * You cannot use **a or an with uncountable nouns**.
- * You cannot make uncountable nouns plural.
- * You cannot ask questions with How many . . . ?
(You must use How *much* . . . ?)
- * You cannot use *fewer/the fewest* (You must use *less/the least*.)

Grammar

A. Answer the question. What kind of . . . is it? with adjectives like these:

a	five- riyal	note
a	15-year-old	boy

1. This note has a value of ten riyals. (What kind of note is it?)

It is a

2. That boy is 13 years old. (What kind of boy is he?)

3. That building has eight floors. (What kind of building is it?)

4. That apartment has two rooms. (What kind of apartment is it?)

5. That bridge is ten metres wide.(What kind of bridge is it?)

6. This lesson lasts 45 minutes. (What kind of lesson is it?)

7. His family has three cars. (What kind of family is it?)

8. Our watch counts 24 hours every day. (What kind of watch is it?)

9. Our Holiday lasts two weeks. (What kind of holiday is it?)

10. That tent can hold three men. (What kind of tent is it?)

B. You can find out if a noun is countable or uncountable by looking in a dictionary. In many dictionaries, countable nouns have (nc) after them and uncountable nouns have (nu) after them. Here are two examples.

(nc)

ad-ven-ture (ad ven ture) (nc) an exciting or dangerous event or journey.

He wrote a book about his adventures in the jungle.

The explorer told us about his adventure in the Antarctic.

(nu)

phar-ma-col-o-gy (pharma col ogy) (nu) the scientific study of medicines and their effects.

He is studying pharmacology.

The pharmacology department at the hospital can tell you what that medicine contains.

Look at the word study on your book, lesson 5. look at all the nouns.

Make a list of all the countable nouns on the left on the next page.

Make a list of all the uncountable nouns on the right on the next page.

Countable

Uncountable

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

READING

THE EXPANSION OF THE HOLY MOSQUE AT MAKKAH AL-MUKARRAMAH



The Holy Mosque at the Time of the Prophet Muhammad
(Peace Be Upon Him)

Expansions between the Year 1 AH and 1375 AH



17 AH



26 AH



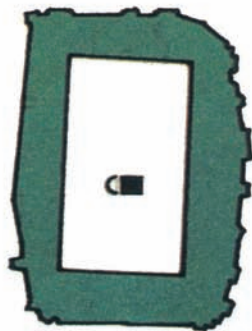
65 AH



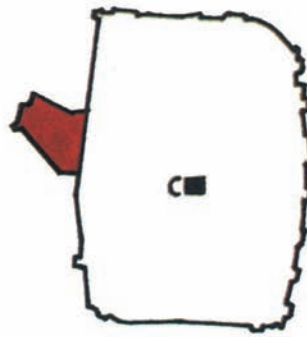
91 AH



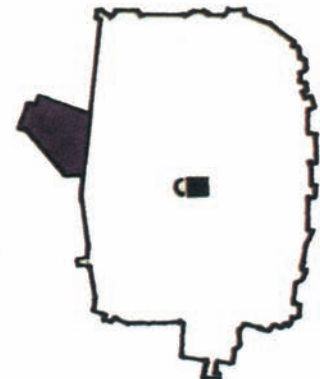
137 AH



161-164 AH



284 AH



306 AH

THE EXPANSION OF THE HOLY MOSQUE AT MAKKAH AL-MUKARRAMAH

On Tuesday, 2 *Safar* 1409 AH (13 September 1988 AD), the Custodian of the Two Holy Mosques, King Fahd, laid the foundation stone for a new addition to the Holy Mosque at Makkah Al-Mukarramah.



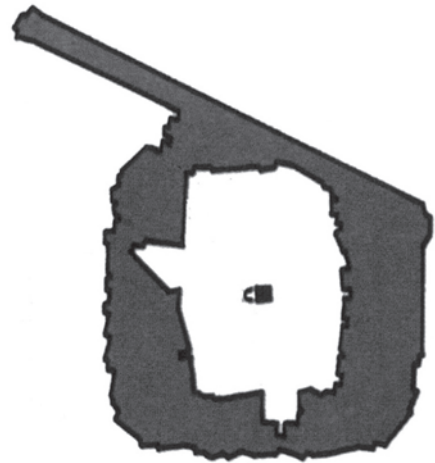
History

This is not the first time that the Mosque has been expanded. If you look at the plans page(79), you will see that it was enlarged eight times between the days of the prophet Muhammad (Peace be upon him) and the Saudi period.

Expansion under the Al-Saud Family

The First expansion

The first Saudi expansion took place between 1375 and 1396 AH (1955 and 1976 AD). You can see how large this was on the right.



**The First Saudi Expansion
(1375-1396 AH)**

The Second Saudi Expansion

With the latest expansion, the total area of the Holy Mosque has reached 361,000m². This gives enough room for 730,000 worshippers for everyday prayer and *Umrah*. The number which it can accommodate has increased to 1,000,000 during the pilgrimage season.

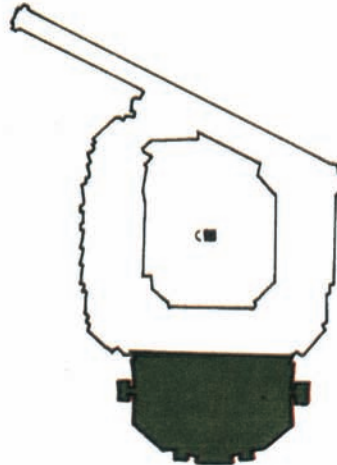
What Has Been Added?

The main addition is a large annex built onto the western side of the Mosque where 140,000 worshippers can pray. It consists of three floors; a basement, a ground floor and a first floor. The annex has one main entrance, fourteen secondary entrances and two new 89-metre-high minarets. The Mosque now has a total of three main entrances and twenty-seven secondary entrances. Each of the minarets is similar in height and design to the seven minarets which the Mosque had before.

