



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

ENGLISH FOR SAUDI ARABIA

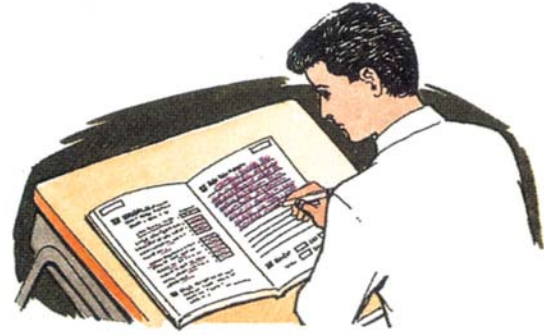
3rd YEAR SECONDARY TERM 1

Writing Book

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**Materials for 3rd Year Secondary, Term 1
Students Book
Writing Book
Teaching Kit: 12 Posters, and 1 Tape
1427H - 2006G**

Not For Sale



لن يبين لك المعلم/ تبين لك المعلمة الإجابات الصحيحة بل سيكتب/ ستكتب على الدفتر مبيناً لك/ مبينة لك فقط الأخطاء التي ارتكبتها/ ارتكبتها ويتوقع منك/ تتوقع منك أن تصحح الأخطاء التي ارتكبتها/ تصحح الأخطاء التي ارتكبتها بعد ذهابك/ ذهابك إلى المنزل بحيث لا تحصل/ تحصيلي على علامات إلا بعد عمل هذه التصحيحات.

وفي الدرس الثامن يراجع المعلم/ تراجع المعلمة التصحيحات التي قمت/ قمتي بها طالباً منك/ طالبة منك كتابة فقرة أو فقرات أخرى مشابهة لتلك التي كتبتها/ كتبتها على السبورة. وسوف تكون هناك وسيلة (صورة أو رسم أو جدول) لتساعدك/ لتساعدك في الكتابة. وسوف تكمل/ تكملين هذا في الدرس الثامن وستخصص لك/ لك مدة ٣٠ إلى ٤٠ دقيقة للكتابة وبعد ذلك يجمع المعلم/ تجمع المعلمة الدفاتر للتصحيح.

لأنك تحتاج/ تحتاجين إلى القيام بهذا العمل وليس معلمك/ معلمتك. وإذا كان المعلم/ المعلمة سيبين لك/ لك الإجابات الصحيحة دائماً فسوف يكون هو الذي يؤدي لك/ هي التي تؤدي لك كل العمل. فإذا كنت جاداً ومثابراً في عملك/ كنتي جادة ومثابرة في عملك فسوف تذكر/ تذكرين درسك وتستوعبه/ تستوعبينه بالشكل المناسب، فهذه هي الطريقة المثلى التي يتعلم بها الناس عادة.

كيف يمكنني أن أصحح أخطائي بنفسي؟ فليست لدي الخبرة المطلوبة.





وسوف يضع المعلم / تضع المعلمة هذه الرموز
على عمالك التحريري حتى تعرف / تعرفين
نوعية الأخطاء التي ارتكبتها / ارتكبتها
وليس الأخطاء بالتحديد. وبهذا تكون قد
توفرت لديك / لديك مؤشرات جيدة
تمكنك / تمكنك من تصحيح الأخطاء
بنفسك.



في بداية الفصل سوف يعلمك المعلم / تعلمك
المعلمة بعض الرموز.. مثلاً سوف يبين لك /
تبين لك الرمز الذي يدل على أنك / أنك
أخطأت / أخطأت في التهجى أو الترقيم أو
استعملت / استعملت الجملة الخاطئة.. إلخ.

بسم الله الرحمن الرحيم

خلال السنة الأولى من مقرر اللغة الانجليزية للمرحلة الثانوية كان التركيز على الاستماع والتحدث. وفي السنة الثانية كانت هناك كتب مخصصة للقراءة تهدف إلى تحسين مستوى قراءتك/ قراءتك. أما الكتب التحريرية للسنة الثالثة فهي تركز على المهارة المتبقية التي تحتاج/ تحتاجين إلى تطبيقها، فهذه الكتب خصصت لتطوير مهارتك/ مهارتك التحريرية في الانجليزية للاستفادة منها مباشرة بعد مغادرتك/ مغادرتك للمدرسة.

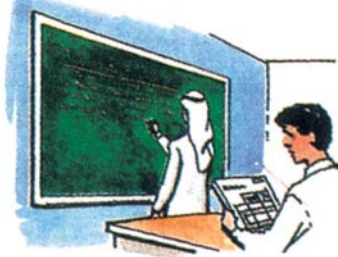
وقد تتابع/ تتابعين تعليمك الجامعي داخل المملكة العربية السعودية وستضطر/ ستضطرين في كثير من الأحيان إلى الكتابة بالانجليزية. والكتابة باللغة الانجليزية تتم بطريقة تختلف في منهجها عن الكتابة بالعربية. ومن المهم أن تدون/ تدوين أفكارك/ أفكارك على الورقة بالطريقة التي يفهمها المتحدث بالانجليزية بسهولة. وحتى وإن لم تلتحق/ تلتحتقي بأي جامعة فإن هذه المهارات التحريرية سوف تساعدك/ تساعدك كثيراً في حياتك العملية.



