



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

ENGLISH FOR SAUDI ARABIA

3rd YEAR SECONDARY TERM 2

Writing Book

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**Materials for 3rd Year Secondary, Term 2
Student s Book
Writing Book
Teaching Kit: 12 Posters, and 1 Tape
1427H - 2006G**

Not For Sale

أشرف على المراجعة بمشروع اللغة الإنجليزية في وزارة التربية والتعليم

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ويأمل المشروع من جميع المشرفين والمشرفات والمعلمين والمعلمات وأولياء

الأمر إبداء مرئياتهم وتزويده بما لديهم من ملحوظات أو مقترحات ببعثها

إلى مشروع اللغة الإنجليزية بوزارة التربية والتعليم على العنوان التالي:

هاتف : ٤٠٤٦٦٦٦ - تحويلة : ٢٥٤٥ أو تحويلة : ٢٥٨١

صندوق بريد رقم: ٨٤٩٨٧ الرياض: ١١٦٨١

شاكرين للجميع تعاونهم والله الموفق

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



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



وسوف يضع المعلم / تضع المعلمة هذه الرموز على عملك /
عملك 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 / بنفسك.



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



وفي الدرس الثامن يراجع المعلم / تراجع المعلمة التصحيحات التي قمت بها / 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.

لماذا لا يعطيني المعلم /
تعطيني المعلمة
الإجابات الصحيحة؟

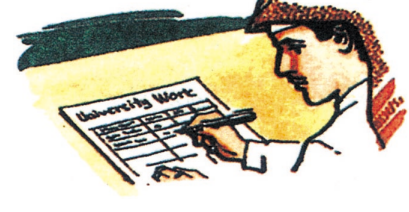
لأنك تحتاج / لأنك تحتاجين إلى القيام بهذا العمل وليس معلمك / معلمتك. وإذا كان المعلم سيبين لك / كانت المعلمة ستبين لك الإجابات الصحيحة دائماً فسوف يكون هو الذي يؤدي لك كل العمل / هي التي تؤدي لك كل العمل. فإذا كنت جاداً ومثابراً في عملك / كنتي جادة ومثابرة في عملك فسوف تذكر درسك وتستوعبه / تذكري درسك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



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 إلى تطبيقها/ تحتاجين إلى تطبيقها، فهذه الكتب خصصت لتطوير مهاراتك/ مهاراتك التحريرية في الانجليزية للاستفادة منها مباشرة بعد مغادرتك/ مغادرتك للمدرسة. وقد تتابع/ تتابعين تعليمك الجامعي داخل المملكة العربية السعودية وستضطرن/ ستضطرين في كثير من الأحيان إلى الكتابة بالانجليزية. والكتابة بالانجليزية 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/ تلتحقي بأي جامعة فإن هذه المهارات التحريرية سوف تساعدك/ تساعدك كثيراً في حياتك العملية.

لماذا خصصنا كتباً
تحريرية هذا العام؟



كيف نتمرن على الكتابة مع هذا الكتاب؟



وبعد ذلك، تذهب إلى منزلك/ تذهبين إلى منزلك ثم تصحح/ تصححين فقرة أو فقرتين مكتوبتين حول موضوع مماثل في هذا الكتاب. وكل خط من هذه الفقرة أو الفقرات يحتوي على خطأ واحد من النوع الذي يقع فيه الطلاب/تقع فيه 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 أو تعلم/ راجعي أو تعلمي بعض أسس الكتابة بالانجليزية في كل وحدة. وتشمل هذه الأسس وضع الفواصل والتهجي 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. Last term your teacher showed you some symbols he uses for marking mistakes. Mark these symbols in the appropriate places on the paragraph and in the boxes below it.

*Lets look corefully at the newst saudi five hundred-
riyal note. it 16.6 centemetres long and 7.4 centemetres
wide. its colauris 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.