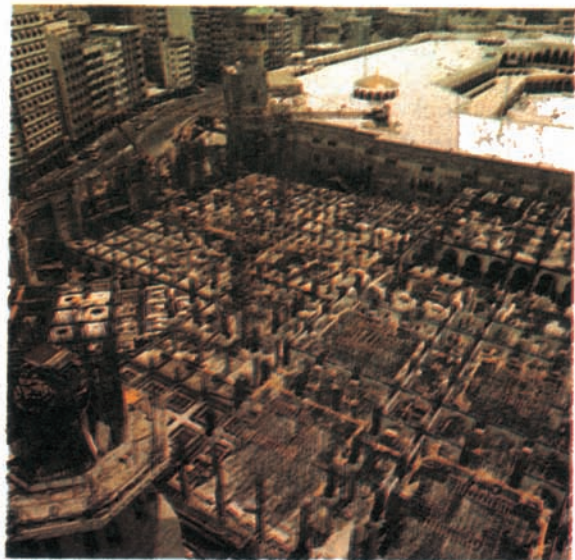
In addition to this, a large open plaza has been created to the east of *Al-Mas'a* (between *As-Safa* and *Al-Marwah*) which can accommodate 65,000 worshippers.

Escalators

In order to help pilgrims, particularly elderly ones, to move from floor to floor, two new escalators have been built next to the extension; one at the northern end and one at the southern end. Each of these can handle 15,000 people per hour.



The Second Saudi Expansion (1409-1414 AH)



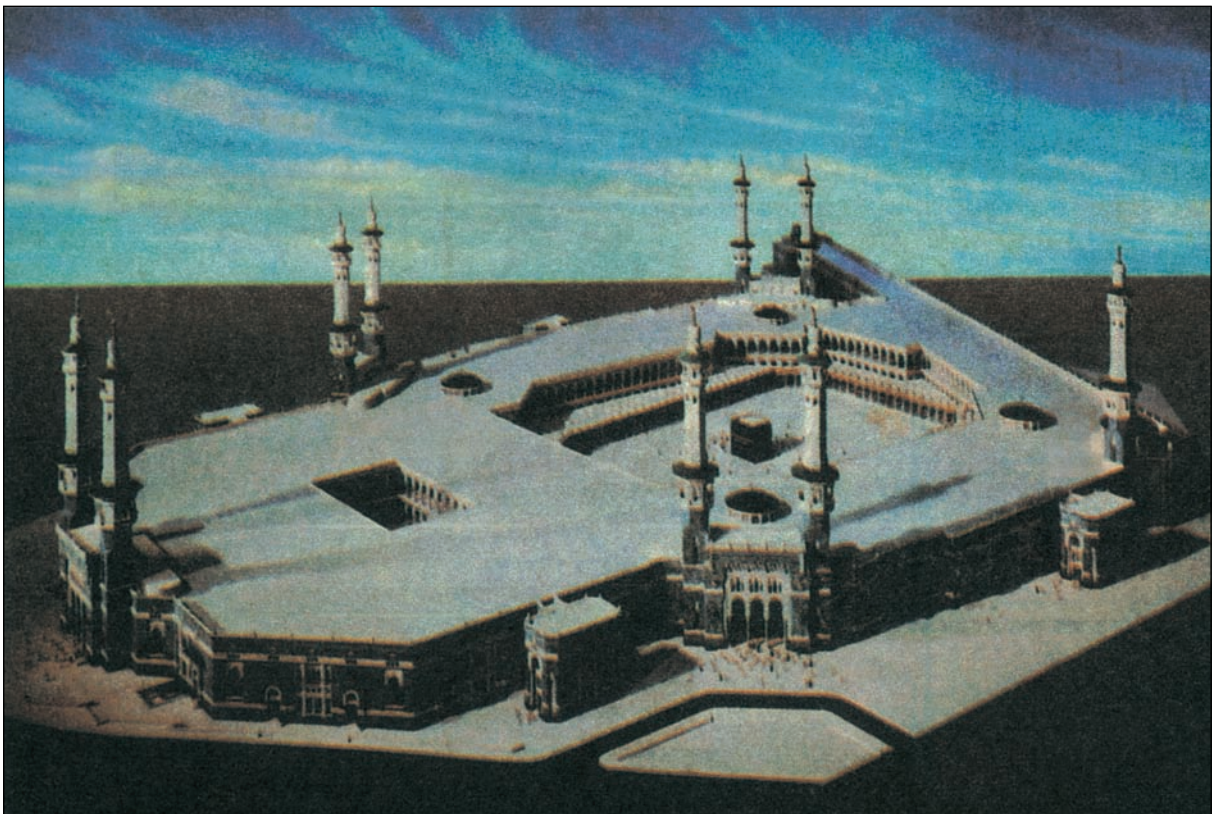
The Annex during Construction

Power and Ventilation

Two new power stations provide the electricity for the additional lighting, loudspeakers, TV studios, telephones and clocks. Central air-conditioning has been provided for the basement. The ground floor and first floor are ventilated by the natural flow of air from windows and doors, aided by ceiling fans.

Water

The new building includes a modern rainfall drainage system. Zamzam water is available to pilgrims from 60 taps on the ground floor and 36 on the first floor. A sewer network and a fire-fighting sprinkler system have also been built in.



This model shows the completed expansion very clearly.

Reading

Read the following statements about the passage. Put T (True) or F (False) and the line number. Write out the correct statement if you put F.

1. T or F? Line (s) The Holy Mosque in Makkah was expanded eight times
 between the year 1 AH and 1375 AH.
-

2. The total area of the Mosque is now 730,000m².
-

3. The new annex has been built on the western side of the Mosque.
-

4. The Mosque now has a total of fourteen secondary entrances.
-

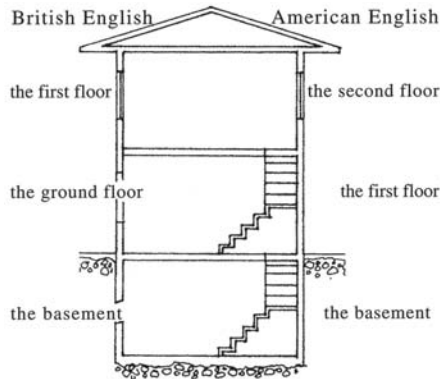
5. The new escalators can handle 15,000 people every day.
-

6. There are 96 taps for Zamzam water in the new building.
-

WORD STUDY

base-ment (**base ment**) (*nv*) a room or rooms in the house below the ground.