لماذا خصصنا كتاباً
تحريرية هذا العام؟



كيف نتمرس على الكتابة مع هذا الكتاب؟



وبعد ذلك، تذهب/ تذهبن إلى منزلك/ منزلتك ثم تصحح/ تصححين فقرات أو فقرتين مكتوبتين حول موضوع مماثل في هذا الكتاب. وكل خطأ من هذه الفقرات أو الفقرات يحتوي على خطأ واحداً من النوع الذي يقع فيه الطلاب/ الطالبات عادة.

وفي الدرس السابع، سوف تطالع/ تطالعين صورة أو رسماً أو جدولاً ثم تستمع/ تستمعين إلى فقرة أو فقرات مسجلة عن الموضوع، ثم نحاول بعد الاستماع إعادة تركيب الجمل التي سمعتها/ سمعتها وسوف يتم ذلك بالتعاون مع معلمك/ معلمتك دون كتابة أي شيء على دفترك/ دفترتك، والكتابة ستكون على السبورة فقط.

أولاً، راجع/ راجعي أو تعلم/ تعلمي بعض أسس الكتابة بالانجليزية في كل وحدة. وتشمل هذه الأسس وضع الفواصل والتهجى والطرق السهلة لربط الجمل. وتقوم/ تقومين بهذا في نهاية الدرس الثاني من كل وحدة.

Symbols for Correcting Writing

The paragraph in the box below contains more than twenty mistakes. Your teacher will show you some symbols he will use for marking mistakes. Mark these symbols in the appropriate places on the paragraph and in the boxes on the next page.

Let's look carefully at the newst saudi five hundred-
riyal note. it 16.6 centemetres long and 7.4 centemetres
wide. Its colours is blue, green and grey. On the
front, there a picture of King Abdul-Aziz and the Holy
Ka'aba. The value appears in Arabic on all four
corner. The number ap pear also in Arabic in blk
in top rightcorner and in rd in bottom corner left on
the back, you could see the Holy Mosque and the
value in english three times.

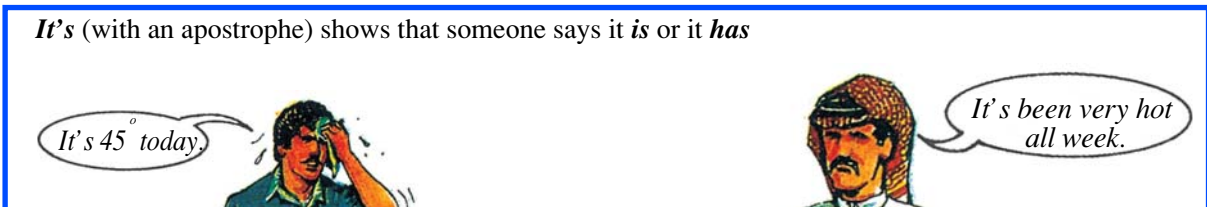
Symbol	Mistake	Symbol	Mistake
<input type="text"/>	grammar	<input type="text"/>	word order
<input type="text"/>	missing word	<input type="text"/>	which letter is this?
<input type="text"/>	punctuation	<input type="text"/>	direction of letter
<input type="text"/>	spelling	<input type="text"/>	write on the line
<input type="text"/>	verb tense	<input type="text"/>	space between letters
<input type="text"/>	missing verb	<input type="text"/>	space between words
<input type="text"/>	vocabulary	<input type="text"/>	space between sentences

Every time your teacher gives back writing that he has marked, you can look at this page again. It will help you to understand and correct your mistakes.

space between letters

space between words

*But If there is a vowel before the **y**, you simply add **s**.
For example: **boy** **boys**



But we cannot join Faisal is 17. Khaled likes bananas.

2. We can visit Khaled. We can visit Faisal. We cannot visit both. (Join the three sentences.)

The Abu Dhabi Fund For Arab Economic

A

PUNCTUATION

1. Capital letters

We always use capital letters for the following:

1. The first letter in a sentence

Fresh water can be drunk. It is found in rain.

2. The first letters of people's names

Ahmad Al-Ali

Fatimah

John Smith

Susan Brown

3. The first letters of people's titles



King Abdul Aziz

Prince Sultan



Doctor Al-Ghamdi

Mr. Al-Nasser



Mrs. Zaid



UNIT 1

4. The first letter of the name of a language



Arabic



English



Japanese



Italian



French

5. The first letters of place names



England



The Tigris River




6. The first letters of most of the words in titles

The Modern Saudi Postal Service

Bazaars: the Fascinating Markets of the Muslim World

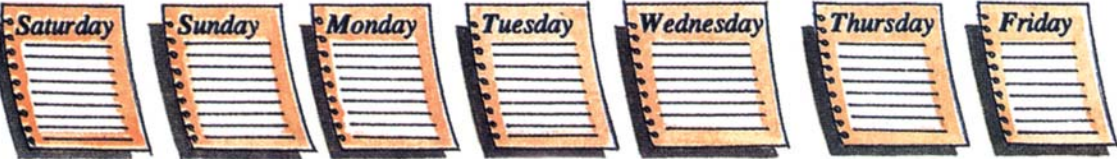
Continue on the next page →

7. The first letters of the months of the year



The illustration shows twelve small, blue, spiral-bound calendar pages arranged in two rows of six. Each page is labeled with a month: January, February, March, April, May, June in the top row, and July, August, September, October, November, December in the bottom row. Each calendar page has a grid for days and a small illustration of a sun or moon.