1. Punctuation

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: *Ahamad Al-Ali Fatimah Al-Uthman*
3. The first letters in people's titles: *King Faisal Doctor Al-Ghamdi Mrs. Zaid*
4. The first letter of the name of a language : *Arabic, English, Japanese*
5. The first letters of place names: *King Fahd Street, England the Tigris River*
6. The first letters of most words in titles: *The Most Popular Drink in the World.*
7. The first letters of the months: *January, February, March, June, September*
8. The first letters of the days: *Saturday, Sunday, Monday, Tuesday, Wednesday*
9. The word *I*

We use full stops for the following :

1. At the end of every sentence: Look at those clouds in the sky. They mean rain.
2. After shortened forms of words: Mr ● Mrs ●
3. After other shortened forms: e ● g ● a ● m ● p ● m ●

Remember how we use apostrophes :

1. With singular nouns: That boy's book is on his desk.
2. With plural nouns: Those boys' books are on the table.
3. When someone says it is or it has: " It's 45 °c today". It's been hot all week".

Continue on the next page →

UNIT 1

We use **commas** for the following:

1. Between items in a list: *Elephants, tigers, whales and oryx are all endangered.*
2. After words used to introduce a sentence: *First, they break their fast.*
3. After long clauses beginning a sentence: *After they break their fast, they pray.*
4. Before too at the end of a sentence: *He likes oranges. I likes oranges, too.*
5. In questions which expect the answer *Yes or No*: *He speaks Arabic, doesn't he?*
6. To separate numbers over a thousand: *1,376 1,486,032 23,974,305*
7. In special parts of letters: *Dear Sir, Yours faithfully,*

Do not forget to **indent** the first lines of paragraphs about five letter spaces from the left:

⇒ *The Merchant of Venice was written by William Shakespeare. The story takes place in the sixteenth century and the main characters are Antonio, Shylock.*

Now rewrite the sentences below. Correct any mistakes which you can see with **capital letters, full stops, apostrophes or commas**:

1. after i got out of my fathers car i saw mr. al-ali on khaled street
2. in february i met doctor al-nasser he was at his brothers hospital
3. she said she wanted to learn german

2. Spelling

Remember the spelling rules for verbs :

Look at your last writing book to remind yourself about these:

1. Adding S:

eat - eats study - studies play- plays teach- teaches

2. Adding ed:

finish - finished - use - used - study - studied - play - played - stop-stopped

3. Adding ing:

drink - drinking take- taking sit - sitting

Now add **s**, **ed** and **ing** to the following verbs. The first one is an example.

- 1. like: likes liked liking
- 2. stop: _____
- 3. add: _____

Remember the spelling rules for making nouns plural:

Look at your last writing book to remind yourself about these:

1. Adding S:

book - books - country - countries - boy - boys - crash - crashes - life - lives

2. Some exceptions: foot- *feet* man- *men* tooth- *teeth* woman - *women*

fish - *fish* sheep - *sheep*

Now write the plurals of these nouns:

- 1. knife: _____ 2. box: _____ 3. tomato: _____
- 4. star: _____ 5. apple: _____ 6. party: _____

Continue on the next page →

UNIT 1

3. Connectors

Remember how we join sentences with **and**, **but** and **or**:

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.*

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**.*

Remember how we can shorten 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.*

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

1. I will read a short story. I will read a play. I do not have time for both.

2. Dr. Smith is a literature teacher. The reporter interviewed him about literature.

UNIT 1

B

Look at this table with your teacher and make sure that you understand the notes.

Two Works from English Literature

Title	Great Expectations	The Merchant of Venice
Author	Charles Dickens	William Shakespeare
Location	England	Italy
Date	19th Century	16th Century
Main Character(s)	Pip	Antonio - kind, generous businessman Shylock - a Jew , mean and greedy for money Portia - a clever young judge
Other Characters	Pip's sister - strict and hard Joe- a kind and warm hearted	
Summary of the story	Pip in the country - sister and husband - allowance from man wanted by police - London for education - man died, allowance stopped- need to work-successful career	Antonio - borrow money from Shylock - not like each other Antonio not pay back-Shylock took Antonio to court - Portia the judge - Shylock wanted to kill him - Portia said no - Shylock got nothing, very unhappy. Portia saved Antonio life

C

Listen to the cassette and look at the notes again.