They live in a flat in the basement.



clock (*nc*) an instrument for measuring time but not worn on the wrist like a watch.

drain-age(**drain age**) (*nu*) a system of pipes for carrying away waste water.

When it rains in winter, the drainage in our town does not work very well. The streets are full of water.

el-der-ly (**el derly**) quite old.

He is becoming elderly and cannot walk very fast.

es-ca-la-tor (**es calator**) (*nc*) stairs which move so that you do not have to walk up with them.

That shop has an escalator between the ground floor and the first floor.

*Can you think of any buildings you have seen which have escalators?

ex-ist-ing (**ex ist ing**) (*adj*) belonging to the present time:

The new airport between Jubail and Dammam will replace the existing one in Dhahran.

fan(*nc*) 1. an instrument in the shape of a half circle which you hold in your hand and use to blow air into your face.

Women used to carry fans to keep themselves cool.

2. an electrical instrument in the shape of a propeller which is used to blow air around a room.

We used the air-conditioning and a ceiling fan but they were not enough to cool the room.

3. a keen follower or a supporter of a sport or of a famous person.

He is a football fan.

*Which of the meanings is correct for the reading passage in lesson 4?

foun-da-tion stone (**foun da tion stone**)(*nc*) a stone with words cut onto it, which is laid by an important person at the beginning of the construction of an important building.

King Faisal laid the foundation stone for KFUPM.

*Can you think of a building you have seen which has a foundation stone? Who laid it?

lay (*vt--irreg. laid--laid*) place or put.

She laid the clean clothes on the chair.

The shopkeeper laid his goods on the counter.

loud-speak-er(**loud speaker**) (*nc*) an electrical instruments which makes sounds louder.

The King spoke to the people over a loudspeaker.

par-ti-c-u-l-ar-ly (**par tic ularly**)(*adv*) especially

Malaria is quite common, particularly in hot wet countries.

Stairs can be dangerous, particularly for elderly people.

pla-za (**pla za**)(*nc*) an open area in a town or city.

The new city centre has many small plazas where people can sit and relax.

sprin-kler (**sprin kler**) (*nc*) a mechanical instrument for spreading drops of water over a large area.

The graden is very dry. Turn the sprinkler on.

Most new buildings have a sprinkler system built into the ceiling. The sprinklers turn on when there is a fire.

ven-ti-late (**ven tilate**) (*vt-reg.,*) allow fresh air to enter a room and move around it.

After the fire, they had to ventilate the house for weeks because of the smell.

ven-ti-la-tor (**ven tilator**) (*nc*) an opening in the wall which can be opened or closed to ventilate the room.

This room is very hot. Please open the ventilator.

Word Study

Write the correct words.

1. We wanted to put five suitcases into the family car but there was only _____ for four.
2. I cannot walk up all those stairs. Let's take the _____.
3. Go and turn on the _____ to water the garden.
4. What's the time? The _____ is too far away. I cannot see it.
5. We heard the call to prayer from the mosque over the _____ in the minaret.

escalator
loudspeaker
room
clock
sprinkler

6. They opened all the windows and _____ the bedroom.
7. The prince _____ the foundation stone for the new school.
8. Their old house _____ seven rooms.
9. The family bought a car which was so large that it _____ all of them including six children.
10. Macbeth, _____ by his wife, killed King Duncan.

consisted of
accommodated
ventilated
laid
aided.

11. The ground floor of their new house has an area of 200 _____ metres.
12. It is often difficult for _____ people to cross the road. We should always try to help them.
13. Saudi Arabia's _____ product is oil. Wheat is a product for the Kingdom.
14. Today the temperature is 5° C. This is very cold for November. The _____ temperature for this time of the year is 15°C.

main
elderly
square
normal
secondary

Reading

A. Look at the reading passage on the next page. Read the title. Also read the title of each section and look at the pictures. Then answer questions 1 to 4.

- | | |
|---|--|
| <p>1. Who are the three people in the first picture?</p> <p><input type="checkbox"/> a. the young Mark Twain, his mother and his father.</p> <p><input type="checkbox"/> b. Tom Sawyer, his brother and his aunt.</p> <p><input type="checkbox"/> c. Tom Sawyer, his mother and his father.</p> <p><input type="checkbox"/> d. the young Mark Twain, his brother, and his aunt.</p> | <p>2. In the second picture, what are Tom's friends doing?</p> <p><input type="checkbox"/> a. waiting to paint the fence.</p> <p><input type="checkbox"/> b. watching him paint the fence.</p> <p><input type="checkbox"/> c. telling him to paint the fence.</p> <p><input type="checkbox"/> d. laughing at him for painting the fence.</p> |
| <p>3. In the third picture, Tom and Huckleberry Finn are</p> <p><input type="checkbox"/> a. receiving something from the Judge.</p> <p><input type="checkbox"/> b. giving something to a judge.</p> <p><input type="checkbox"/> c. sentenced by the Judge.</p> <p><input type="checkbox"/> d. hanged by the Judge.</p> | <p>4. Look at the section titles and the paragraphs. How many paragraphs are used to describe the whole story from its beginning to its end?</p> <p><input type="checkbox"/> a. two.</p> <p><input type="checkbox"/> b. three.</p> <p><input type="checkbox"/> c. four.</p> <p><input type="checkbox"/> d. five.</p> |

B. Now read the whole passage. Answer this question:

1. If you had to choose another title for the book, which of these would be the best?
- a. Tom Sawyer and Huckleberry Finn.
- b. Tom Sawyer and the Trial of Muff Potter.
- c. Tom Sawyer on the Island.
- d. The Life of Young Tom Sawyer.