8. The first letters of the days of the week



The illustration shows seven spiral-bound notebooks with orange covers and white pages, arranged in a single row. Each notebook is labeled with a day of the week: Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, and Friday. The pages are lined.

9. The word I

My brother and I like reading books.

Now rewrite the sentences below adding capital letters where necessary:

1. i saw mr. al-ali on khaled street on the last thursday in march.
2. in january i met doctor al-nasser at king fahd university of petroleum and minerals.
3. he was carrying an english book with the name how to learn english quickly

UNIT 1

2. Full stops

We always use full stops for the following:

1. At the end of every sentence:

Look at those black clouds in the sky. It will probably rain.

Fresh water can be drunk. It is found in rain.

Salt water cannot be drunk. It is found in the sea.

2. After Abbreviations

e . g .

Mr .

Mrs .

3. in a.m. and p.m .



10 a.m.

7 p.m.



UNIT 1

Now rewrite the sentences below adding full stops where necessary.
(Remember that a sentence begins with a capital letter.)

1. They saw Mr. Al-Ali at 6 pm and they asked him to visit them. They also spoke to his father

2. We use the past tense to show things which are finished, eg *I saw him yesterday*

3. At 10 am Mrs Zaid went to look at the new house she returned at 11

Continue on the next page →

UNIT 1

3. Writing lists

When we write lists, we put a comma between every item.
We do not put a comma before *and*.

For example:

I am going to buy apples, bananas, oranges and dates.

Now add commas to the following lists where necessary:

1. Saudi American German and British managers all work together.

2. Some of the most common diseases were malaria smallpox leprosy and glaucoma.

3. Clothes plastic toys cars roads furniture and buildings all contain hydrocarbons.



Something extra to remember

Remember to begin paragraphs about five letter spaces from the left. This is called *indentation*.

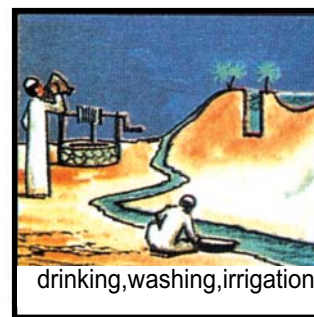
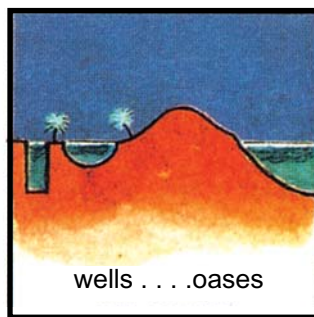
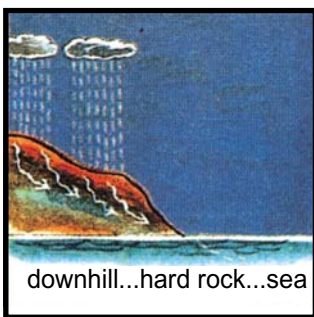
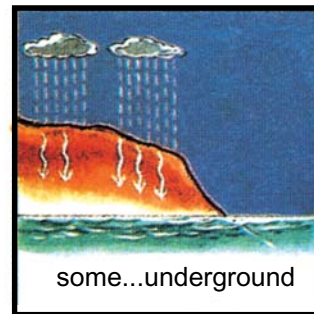
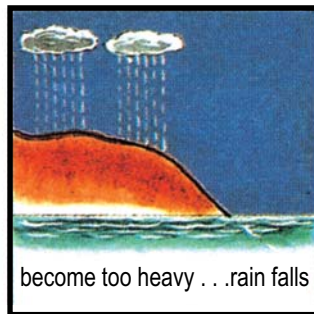
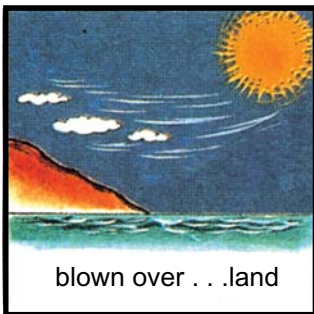
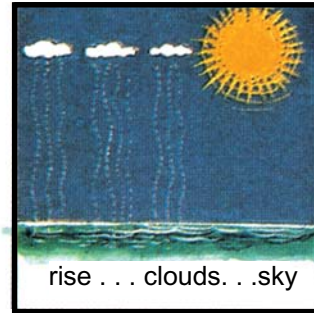
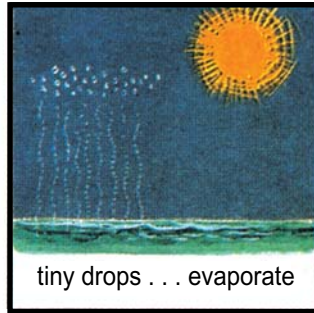
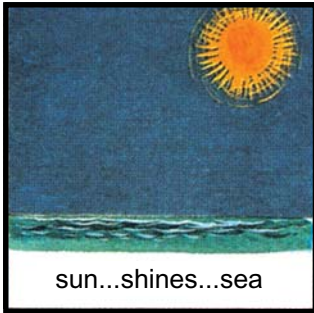
● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

→ *The sun shines on the sea. Tiny drops of water evaporate from it. They rise into the sky and sometimes form clouds. These are sometimes blown*

UNIT 1

B

Look at the pictures below with your teacher.
Make sure that you understand what each one shows.



C

Listen to the cassette and look at the pictures again.