D

Work with your teacher and your classmates to write two paragraphs about *Great Expectations*.

Use the information in the notes.

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

Continue on the next page →

UNIT 1

E

Read the paragraphs below about *The Merchant of Venice*. 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 merchant of Venice

The Merchant of Venice was written by William Shakespeare, the story takes place in the sixteenth century but the main characters are Antonio, Shylock or Portia. Antonio was a kind and generous man. Shylock, a Jew, was mean and loved money, Portia was a clever young judge Antonio had to borrow some money from Shylock. The two men did not like each other. antonio could not pay back the money. So shylock took him to court where portia was the judge. Shylock wanted to kill Antonio or Portia told him he could not. He got nothing and he was very unhappy. Portia saved Antonio's life.

CORRECTIONS

1	<u>Merchant</u>
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F

Look at the notes below about *Macbeth* with your teacher and make sure that you understand them. Then write two paragraphs about Macbeth on page 7. The paragraphs which you wrote with your teacher about *Great Expectations* and the ones above about *The Merchant of Venice* will help you.

Macbeth

Title	Macbeth
Author	William Shakespeare
Location	Scotland
Date	many centuries ago
Main character (s)	Macbeth-ambitious but weak wife, Lady Macbeth-ambitious but stronger
Other characters	Duncan, Kind of Scotland Macduff-suporter of Duncan.
Summary of the Story	Macbeth wanted to become king of Scotland. Killed real king, Duncan did not want to but Lady Macbeth made him-thought Macduff might try to stop him- sent men to kill him - Macduff escaped - the men killed Macduff's wife and children - Macduff brought English army- attacked Macbeth-Macduff killed Macbeth

UNIT 1



After your teacher has corrected your paragraphs about *Macbeth*, re-write them correctly below.

Lined writing area with horizontal green lines.

1. It is easier not to divide words

- In books, magazines and handwriting, there is often not enough space at the end of a line to finish a word.
- It is possible to divide words in English but it is much easier not to do this. If you are writing and you can see that you will need to divide the last word on the line, do not do it. Just start on the next line. This is what you have always been taught to do in this course until now.
- Here is an example.

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.

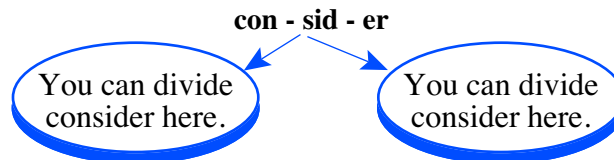
You could divide *sometimes* here but it is easier and safer not to divide it.

2. The rule for dividing words

- If you really must divide a word in English, the basic rule is: **divide only between syllables.**
- But you must know exactly where the *syllables* are.
- There is only one place to find out the *syllables* in a word: in the dictionary.
- Be careful ! Not all dictionaries show you the *syllables*.
- The ones which do normally show the *syllables* like this:

con-sid-er (con **sid** er) (vt ---reg.)
think about something

- From this, we can see that consider has 3 syllables **con-sid-er**
- So you could divide *consider* in two places (1) (2) (3)



It was a difficult problem to con- sider. In the end, he decided not to divide the word.

← after the first syllable
or
after the second syllable →

It was a difficult problem to consid- er. In the end he decided not to divide the word.

Continue on the next page →

UNIT 2

3. Dividing words in handwriting

- There are several reasons why it is better not to divide words when writing English.

- It is **not necessary**.
- It is **difficult** to know where the syllables are in a word.
- It **does not help** the reader to read easily.