C. Read these questions. Then read the passage again and look for the answer:

- | | |
|---|---|
| <p>1. <i>unfriendly</i> (line 5) means . . .</p> <p><input type="checkbox"/> a. very friendly.</p> <p><input type="checkbox"/> b. not friendly.</p> <p><input type="checkbox"/> c. without friends.</p> <p><input type="checkbox"/> d. with many friends.</p> | <p>2. <i>played hockey</i> (line 7) means . . .</p> <p><input type="checkbox"/> a. played for his school hockey team.</p> <p><input type="checkbox"/> b. did not play for his school hockey team.</p> <p><input type="checkbox"/> c. stayed at school all day.</p> <p><input type="checkbox"/> d. did not go to school on a school day.</p> |
| <p>3. A person <i>in trouble</i> (line 11) means . . .</p> <p><input type="checkbox"/> a. has a problem.</p> <p><input type="checkbox"/> b. likes to paint fences.</p> <p><input type="checkbox"/> c. makes other people do his work.</p> <p><input type="checkbox"/> d. does things again and again.</p> | <p>4. <i>drowned</i> (line 18) means . . .</p> <p><input type="checkbox"/> a. dead in water.</p> <p><input type="checkbox"/> b. not a good swimmer.</p> <p><input type="checkbox"/> c. hiding.</p> <p><input type="checkbox"/> d. on an island.</p> |
5. A *murderer* (line 27) is a person who . . .
- a. is asleep and does not realize what is happening.
- b. is found dead.
- c. put a knife into another person's hands.
- d. kills another person.

The Adventures of Tom Sawyer

by Mark Twain

Introduction:

The adventures of Tom Sawyer was written by Mark Twain, a famous American author. The story takes place in a town called Saint Petersburg, on the Mississippi River in the U.S.A., in the nineteenth century. Tom Sawyer, the main character, was a boy who liked to have fun. He and his unfriendly brother, Sid, lived with their kind-hearted Aunt Polly.

The Story:

The story begins with Sid telling his aunt that Tom had played hockey from School - - he had stayed away from school without permission. Aunt Polly punished Tom by making him paint a long fence. But Tom persuaded his friends to paint the fence for him. He made them think that it was fun not hard work.

Tom was soon in trouble again. He and Huckleberry Finn (called Huck by his friends), a homeless orphan, went to the town cemetery at night. While they were there, they saw the criminal, Injun Joe, kill the town doctor with a knife. Then he put the knife into the hands of another man Muff Potter. This man was asleep and did not realize what had happened. Some time later, Tom, Huck and two other boys hid on an Island in the middle of the river. Their families and friends decided that they had not been drowned in the river. They all got together to say how sad they were that the boys were dead. While they were talking, the four boys came back, hid and watched them. The boys were discovered and everyone was so happy that were not dead and that they were forgiven for everything they had done wrong.

The End of the story:

Tom returned to school, A little later, the whole town attended the trial of Muff Potter. (Remember, everyone thought that Muff had killed the doctor). Tom was able to tell them that Injun Joe, not Muff, was the murderer. Injun Joe was later found dead and his money was divided between Tom and Huckleberry Finn as a reward for helping the law. Finally, Huck was given a home by a kind old lady who didn't have any children.



Practice Test

WORD STUDY

cem-e-ter-y (**cem** etery) (nc) a place where dead people are buried (put into the ground).

The cemetery is on the outskirts of town.

My grandfather is buried in the town cemetery.

crim-i-nal (**crim** inal) (nc) a person who breaks the law.

The Judge sentenced the criminal to ten years in prison.

es-cape (es **cape**) (vi-reg.) get away, get free.

The criminal escaped from prison.

for-give (for give)(vt/i-irreg; **forgave-forgiven**) say that you do not want to punish someone for something they have done wrong.

I have forgiven him for what he did.

hide (vt/i--irreg; **hid-hidden**) keep out of sight so that other people cannot see you.

The child hid himself behind the door.

kid-nap (**kid** nap) (vt-reg) steal a person - usually for money.

Two criminals kidnapped the baby.

per-suade (per **suade**) (vt-reg.) to have someone do what you want by explaining or arguing.

My friends wanted to go but I persuaded them to stay.

He persuaded the teacher that what he said was true.

print-er (**print** er) (nc)

1. a person who makes books, newspapers, etc.

2. a machine (usually connected to a computer) which prints things.

He has a printer with his computer which can print 100 words a second.

pun-ish (**pun** ish)(vt-reg) hurt someone because they have done something wrong.

The judge punished the criminal by sending him to prison.

The boy who broke the window was punished.

re-ward (re **ward**) (nc) 1. something given to a person for work or a service.

The boy was given a book by the school as a reward for his hard work during the term.

2. money given for the return of something which has been lost.

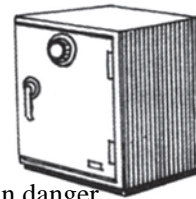
When Mr. Ali lost his wallet, he offered a reward of SR. 50 for the person who found it.

re-ward (vt-reg) give someone a reward.

The judge rewarded Tom and Huck by giving them Injun Joe's money.

safe (nc) a strong metal box with a door-used for keeping money in.

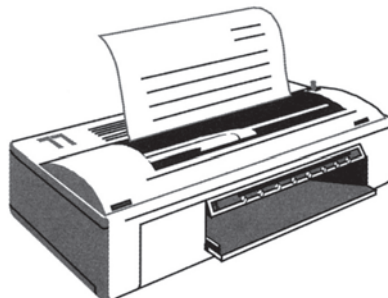
The bank has a very large safe.



safe (adj) not in danger.

On this hill, we feel safe from the rising water of the river.

slave (nc) a person who is owned by another person and who must work for him for no money.



D. Use the word study to help you complete the sentences.

1. When I was ten years old, I was _____ for breaking the television. My father did not let me play with my friends for two weeks.
 a. persuaded
 b. forgiven
 c. punished
 d. hidden
2. He wanted to stop but his friends _____ him to try again.
 a. persuaded
 b. kidnapped
 c. hid
 d. forgave.
3. When he died, they put his body in the local _____ .
 a. reward
 b. printer
 c. criminal
 d. cemetery
4. His _____ for getting a good mark in the test was an ice-cream.
 a. reward
 b. safe
 c. slave
 d. cemetery
5. A person who breaks the law is called a _____ .
 a. printer
 b. reward
 c. criminal
 d. slave

E. Read the passage again and try to answer the questions:

1. Where did Tom Sawyer live?
 a. on an island
 b. in Saint Petersburg
 c. in a cemetery
 d. with Huckleberry Finn
2. Who painted Aunt Polly's fence?
 a. Tom Sawyer
 b. Huckleberry Finn
 c. Sid Sawyer
 d. Tom's friends
3. Muff Potter _____ .
 a. killed the town doctor
 b. was asleep when the town doctor was killed
 c. was killed by Injun Joe
 d. put the knife into Injun Joe's hands
4. The boys were forgiven for everything that they had done wrong because _____ .
 a. everyone was busy talking
 b. they were dead
 c. people were happy that they had not been drowned
 d. the boys hid themselves and watched them
5. Huck received two rewards. The first one was some of Injun Joe's money. What was the second?
 a. He was given a home.
 b. He attended the trial of Muff Potter.
 c. He went back to school.
 d. He went to the cemetery at night.