D

Work with your teacher and your classmates to write a paragraph about the water cycle. Use the information in the pictures. Try to write the same sentences as you heard on the cassette.

E

Read the paragraph below about *The Water Cycle*. There is one mistake in every line. Underline the mistakes. Then write the corrections in the box on the right. The first one is done for you.

The water Cycle

The sun shines on the sea. Tiny drops of water evaporate from it they rise into the sky and sometimes form clouds, these are sometimes blown over the land. When the drops become too heavy, rain falls. Some of the water drain underground. The water it moves slowly downhill over hard rock to the sea. Some are used in wells and oases for drinking washing and irrigating the land.

CORRECTIONS

1

Water

2

3

4

5

6

7

8

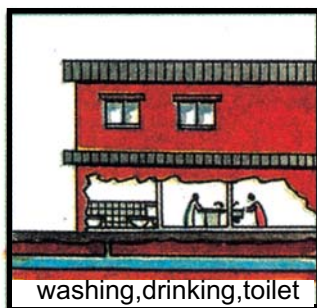
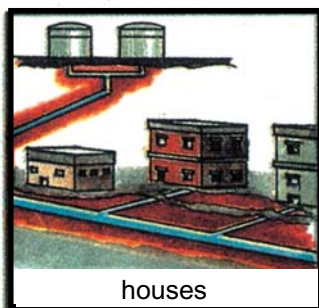
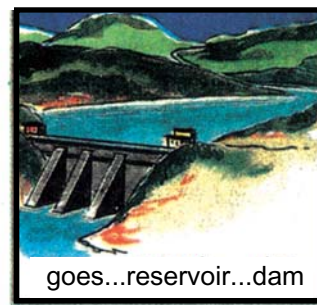
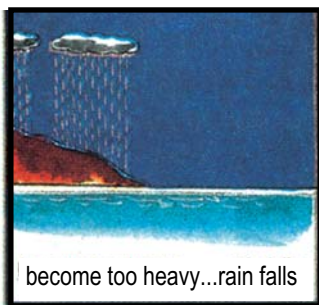
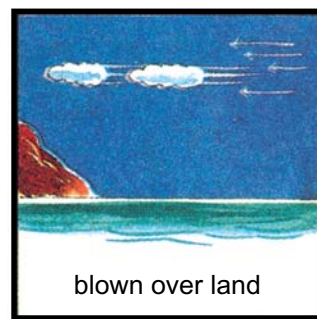
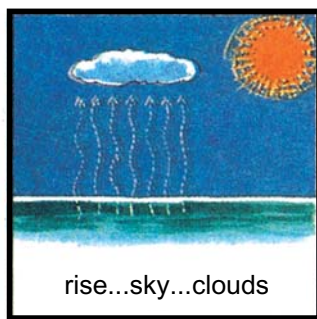
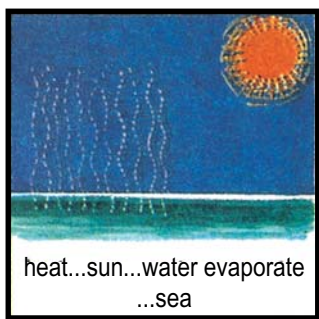
9

UNIT 1

F

Now look at the pictures below and on page 8. Look carefully at the captions below the pictures.
Make sure that you understand them.

Then write a new paragraph about *The Water Cycle*.
Write your new paragraph on page 11. Remember to write a title.
The paragraph at E will help you.



G

Write your paragraph below.

H

Check the Following:

Title:

Indentation:

Capital letters:

Full stops:

(Each sentence)

UNIT 1



After your teacher has corrected your paragraph about *The Water Cycle*, rewrite it correctly below.

A SPELLING

Look at these spelling rules for verbs.

Then complete the exercises below each box.

1. Adding s

<p>a. Most verbs just add S:</p> <p>arrive arrives</p> <p>eat eats</p> <p>grow grows</p>	<p>b. Verbs which end with y change the y to ies:*</p> <p>fly flies</p> <p>study studies</p> <p>carry carries</p>	<p>c. Verbs which end with <i>ch, s,</i> and <i>sh</i> add <i>es</i>:</p> <p>teach teaches</p> <p>cross crosses</p> <p>finish finishes</p>
<p>* But if there is a vowel before the y, you only add s. For example: play plays buy buys</p>		

Now add S to the following verbs (the first one is an example):

- | | | |
|----------------------------|-------------------------------|------------------------------|
| 1. like <u> Likes </u> | 2. fall <u> </u> | 3. express <u> </u> |
| 4. worry <u> </u> | 5. subtract <u> </u> | 6. shine <u> </u> |
| 7. add <u> </u> | 8. rise <u> </u> | 9. say <u> </u> |

Continue on the next page ➡

UNIT 2

2. Adding ed

<p>a. Most verbs just add ed:</p> <p>clean cleaned</p> <p>finish finished</p> <p>repeat repeated</p>	<p>b. Verbs which end with silent e add d:</p> <p>smile smiled</p> <p>revise revised</p> <p>use used</p>	<p>c. Verbs which end with y change y to ied:</p> <p>carry carried</p> <p>study studied</p> <p>hurry hurried</p> <p>If there is a vowel before the y, you only add ed. For example: play played</p>
<p>Some verbs double the last letter when they add <i>ed</i>. For example: Stop Stopped travel travelled</p>		

Now add **ed** to the following verbs (the first one is an example) :