- Because it is so difficult and because it is not necessary, most native speakers of English never try to divide words.
- Remember the example of AI on the last page. Where can you divide sometimes?
- Look at the four different ways the word **sometimes** has been divided below. (Notice that we use a hyphen to divide the word.) Decide if all four ways are correct. Then look at the bottom of the page.*

2 *some-times*

3 *Sometim-es*

4 *sometime-s*

Now look at the passage below. Eight of the words have been divided at the end of the line. Find these words in the Word Study on student's book page 24 and decide they have been divided correctly.

Science, social sciences and the humanities can be studied at university. Science includes many subjects such as physics and chemistry and also medicine. Subjects such as pharmacology are studied in medical college. Pharmacology is also a part of veterinary sciences which veterinary surgeons must all know well.

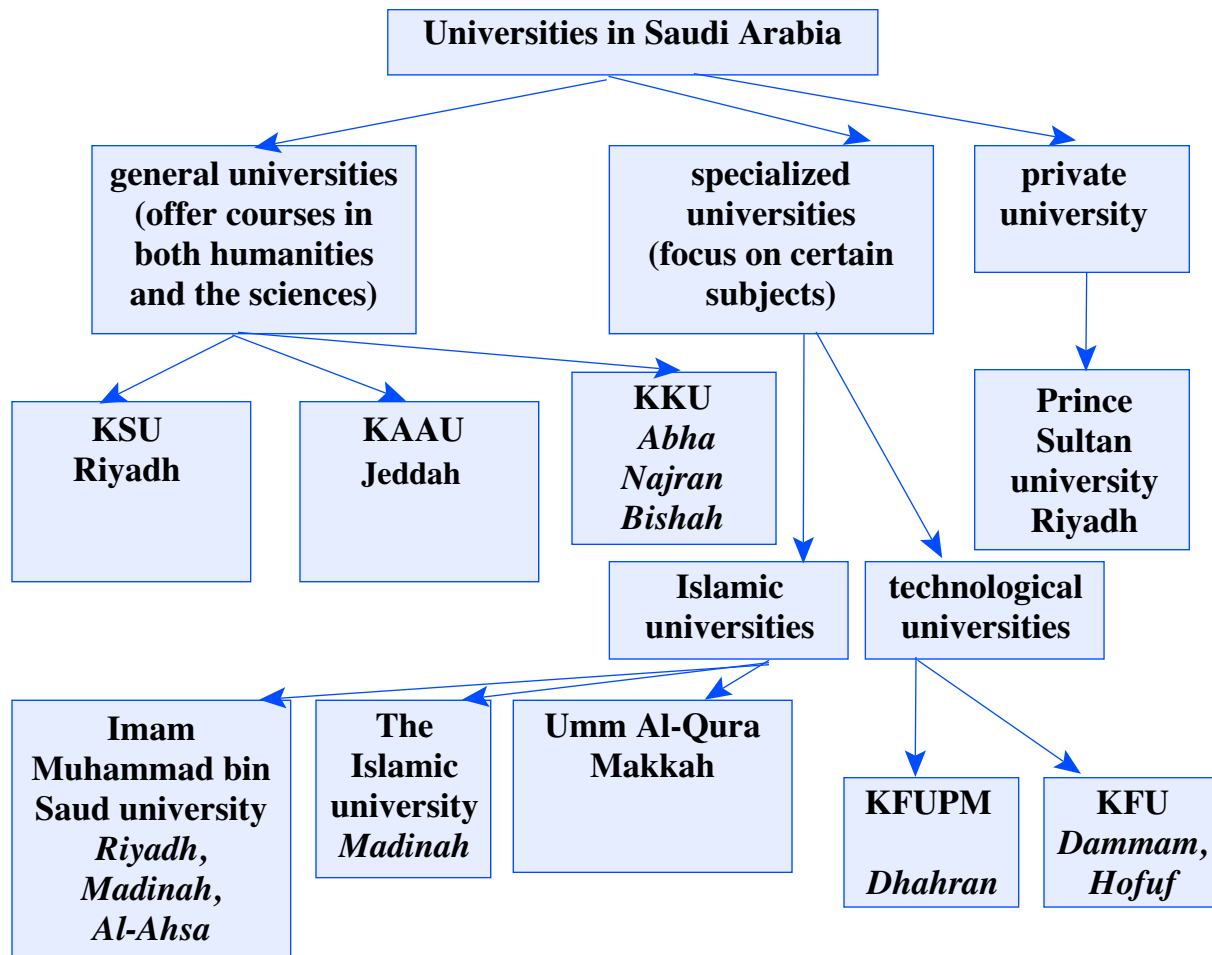
The difference between social sciences and the humanities is that social sciences study people living in society but the humanities study what people produce, for examples novels or plays. for example in economics, we can learn how people in society have an effect on the production and distribution of goods.