2. Grammar

A. Shorten the clauses with **who, which or that**, Look at this example:

KFUPM, which was founded in 1963, is one of the smallest universities.

KFUPM, founded in 1963, is one of the smallest universities.

1. Pip received an allowance which was sent by a convict called Magwitch.

2. Riyadh, which was recaptured by King Abdul Aziz in 1902, became the capital of Saudi Arabia.

3. The part of the boat which was knocked off disappeared to the bottom of the sea.

4. This script, which is often found on letterheads, is called Gothic.

5. The Holy Mosque in Makkah, which has been expanded nine times before, is now having a new addition.

B. Rewrite the sentences so that they begin with **verb + ing**.

While he worked in the library, he found a very good book.

Working in the library, he found a very good book.

1. Because he made friends think it was fun, Tom persuaded them to paint the fence.

2. When he stood on the chair, the short-child was able to look out of the window.

3. While I did my English homework, I found the answer to a history question.

4. Because she liked children, she became a teacher.

5. Because I speak Japanese, I was able to talk to our Japanese visitors.

3. Vocabulary

Choose the correct answer:

1. My homework is now..... because I have answered all the questions.

- a. mechanical
- b. completed
- c. generous
- d. unlikely

3. He took a to read on his journey.

- a. novel
- b. character
- c. fan
- d. typewriter

5. Mr. Al-Ghamdi would like to more time with his children but he is so busy at work that he can only find half an hour a day for them.

- a. spend
- b. adapt
- c. support
- d. pause

7. The builders used a of the ground floor to show us the location of the ventilation system.

- a. diagram
- b. firm
- c. lift
- d. prison

9. The Judge the man two years in prison.

- a. challenged
- b. ventilated
- c. hanged
- d. sentenced

2. The toilet is in the below the ground floor.

- a. elevator
- b. faucet
- c. foundation stone
- d. basement

4. That company has all over the country.

- a. campuses
- b. outskirts
- c. grandchildren
- d. branches

6. While we were sitting by the road, many cars

- a. rode up
- b. took back
- c. passed by
- d. took care of

8. The building is full. There isn't one seat left.

- a. strict
- b. lonely
- c. entire
- d. clever

10. I wish you for the future.

- a. what a pity
- b. not at all
- c. you are welcome
- d. all the best

4. Writing

- A. Look at the table of notes below about two stories, especially at the column about *The Adventures of Tom Sawyer*.
- B. Listen to the story on the cassette.

As you listen, look at the notes to see how they were used to make the story.



Two Stories

Title	The Adventures of Tom Sawyer	The Adventures of Huckleberry Finn
Author	Mark Twain	Mark Twain
Location	Saint Petersburg, a small town on the Mississippi River.	Saint Petersburg, s small town on the Mississippi River.
Date	19th Century.	19th Century
Main Characters	Tom Sawyer - a boy who liked fun- was always in trouble. Huckleberry Finn - a homeless orphan - Tom's Friend Injun Joe - the town criminal.	Huckleberry Finn - a boy whose mother and father had disappeared. Mrs. Douglas - a kind lady who had given him a home. Huck's father - a bad man - not interested in his son. Jim- a black slave owned by Mrs. Watson Miss Watson Mrs. Douglas's sister.
Summary of the Story.	One night, Tom and Huck - Town Cemetery - night saw Injun Joe kill town doctor - knife put knife into Muff Potter's hands - asleep, did not realize more adventures - attended Muff Potter's trial. Tom told the judge - Injun Joe real murderer. Injun Joe died - Tom and Huck were given his money - reward Huck given a home by a kind old lady.	Huck was living with Mrs. Douglas - his father suddenly appeared - wanted the money -Huck given as a reward. father kidnapped him for the money. Huck escaped to island in the river met Jim - ran away had many adventures together. Huck even shot Jim became a free man - Huck's father died - money was safe.

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
 catch, caught, caught
 choose, chose, chosen
 come, came, come
 cost, cost , cost
 cut, cut, cut
 deal, dealt, dealt
 dig, dug, dug
 do, did, done
 draw, drew, drawn
 drink, drank, drunk
 drive, drove, driven
 eat, ate, eaten
 fall, fell , fallen
 feed, fed, fed

DEFECTIVE VERBS

can	could
shall	should
will	would

feel, felt, felt
 fight, fought, fought
 find, found, found
 fly, flew, flown
 forget, forgot, forgotten
 freeze, froze, frozen
 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
 lie, lay, lain
 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
 sew, sewed, sewn
 shake, shook, shaken
 shine, shone, shone
 shoot, shot, shot
 show, showed, shown
 shut, shut, shut
 sing,sang, sung
 sink, sank, sunk
 sit, sat, sat
 sleep, slept, slept
 speak, spoke, spoken
 spend, spent, spent
 spin, spun, spun
 spread, spread, spread
 stand, stood, stood
 steal, stole, stolen
 stick, stuck, stuck
 swim, swam, swum
 take, took, taken
 teach, taught, taught
 tell, told, told
 think, thought, thought

WORD LIST FOR FIRST AND SECOND & (THIRD SECONDARY TERM 1)

A

abbreviation
able
ability
ablution
about (about four weeks)
Abu Dhabi
accept
accidental
accidentally
accommodation
achieve
achievement
acquire
action
active
activity
actually
adapt
adjective
adult
advance
advanced
advantage
adverb
advertise
advertisement
advice
aerosol
affect
Afghanistani
African
afterwards
agent
agreement
agricultural
agriculture
AH
aid
aim

air fare
air-conditioner
air-conditioning
aircraft
airfield
airline
airways
Al-Aqsa
Alexandria
Algeria
Algerian
all year round
Allah
allow
almost
alms
although
altogether
amateur
among
amount
ancestor
and so on
angle
annoyed
ant
Antarctic
Antarctica
anyone
apostrophe
appear
appearance
appliance
application
apply
appointment
appreciate
appropriate
approximately
arch
archery
Arctic

area
army
armchair
around (around \$15)
arrangement
arrow
article (grammar)
article (in a newspaper)
arts
as soon as
as well as
Asia
Asian
at first
at least
at the side of
athlete
Atlantic
atmosphere
atomic
attend
attract
attractive
autumn
available
average
awake
award
axis