1. heat heated 2. add _____ 3. describe _____
4. test _____ 5. worry _____ 6. ask _____
7. like _____ 8. practise _____ 9. express _____

Continue on the next page →

3. Adding ing

<p>a. Most verbs just add ing:</p> <p>laugh laughing</p> <p>drink drinking</p> <p>grow growing</p>	<p>b. Verbs with silent <i>e</i> take off <i>e</i> and add ing.</p> <p>take taking</p> <p>change changing</p> <p>use using</p>	<p>c. Some verbs double the last letter.</p> <p>sit sitting</p> <p>swim swimming</p> <p>stop stopping</p>
--------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

Now add **ing** to the following verbs (the first one is an example) :

- | | | | | | |
|-------------|-------------------|-----------|-------------------|---------|-------------------|
| 1. do | <u>doing</u> | 2. rise | <u> </u> | 3. get | <u> </u> |
| 4. run | <u> </u> | 5. become | <u> </u> | 8. make | <u> </u> |
| 7. describe | <u> </u> | 6. blow | <u> </u> | 9. fall | <u> </u> |

UNIT 2

B

Look at the table below with your teacher.

Make sure that you understand it.



the white rhinoceros
(plural: rhinoceroses)



the Arabian oryx
(plural: oryx)

home	South Africa	Arabian Peninsula
description		
skin or coat	very thick, light grey skin	white coat with black markings on the face , side and legs
weight	up to 3,600 kg	about 100 kg
horns	two horns, one short one behind one long one	two almost straight horns side by side
reduced to	only 50 -100 in the wild by 1900	none in the wild by 1972
cause of reduction	hunting for their skins, horns and meat	hunting for their meat and damage to their environment
species saved because	reserve established in 1897 in Natal	zoo herd established in Arizona, U.S.A., in 1962
number re-introduced into the wild today	about 2,500	about 85

C

Listen to the cassette and look at the column about the white rhinoceros again.

**D**

Work with your teacher and your classmates to write two paragraphs about the white rhinoceros. Use the information in the table.

Try to write the same sentences as you heard on the cassette.

E

Read the paragraphs on page 18 about *The White Rhinoceros*.

There is one mistake in every line.

Underline the mistakes. Then write the corrections in the box on the right.

The first one is done for you.

UNIT 2

The White rhinoceros

The white rhinoceros comes from south Africa. it has a very thick, light grey skin and weighs up to 3,600 kilos, it has two horns: one short one behind one long one

By 1900, there were only 50 to 100 white rhinoceroses left in the wild, this was because they had been hunted for their skins. Horns and meat. However, a reservation has been established in Natal in 1897. As a result. The species was saved, and today about 2,500 white rhinoceros had been re-introduced into the wild.

CORRECTIONS

1	<u>Rhinoceros</u>
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	



Look at the table on page 16 again.

This time, look carefully at the column about the Arabian oryx with your teacher.

Make sure that you understand it.

Then write two paragraphs about *The Arabian oryx*.

Write your two paragraphs on page 19. Remember to write a title.

The paragraphs at E will help you.

G

Write your paragraph below.

H

Check the Following:

Title:

Indentation:
(Each paragraph)

Capital letters:

Full stops:
(Each sentence)

UNIT 2

1


After your teacher has corrected your paragraphs about *The Arabian Oryx*, rewrite it correctly below.

A JOINING SENTENCES WITH “AND” and “BUT”


1. We can join sentences like this

We can often join two simple sentences with **and** or **but** if their grammar is similar and if the ideas in them are connected in some way. (*and* and *but* are called *connectors*.)


and joins two sentences which **do not contrast**. For example:




Flying is very **enjoyable**. It saves time.
(Flying is very enjoyable **and** it saves time.)



but joins two sentences which **contrast**. For example:



Flying is very **enjoyable**. It is expensive.
Flying is very enjoyable **but** it is expensive.



UNIT 3

2. We cannot join sentences like this

We cannot join sentences if the ideas in them are not connected:

For example, we **can** join

Faisal *is* 17. Khaled *is* 17.
(Faisal *is* 17 **and** Khaled *is* 17.)



and we **can** join

Faisal *likes* apples. Faisal *does not like* bananas.
(Faisal *likes* apples **but** he *does not like* bananas.)

because the ideas are connected.



We **cannot** join

Faisal is 17. Khaled likes bananas.

because the ideas are not connected.



Now look at the sentences on the next page for practice in joining sentences.

For each question, decide if it is possible to join the two sentences. If it is possible, join them using either *and* or *but*. If it is not possible, simply copy the two separate sentences.

UNIT 3

1. This plane flies to Riyadh. It flies to Jeddah.

2. It does not take long by train or by car. It is faster by plane.

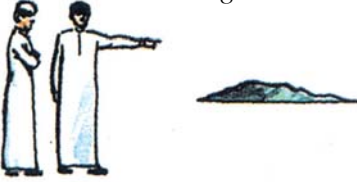


3. This plane flies to Dhahran. The airport in Jeddah is very new.

4. They saw Mr. Al-Ali on Khaled Street. He said “Hello” to them.

5. My father met Doctor Al-Nasser in Dhahran. He did not meet him in Riyadh.

Something extra to remember

These three words sound similar but they are spelled differently.

<p><i>to</i></p> <p><i>I want to go</i></p> 	<p><i>too</i></p> <p><i>I want to go, too</i></p> 	<p><i>two</i></p> <p>2</p> 
---------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

UNIT 3

B

Look at the table below with your teacher.