(*The word sometimes looks like this in a dictionary : **some-times**)

UNIT 2

B

Look at the diagram below with your teacher.
Make sure that you understand it.



C

Listen to the cassette and look at the diagram about *Universities in Saudi Arabia* again.

D

Work with your teacher and your classmates to write three paragraphs about *Universities in Saudi Arabia*.

Use the information in the diagram.

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

UNIT 2

E

Read the paragraphs below about Universities in Saudi Arabia. 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.

Universities in Saudia

Universities in Saudi Arabia can be divided into two main types first, there are general universities, which offers courses in both the humanities and the sc^{*}iences then there are specialized Universities, which focus on certain subjects
 There are three general universities. One of these is Kku, which has campuses in Abha, Najran but Bishah. Another is KAAU located in Jeddah or Madinah

CORRECTIONS

1	Saudi Arabia
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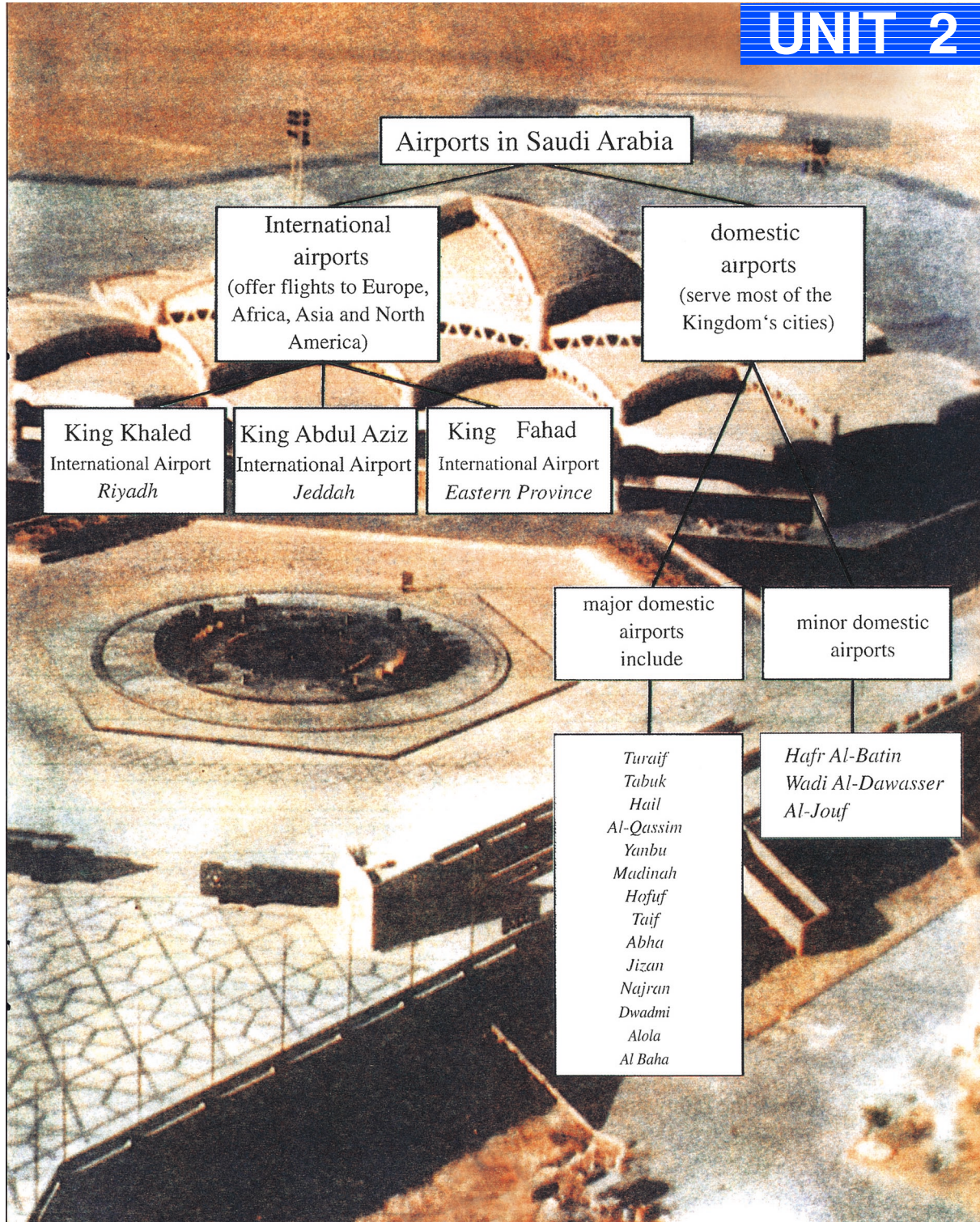
*** REMEMBER:**