B

baby
back
bake
balanced
Bangkok
Bangladesh
Bangladeshi
Bank
banking
banknote
barbecue
barbecued
Barcelona
base
basic
Basrah
bean
beat (*v-irreg.*)
because of
bee
beef
beginning
Beijing
belief
believer
belong to
below
beneath
beyond
billion
biology
biscuit
bit (a bit of)
bit (a bit tired)
blessing
block capitals
blood
board
boarding pass
body
boil
boiled
bookcase
border
bore-hole
borrower
botanical
bow
bowl
box-shaped

brand-new
brass
Brazilian
break down
break one's fast
brick-built
bright
Brussels
bull
bulldozer
Buraidah
burn
business
busy
butane
button
by (by 7 o'clock)
by mistake

C

calculator
caliph
called (named)
calligraphy
calories
cameraman
Cameroon
Canada
canal
cancer
cannon
capital (money)
caption
car park
carbohydrates
carbon
carbon dioxide
care
care for
careless
caretaker
carpentry
carpet

cash
cashier
cause
cave
cavemen
ceiling
celebrate
celebration
centre
century
cereal
certain
certainly
certificate
champion
chance
change
check (luggage check)
check-in
check-out counter
chemical
chemistry
cheque
chest
china
chinese
cholrofluorocarbon
(CFC)
choice
chopped
cigarette
circle
circular
citizen
civil defence
class-mate
clause
clean
clerk
climber
clinic
close to
cloud
club
coast

coat
coin
collect
college
coloured
column
combine
commander
commentary
commerce
commercial
committee
common
communicate
communications
company
compare
compete
competition
competitor
complain
complaint
complete
completely
completion
complex
compulsory
computerized
concerning
concrete
condition
Congo
conjunction
connector(grammar)
conservation
consist of
construct
contain
container
continent
continually
continue
control
convenient
cooking

coolant
copper
copy
correction
cost (n&v-irreg.)
costly
couch
cough
counter
course (in a meal)
course (of study)
cover
cow
creature
credit
crop
crowd
crude oil
crust
cultivation
culture
cure
currency
curtain
custom
customer
cycle

D

dairy
dam
damage
danger
dark
daughter
daylight
deadly
deal with
dear sir
death
decorate
decoration
decrease

deep
defeat
define
deforestation
delicious
delivery
demand
demonstrate
dentist
department
departure
depth
description
design
designer
dessert
destination
destroy
detail
develop
development
diameter
die
diet
difficult
difficulty
dinner
dine
diploma
direction
directly
director
disadvantage
disappear
discover
discovery
discus
discuss
discussion
disease
dish
distance
distant
district
divide

division
do one's best
do's and don'ts
Doha
dollar
dome
domestic
downhill
dozen
drain
draw (v-irreg.)
drawer
dribble
drill
drop
drum
Dubai
duty

E

e.g.
early
earn
easy
economic
education
effect
efficient
efficiently
effort
Egyptian
Eid Al. Fitr
eighth (fraction)
either. . or
electrical
electrocute
electrucution
electronic
elementary school
elephant
elsewhere
emergency
empire

employee
en-
enable
encourage
end
endanger
endangered
energy
enjoyable
enormous
enlarge
enrol in
entertain
entertainment
entrance
environment
equal
equator
especially
establish
estimate
etc.
Europe
European
evaporate
even
event
ever
everything
evidence
exact
exactly
exchange rate
exciting
excursion
excuse
exercise
exist
exit
expand
expansion
expatriate
expect
experience
experiment

expert
explosion
express
extinct
extinction
extra
extract
extremely

F

face
facility
fact
factory
factory ship
fail
failure
Far East
far
fare
farm
farming
fast
fat
fear
fearful
feed
female
fibre-glass
field
fifth (fraction)
fighter
figure
Filipino
fill in
financial
find out about
fine
fire engine
fire station
fire extinguisher
first aid
first of all
first class

fish
fisherman
fit
flag
flat
fleet
flight
flight attendant
float
flow
fluent
fly (*n&v - irreg.*)
foam
follow-up
follower
for example
for instance
force
forehead
foreign
foreigner
forest
forget (*v-irreg.*)
form
formal
fortunately
fountain
fraction
franc
free
freedom
freeze (*v-irreg.*)
freezer
French
French fries
fresh
fried
friendly
friendship
front
fuel
fun
fund
furniture
further

furthest

G

gain
galaxy
gassing
general
gentlemen
geological
German
Ghana
gift
glaucoma
go ahead with
go back
go off
go on
goal
God
God be praised!
gold
graduate
grain
grammar
grandson
grant
graph
grass
great
greengrocer's
Gregorian
grey
grilled
Guatemala
guest
gun

H

habit
had better

Hail
Hajj
hajj
half
hamburger
hand luggage
handle
hard
hardly
harmful
hasten
hate
head
headquarters
health
healthy
hearing
heart
heat
heating
hectare
helmet
helping verb
hemisphere
herd
Hi!
high school
highway
Hijrah
hill
hold (*v-irreg.*)
Holland
Holy
home ground
Hong Kong
horse-riding
host
hostess
how about ?
How do you do?
Hr (hour)
Huge
Hunger
Hunt
Hydrocarbon

Hydrogen

I

identify
ill
illness
import
important
improve
improvement
in addition
in common
in general
in order to
in-patient
include
including
in come
increase
indentation
Indian
industrial
industry
injury
inner
insect
inspector
instead
institute
institution
instructor
insult
intend
intensive
interest
interested in
international
interview
interviewer
introduce
introduction
inwards
-ion

Iran
Iranian
irregular
irrigation
Islamic
italian
item

J

Japanese
javelin
Jerusalem
jet
jogging
join
Jordanian
junior
junior high school
junk food
Jupiter