Make sure that you understand it.

Two Planes in the Service of Saudia

Plane	the Douglas DC-3	the Boeing 747
Year introduced by Saudia	1947	1985
Number of Seats	24	424
Type of Engines	2 Propellers	4 Jets
Wingspan	29 m	60 m
Length	20 m	70 m
Height	5 m	19 m
Routes	Jeddah - Riyadh - Hofuf- Dhahran	all main routes
Maximum Speed	346 kmp/h	978 kmp/h
Flight time Jeddah to Riyadh	3 hr 30 min	1 hr 20 min



UNIT 3

C

Listen to the cassette and look at the column about the Douglas DC-3 again.



D

Work with your teacher and your classmates to write a paragraph about the Douglas DC-3. Use the information in the table.

Try to write the same sentences as you heard on the cassette.

E

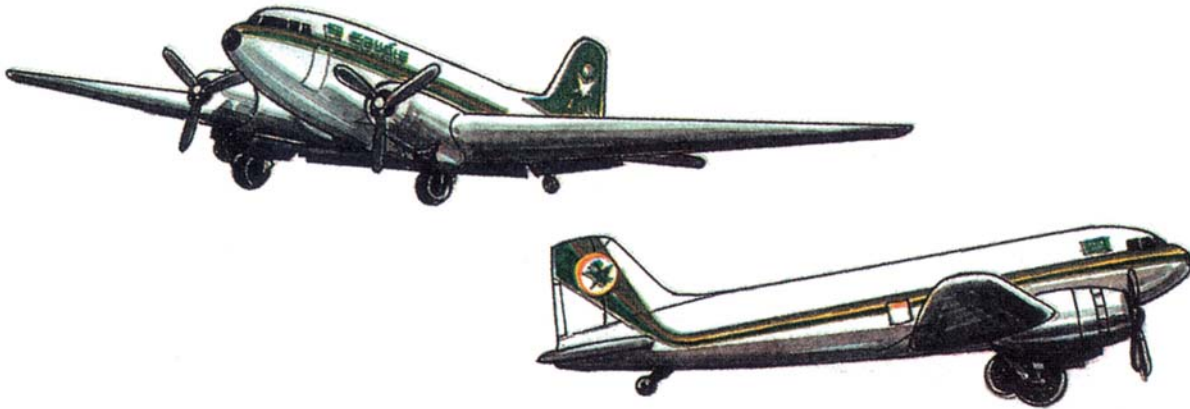
Read the paragraph below about *The Douglas DC-3*. There is one mistake in every line. Underline the mistakes. Then write the corrections in the box on the right. The first one is done for you.

CORRECTIONS

the Douglas DC-3 in the Service of Saudia
The Douglas DC-3 has introduced by Saudia in 1947, it was a 24-seat plane driven by two propellers. Its wingspan twenty-nine meters. It was twenty metres long. And five metres high. It fly on the Jeddah to Riyadh to Hofuf to Dhahran route. Its maximum speed 346 kilometres per hour, so the flight time from Jeddah two Riyadh was three hours and thirty minutes

CORRECTIONS	
1	<i>The</i>
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9	

UNIT 3



F

Look at the table on page 24 again. This time, look carefully at the column about the Boeing 747 with your teacher.

Make sure that you understand it.

Then write a paragraph about *The Boeing 747*.

Write your paragraph on page 27. Remember to write a title.

The paragraph E will help you, but be careful. It is not exactly the same.

G

Write your paragraph below.

H

Check the Following:

Title:

Indentation:

Capital letters:

Full stops:

(Each sentence)

A

MORE ABOUT PUNCTUATION

Commas

We use commas like this:

1. Between every item in a list (but not before *and*):

Elephants, tigers, rhinoceroses, whales and oryx are endangered species.

2. After words used to introduce a sentence :

First, they break their fast.

Next, they pray.

Later, they visit friends.

In 1985, air fares were reduced.

No, I don't.

3. After long clauses at the beginning of a sentence:

After they break their fast, they pray.

When they go shopping, they buy things for the Eid.

Although he speaks Arabic well, he cannot read it.

Continue on the next page →

UNIT 4

4. Before too when it comes at the end of a sentence:

I like apples and I like oranges, too.

Commas, continued

and we use commas like this:

5. In questions which expect the answer Yes or the answer No :



He speaks Arabic, doesn't he?

She doesn't like rice, does she?



6. To separate numbers over a thousand, like this:

1,000 1,432 10,186 100,389 1,000,000 10,486,312

Do not use commas in years: 1,994 is a number. 1994 is a year.

7. In special parts of letters, e.g.,



Dear Sir ,
yours faithfully ,



Continue on the next page →

Now write out the sentences below adding commas:

1. Riyadh Hofuf and Dhahran were on the route in 1954. However other towns were added in 1956.

2. Before 1984 Riyadh airport was handling 5000000 domestic passengers a year.

UNIT 4

B

Look at the notes below with your teacher.

Make sure that you understand them.

Night Ramadan Syria

break fast a bowl of soup pray.

walk streets short twilight.

Groups young men walk visit friends

stay up late most some sleep.

Just before dawn man walks through the
streets beats drum calls as loud
as he can.

calling people get up and eat.

C

Listen to the cassette and look at the notes again.



D

Work with your teacher and your classmates to write a paragraph about *A Night in Ramadan in Syria*. Use the information in the notes. Try to write the same sentences as you heard on the cassette.