- You can only divide English words if you have a dictionary which shows you where to divide. (The Word Studies will show you where to divide from now on.)
- If you do not have a dictionary which shows you where to divide. DO NOT GUESS. (Even English speakers often cannot guess correctly.)

F

Now look at the diagram on the next page with your teacher. Make sure that you understand it.

Then write three paragraphs about *Airports in Saudi Arabia*. Write your three paragraphs on page 14. Remember to write a title. The paragraphs at E will help you. So will the paragraphs which you wrote with your teacher on the board. Try to remember these.



UNIT 2



Write your paragraphs below:



Check the following:

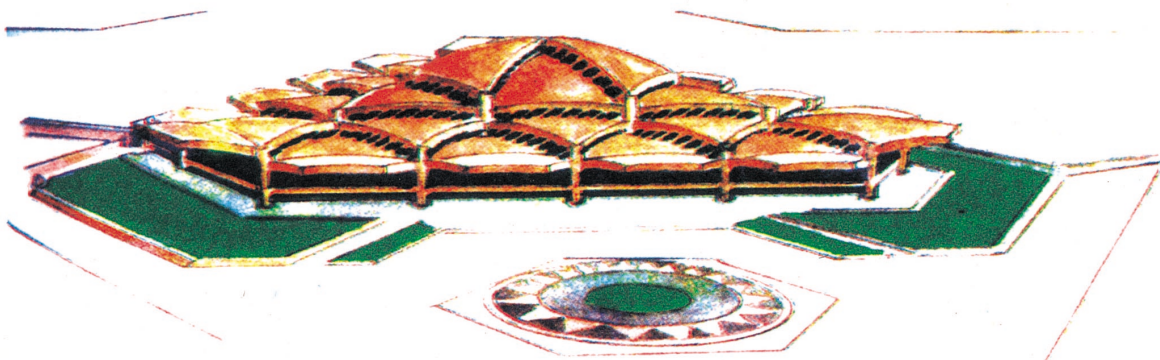
Title: Indentation: (Each paragraph)

Capital letters Full stops: (Each sentence)

UNIT 2

I

After your teacher has corrected your paragraphs about *Airports in Saudi Arabia*, rewrite them correctly below.



UNIT 3

A SPELLING

1. Doubling the last consonant

When should I double the last consonant of a word?