K

Ka'aba
keen
keep fit
keep records
key
Khartoum
kidney
kiswah
km/h
knowledge

L

Laboratory
labourer
lack of
Lailatul Qadr

lake
lamb
lamp
lane
lantern
large
last
latest
Latin
law
layer
lead (*v-irreg.*)
league
lean
leaves
Lebanese
Lebanon
lecture
length
lens
leprosy
Libya
Libyan
lie (*v-irreg.*)
lie (*v-reg.*)
life
lift
light (not dark)
light (*v-irreg.*)
lighting
likely
limited
line
link
liquid
litre
little-known
loan
local
location
look forward to
los Angeles
loser
loudly

lounge
love
low
lowest
lungs

M

m(metre)
machine gun
machinery
main verb
mainly
make something
longer / shorter
make sure
malaria
Malaysia
Malaysian
male
mali
man (all people)
man-made
manage
marble
march
mark
marry
Mars
mat
match
material
maths
maximum
meal
mean (*v-irreg.*)
mechanics
medal
medical
medicine
Mediterranean
melt
member

memo
mention
Mercury
mercy
messenger
metal
method
mid-week
might
mihrab
mile
million
min (minute)
minaret
mine
mineral
minimum
ministry
minus
mistake
mix
mixture
model
moment
money exchanger's
monthly
moreover
Moroccan
Morocco
mosaic
mosquito (es)
move into
movement
mud
muezzin
multinational
multiply

N

Nablus
Najd
Najran
name

national
native language
natural
nearly
necessary
need
needy
negative
neighbouring
Neptune
network
new-born
New York
newspaper
nice
Niger
nitrogen
no
non-
non-Arab
non-Muslim
non-slip
none
North America
note
noun
nowadays
number
nurse

O

obedience
obey
object
observe
occupy
occur
ocean
of all time
offer
official
Olympic
on(about a subject)

on tap
on the other hand
on time
on-the-job
once
one an other
one day
on-stop shopping
OPEC
operate
operator
opinion
-or
ordinary
organization
organize
origin
originally
ornament
ought to
out in the open
out of reach
out-patient
outer
outlet
over(finished)
over(more than)
overdose
own
owner
ownership
oxygen
ozone

P

P.E
Pacific
Pakistani
Palestinian
party
past
Past continuous
past participle

past perfect
peace
peace be upon him
pepper
per
percent
perform
performance
period
permanent
permanently
permission
Persia
Persian
personal
pesticide
petroleum
Philippines (The)
phrase
physics
pilgrim
pilgrimage
pillar
pipe
pistol
place
plan
planet
plastic
plantation
player
plenty of
plural
plus
Pluto
poacher
point (one point five)
point (item)
poison
poisoning
Pole (North & South)
polite
pollute
pollution
poor

popular
populated
population
Portugal
position
positive
possibility
possible
possibility
postal
pound
pour
power
power station
pre-
precaution
precious
predict
prefer
prefix
prepare
preposition
present participle
present perfect
president
prevent
price
primary school
private
privately
process
produce
product
production
professional
programme
progress
prohibit
project
promise
pronoun
pronounce
propeller
Prophet
prostrate

protect
protein
proud
provide
Province
PTT
pulse
punctuation
punishment
pure
purpose
put out
puzzle

Q

Qatar
Qatari
qibla
quality
quantity
quarter
question
queue
quite
Qur'an

R

radiate
radiation
radiator
radio
railway
rainwater
Ramadan
rank
rarely
rate
raw material
ray
re-
re-introduce
real
realize

really
reason
receive
receiver
recently
recognize
record (the best)
record (v)
reduce
refinery
reflect
refrigeration
refrigerator
refuse
register
registration
regular
relatives
relax
release
religious
remain
remedy
remote
remove
repay
repayment
represent
request
rescue
reserve
reservoir
responsible
rest (relax)
rest (what is left)
result
retired
return ticket
reveal
rhinoceros
rich
rifle
rifle-shooting
ring
river

rock
Roman
roof
rot
round
route
row
royal
rubber
rule
run (operate) (*v-irreg.*)
running
Russia
Rwanda

S

sacred
sacrifice
safety
Sahara Desert
sailing
Sakaka
salad
salary
salt
salty
sample
Sana'a
sand
satum
save (time)
save up
scald
scales
scarce
scene
scholar
schooling
scientific
scientifically
scrambled
screen
search

seat
second (60 seconds)
secondary school
secret
secretary
select
selection
self-control
Senegal
Seoul
separate
separately
serial number
series
serious
serve
service
set (a group)
ser (*v-irreg.*)
settle
several
sew (*v-irreg.*)
sewing-machine
shape
share
sharp
shelter
-ship
ship
shock
shoot (*v-irreg.*)
shopper
shot-put
shut (*v-irreg.*)
sickness

side by side
sight
silver
similar
simple
sing (*v-irreg.*)
singapore
single
Singular
sink (*v-irreg.*)
situation
size
skill
skin
sky
sleepy
sloping
smallpox
smoke
smoking
so
soccer
soft
soft drink
solar system
solid
solve
song
sore
sort
sorter
sorting
sound like
source
south-east
southern
spacious
Spanish
spare
special offer
specialist
specialize
specialized
specially
speciality

speed
speed training
spill
spin (*v-irreg.*)
spoil
spoonful
sportsman
sportswoman
spray
spread (*n&v-irreg.*)
spring
stadium
staff
stairs
standard
standard of living
star
state
statement
stationary
statistics
steak
steam
steel
step
sterling
stick (*v-irreg.*)
stir
stone built
stop-over
store
straight
startosphere
straw
strength
strengthening
structure
studio
style
subject
substance
subtract
success
successful
such

such as
sudan
sudanese
sudden
suffer
suffix
suffocate
suffocation
suggestion
sum
sunset
superlative
supply
support
supporter
supposed to
sure
surface
surrounded
surroundings
survival
survive
sweets
Swiss
switch
Switzerland
sword
symbol
Syrian
system

T

table (of information)
tackle
taekwondo
Taiwan
take (study)
take part in
take place
tanker
Tanzanian
team
team-mate

technical
technician
technology
tele
telecommunications
telegram
telegraph
tell the truth
tense
terminal
test
Thailand
there for
thick
think of (What do you think of this?)
third (fraction)
third world
thread
threaten
throat
through
throw (*v-irreg.*)
thus
tie
tiger
tilted
time
tinned
tiny
tired
title
tooth
topic sentence
total
totally
tour
tourist
toy
trachoma
track and field
trade
traditional
trainee
translate

transport
transportation
trap
travel
traveller's cheque
treat
treatment
tree
trip
trophy
tropical
tropics
try
Tunisia
Tunisian
Turaif
Turkey
Turkish
twice
twilight
type
typical
typing