E

Read the paragraph on the next page about *A Night in Ramadan in Turkey*.

There is one mistake in every line.

Underline the mistakes. Then write the corrections in the box on the right.

The first one is done for you.

Continue on the next page →

UNIT 4

A Night in Ramadan in turkey

In Turkey, many Muslims break their fast with olives before they pray after families have eaten and drunk they walk through the streets. They often visit friends and family, they go shopping for the Eid too. People stay up late during ramadan but most get some sleep. Just before dawn people can be heard again in the houses. They are getting up to eat before the day begins

CORRECTIONS

1

Turkey

2

3

4

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9

F

Look at the notes on page 32 again.

Now look carefully at the notes below about a Night in Ramadan in Egypt with your teacher. Make sure that you understand them.

Write a paragraph about *A Night in Ramadan in Egypt* on page 36. The paragraph which you wrote with your teacher about Syria and the paragraph about Turkey will help you, too.



Night Ramadan Egypt

*break fast dates pray.
 go to . . . mosques . . . public places.
 Children coloured lanterns.
 knock at doors houses . . ask
 sweets.
 stay up late most some sleep.
 Just before dawn movement
 heard in houses.
 Peoplegetting upeat.*

UNIT 4

G

Write your paragraph below.

H

Check the Following:

Title:

Indentation:

Capital letters:

Full stops:
(Each sentence)



After your teacher has corrected your paragraph about *A Night in Ramadan in Egypt*, rewrite it correctly below.

UNIT 5

A

MORE PUNCTUATION AND SPELLING

1. Apostrophes

Possessives

Do you remember this?

Whose book is this?

It is Umar's.

Umar's is a **possessive**: it shows us that the book *belongs* to Umar.

This is how we make possessives:

Singular: Add **apostrophe** then **S**.

For example: *This is Umar'S book.*

That is his father'S car.



Note: IF the word already ends with **s**, we still add **apostrophe** then **s**.

For example: *This is James'S book. (I pronounced James-is)*

Plural: Add **S** then **apostrophe**

For example: *These are the boyS' books.*

Those are their fatherS' cars.



its and it's

The word **its** (without an apostrophe) means belonging to it.

For example: That planet orbits **its** sun once every 300 days.
(*The sun belonging to it*)



Continue on the next page →

It's (with an apostrophe) shows that someone says it *is* or it *has*



Now rewrite the sentences below adding apostrophes where necessary:

1. Mars has an atmosphere, but its gases are not the same as Earths.

2. Marss temperature is not the same as Venuss, is it? No, its -30°C.

3. Our sun has nine planets. These planets orbits are all different.

UNIT 5

2. Spelling

Look at these spelling rules for making nouns plural.

<p>a. Most nouns just add s:</p> <p>book books</p> <p>star stars</p> <p>planet planets</p>	<p>b. Nouns which end with <i>y</i> change the <i>y</i> to <i>ies</i>.*</p> <p>country countries</p> <p>party parties</p> <p>worry worries</p>	<p>c. Nouns which end with <i>ch,sh,ss</i>, or <i>x</i> (and many nouns that end with <i>o</i>) add <i>es</i>:</p> <p>tomato tomatoes</p> <p>crash crashes</p> <p>box boxes</p>
<p>*But If there is a vowel before the <i>y</i>, you simply add <i>s</i>. For example: boy boys</p>		

<p>d. Most nouns which end with <i>f</i> or <i>fe</i> changes to <i>ves</i></p>			
<p>life lives</p>	<p>half halves</p>	<p>thief thieves</p>	
	<p>wife wives</p>	<p>wolf wolves</p>	

<p>e. These nouns have irregular plurals:</p>			
<p>fish fish</p>	<p>foot feet</p>	<p>man men</p>	
<p>sheep sheep</p>	<p>tooth teeth</p>	<p>woman women</p>	

Now write the plurals of these nouns :

- 1. life _____
- 2. watch _____
- 3. potato _____
- 4. pen _____
- 5. apple _____
- 6. family _____

B

Look at the table below with your teacher.

Make sure that you understand it.

Three Planets in the Solar Systems

Planet	Earth	Venus	Mars
			
Posision in the Solar System	third	second	fourth
Distance from the sun	150,000,000 km	108,000,000 km	228,000,000 km
Diameter in km	12,756	12,100	6,790
Year in days	365	225	687
Day	twenty-four hours	243 Earth days	twenty-four hours and thirty-seven minutes
Angle of axis	approximately 23 ^o	around 2 ^o	about 24 ^o
Average temperature	12 °C	480 °C	-30 °C
Atmosphere	78% nitrogen + 21% Oxygen	almost 100% carbon dioxide	nearly 100% carbon dioxide
Water	vapour, water and ice	very little vapour no water or ice	water vapour and ice
Surface	slowly moving	no movement	no movement
Life	Yes	None	None

UNIT 5

C

Listen to the cassette and look at the column about the Earth again.



D

Work with your teacher and your classmates to write two paragraphs about *The Planet Earth*. Use the information in the table.

Try to write the same sentences as you heard on the cassette.

Think about the topic sentences.

E

Read the paragraphs below about *The Planet Venus*.

There is one mistake in every line.

Underline the mistakes. Then write the corrections in the box on the right.

The first one is done for you.

The Planet Venus

Nine planetes orbit the sun. Venus is the second of the inner ones. It is 108000000 kilometres from the sun. It's diameter is about 12,100 kilometres. There are 225 dayies in a year on Venus. A day lasts 243 Earth days. Venuss axis is not vertical. It is tilted at an angle of 2°.

Venus's average temperature is 480c°. It's atmosphere consist of almost 100% carbon dioxide. Its contains very little water vapour. There no water or ice. The surface does not move there is no life on Venus.

CORRECTIONS

1	Venus
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12	



Look at the table on page 41 again.

This time, look carefully at the column about the planet Mars with your teacher.

Make sure that you understand it.

Write two paragraphs about *The planet Mars* on page 44.

The paragraph which you wrote with your teacher about the Earth and the one about Venus will help you.



After your teacher has corrected your paragraphs about *The Planet Mars*, rewrite them correctly below.

A series of 20 horizontal green lines provided for writing the corrected paragraphs.

UNIT 6

A

MORE ABOUT CONNECTORS

1. Remember how we join sentences with “and” and “but”

and

can join two sentences which do **not contrast**. For example,

*Flying is very **enjoyable**. It saves time.*



*Flying is very enjoyable **and** it saves time.*

but

can join two sentences which **contrast**. For example,

*Flying is very **enjoyable**. It is expensive.*



*Flying is very enjoyable **but** it is expensive.*

But we cannot join

Faisal is 17. Khaled likes bananas.

because the ideas are not connected.

2. Remember how we join sentences with “or”

OR

can join two sentences which give a choice. For example:-



You can travel to Egypt *by plane*. You can travel to Egypt *by boat*.

You can travel to Egypt by plane *or* you can travel to Egypt by boat.



(But you still cannot join sentences if the ideas are not connected.)

Decide if you can join the sentences below. If you can join them using **and**, **but** or **or** as necessary. If you cannot join them, simply copy the separate sentences.

1. Arab Aid goes to Africa. It goes to Asia.

2. We can visit Khaled. We can visit Faisal. We cannot visit both. (Join the three sentences.)

3. The raw material comes from trees. We had financial help.

3. Shortening sentences with “and”, “but” and “or”

If parts of the two sentences are the same, we can leave out the second part when we join the sentences:

Flying is very enjoyable. **Flying** saves time.

⇒ Flying is very enjoyable and saves time.

Flying is enjoyable. **Flying** is expensive.

⇒ Flying is enjoyable but expensive.

You can travel to Egypt by plane. **You can travel to Egypt** by boat.

⇒ You can travel to Egypt by plane or by boat.

Continue on the next page ⇒

UNIT 6

Join these sentences using **and**, **but** or **or** and shorten them if you can:

1. You can have a blue book. You can have a red book. You cannot have both.

2. Mr. Lim is an agricultural expert. The reporter interviewed him about agriculture.

3. Malaysia produces rubber. Saudi Arabia does not.

4. He borrowed some money. He built a house.

5. We had financial help. We still could not do it.

B

Look at the table below with your teacher.

Make sure that you understand it.

Arab aid has become so large and so complex that the Arab governments have established seven or eight different organizations to deal with it all. Three of these organizations are the Saudi Fund for Development, the Abu Dhabi Fund for Arab Economic Development and the OPEC Special Fund.

Arab Aid

FUND	Saudi Fund for Development	Abu Dhabi Fund for Arab Economic Development	OPEC Special Fund
Established	October 1974	July 1971	1976
Starting Capital	\$3 Billion	\$ 120 million	\$ 1.6 Billion
Number of countries projects lent to	more than 50 countries	more than 50 projects	more than 110 countries
Money used for	transport, power & water projects	Arab, African and Asian nations.	World's poorest nations.
Repayment period	20 years	10 - 20 years	20 - 25 years.
Special Conditions	do not start paying for 5 years after loan	do not start paying for 3-5 years	no interest
Other Points	has a follow-up department - checks the progress of projects makes sure they are completed.	originally established to help needy Arab states soon expanded to help any Third World	does not wait for countries to ask for loan - offers money to the needy.

UNIT 6

C

Listen to the cassette and look at the column about the Saudi Fund for Development again.

D

Work with your teacher and your classmates to write a paragraph about the Saudi Fund for Development. Use the information in the table. Try to write the same sentences as you heard on the cassette.

E

Read the paragraph below about *The Abu Dhabi Fund for Arab Economic Development*. (It comes from the table on the last page.) There is one mistake in every line. Underline the mistakes. Then write the corrections in the box on the right.

The Abu Dhabi Fund For Arab Economic Development

The Abu Dhabi Fund For Arab Economic Development was establish in July 1971 and started with \$ 120 million capital. Since then, it lent money to more than 50 different projects, this money has been lent mostly to Arab Africa and Asian countrys. The borrowers usually have 10 to 20 years to repay. And do not have to start paying for three to five years, the Fund was originally established to help needy arab states or soon expanded to give aid to any Third World countries

CORRECTIONS

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for

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F

Look at the table on page 49 again.

This time, look carefully at the column about the OPEC Special Fund with your teacher.

Make sure that you understand it.

Write a paragraph about the *OPEC Special Fund* on page 52.

The paragraph which you wrote with your teacher about *The Saudi Fund for Development* and the paragraph about *The Abu Dhabi Fund for Economic Development* will help you.



After your teacher has corrected your paragraph about *OPEC Special Fund*, rewrite it correctly below.