U

U.A.E
ultraviolet
under (less than)
underground
underneath
unexpected
unfortunately
unify
unique
United Nations
universal
universe
university
unsafe
unsuccessful
unusable
unwanted
Uranus
urgent

use
used to (He used to
live there.)
used to (He is used to
living there.)
useful
utensil

V

valley
valuable
value
vapour
various
veal
Venus
verb
vertical
via
vibration
victory
viewer
visa
vocabulary
vocational
voice
volleyball
vowel
vulnerable

W

war
warden
warning
waste (time)
wave
wealth
wealthy
wedding
weekday
weekend
weld

well (water well)
well (well over 50)
well-known
well-planned
while
whole
wide-bodied
width
wild
wildlife
wingspan
winner
wonderful
wooden
work (succeed)
working hours
workshop
world wide
Would you mind. . .
would rather
wrist
wrist watch
writing
wrong (What's wrong
with him?)

X

X-ray

Y

yearly
yellow pages
Yemen
Yemeni
yen
yet
Yours faithfully
youth

Z

Zakat
zinc
zoo

WORD LIST FOR THIRD SECONDARY TERM 2

A

about (be about to)
accommodate
act (behave)
act (theatre)
actor
adapt
addition (extension)
additional
adventure
aeroplane
aid (v)
Al-Masaa
Al-Mukarramah
Al-Qassim
alive
All the best!
allowance
alone
ambitious
annexe
any body
arithmetic
art (skill)
as If
at present
attempt
author
autobiography

B

Bachelor of Arts

Bachelor of Science
basement
bedouin
benefit (n)
benefit (v)
biography
branch (of organization)
build (children)
build in

C

calligrapher
campus
can (*US tin*)
candy (*US sweets*)
carvan
card (greetings)
career
catch (police)
challenge (v)
challenging
character
Charles Dickens
chief (*adj*)
chief (*n*)
childhood
chile
chips (*french fries*)
clear (easy to see)
clever
clock
closely

completed (*adj*)
conference
consider
consonant
construction
convict (*n*)
cooperate
cooperation
countable
country (not city)
court
custodian

D

decline
decorative
degree (university)
design (*n*)
desire (*n*)
desire (*v*)
digram
dial (*v*)
display (on display)
dog
drainage
drapes (*us curtains*)
drill (*v*)
drive (*n*)

E

economics
elderly

elevator (US lift)
emphasize
engineering
entire
environmental
escalator
escape
everyday
exception
existing
expansion
expectations
expedition
experience (v)
explorer
extension

F

fair
fair copy
faith
fall (US autumn)
fan
faucet (US tap)
fertile
fiction
fictional
fire-fighting
firm
fixed
flat (apartment)
flow (n)
focus
fond of
for a start
force

foreign Minister
fortune
found
foundation stone
frame (n)
framed
free from
freely
fuel (v)

G

gas (US petrol)
generosity
generous
gentleman
Gothic
grade
gram
grandchildren
greedy
ground floor

H

handwriting
hang (v-reg)
hang (v-irreg.)
happiness
hard
head (person)
Hejaz (the)
helpful
hit (v-irreg.)
honest
horizon
hostile
human being

humanities
husband

I

iceberg
icy
illustrate
impossible
in case of
in demand
individually
inscription
insurance
intellectual
intelligent
intransitive
invent
Italic

J

Jew
judge (n)

K

Keep on
Keep a promise
keen on
kilogram
kind (adj)
kindness
knock off
Kufic

L

ladies
lady

lay (*v-irreg.*)
leader
leading
learn (find out)
letterhead
lift (elevator)
limit
linguistics
literature
located
lonely
lorry
loudspeaker

M

majlis
major
make ready
make up
management
manhood
mean (*adj*)
mechanical
meeting
memorize
memory
merchant
mind
minister
minor
modernization
moisture
motor
movie (*us film*)
museum

N

Najd (the)
Najdi
nation
native speaker
N.B.
neat
non-Islamic
normal
Norwegian
Not at all.
noticeable
novel
nowhere

O

opening (hole)
order (instruction)
original
orphan
outskirts

P

pants (*US trousers*)
part-owner
particularly
pass by
pause
pharmacology
physically
piety
pigeon
pity (*n*)
plan (*drawing*)
play
plaza

poem
poet
poetry
preparation
present (*v*)
Primi Minister
principal (US headteacher)
printing
prison
prisoner
professionally
P.T.O.
pure science

Q

Qur'anic

R

rainfall
raise (*v*)
ration (*n*)
recapture
recite
reconquer
refer to
research (*v*)
return journey
ride up
Riq'ah
room (space)
rubber (eraser)
rubbish
rule (Turkish rule)
ruler (person)

S

sadly
Safar
sail
save someone's life
schedule
scotland
script
seasonal
secondary
sentence (*v*)
sewer
short of
short story
ski
slanted
sledge
sleeping bag
smell (*n*)
social sciences
society
speaker
speed limit
spend (time)
sprinkler
square (square metre)
stage (theater)
stage (in a series)
staircase
station (industrial)
straight away
stress (*n*)
stress (*v*)
stressed
strict
sub-zero

subject (citizen)
Sultan (title)
summary
support (a family)
supporter
syllable

T

take care of
take something back
teacher - training
technological
tel.
tell (I can tell.)
theatre
throughout
Thuluth
To tell the truth
transitive
trial
tribe
Turk
typewriter

U

Umra
uncountable
understanding
unfriendly
unhappy
unlikely
unusual

V

Venice
ventilate

ventilation
ventilator
verse
version
veterinary sciences
veterinary surgeon
viceroy
view (opinion)
voyage

W

wall-hanging
wanted (by police)
warm-hearted
wave (at sea)
weak
westerner
What a pity !
whole (*n*)
whom
William Shakespeare
work (of literature)
World war I
worshipper

Y

yard (*US* garden)
You are welcome

Z

ZamZam