<p>When you add these to a word</p> <p>-----<i>ing</i></p> <p>-----<i>er</i></p> <p>-----<i>or</i></p> <p>-----<i>ed</i></p> <p>-----<i>est</i></p>	<p>double the last consonant if...</p> <p>1. the word has 1 syllable and ends in 1 vowel + 1 consonant:</p> <p>sit - sitting big - bigger stop - stopped</p> <p>2. the word ends in a stressed syllable:</p> <p>control - controlled begin - beginning</p> <p>3. the word ends in 1 vowel + l:</p> <p>travel - travelling</p>	<p>but do not double the last consonant if...</p> <p>1. there are two vowels or two consonants:</p> <p>wait - waiting cool - cooler bring-bringing</p> <p>2. the last syllable is not stressed:</p> <p>visit - visited develop-developing</p> <p>3. the word ends in w,x or y:</p> <p>show - showing box - boxing play - playing</p>
---	--	---

changing Y to I

When should I change y to I?

<p>when you add these to a word:</p> <p>-----<i>er</i></p> <p>-----<i>or</i></p> <p>-----<i>ed</i></p> <p>-----<i>est</i></p> <p>-----<i>s</i></p>	<p>change the y to i if... the word ends in a consonant + y:</p> <p>try ----- tried carry ----- carried dry ----- drier fly ----- flies</p>	<p>but do not change it if... the word ends in a vowel+y</p> <p>play ----- played buy ----- buyer say ----- says</p>
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3. Taking off the final e

When should I take the final e off a word?

<p>When you add <i>-ing</i> to a word,</p>	<p>remove the <i>e</i> if.....</p> <p>it is silent write - writing use- using</p> <p>There are some exceptions die - dying lie - lying</p>	<p>but do not remove the <i>e</i> if...</p> <p>the <i>e</i> is not silent see - seeing be-being</p>
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4. Adding e

When should I add e to a word?

<p>When you add _____S to a word.</p>	<p>add e if...</p> <p>The word ends in <i>ch, s, sh, x or z</i> (<i>and sometimes o</i>):</p> <p>watch - watches box - boxes do - does go-goes potato - potatoes tomato - tomatoes</p> <p>There are several exceptions, for example :</p> <p>photo - photos radio - radios video - videos</p>
--	--

UNIT 3

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

- | | | | | | |
|------------|-------|-------|-----------|-------|---------|
| 1. do | doing | _____ | 2. rise | _____ | 3. get |
| 4. run | | _____ | 5. desire | _____ | 6. be |
| 7. promise | | _____ | 8. force | _____ | 9. fall |

Next, add *S* to the following words:

- | | | | | |
|-------------|-------|----------|-------|-------------|
| 1. do | _____ | 2. baby | _____ | 3. hit |
| 4. boil | _____ | 5. pause | _____ | 6. tomato |
| 7. consider | _____ | 8. city | _____ | 9. sentence |

Finally add *ed* to the following words:

- | | | | | |
|------------|-------|------------|-------|-----------|
| 1. pray | _____ | 2. tie | _____ | 3. enjoy |
| 4. control | _____ | 5. travel | _____ | 6. visit |
| 7. try | _____ | 8. operate | _____ | 9. prefer |

UNIT 3

B

Look at the information about King Abdul Aziz in the table below with your teacher. Make sure that you understand it.

Two Saudi Kings

	King Abdul Aziz Al-Saud	King Faisal bin Abdul Aziz
born	1880 in Riyadh	1905 in Riyadh
most important events in his childhood	Family forced to leave Riyadh in 1891- moved to Kuwait.	Was sent to Paris peace Conference in 1919 at the end of World War 1. On same trip, visited U.K
most important events or adventures in his adult life remembered for	<ol style="list-style-type: none"> 1. in 1902, regained Riyadh. 2. In 1913, captured Hofuf from the Turks. 3. Became sultan of Najd in 1921. 4. Became the King of Hejaz in 1926. 5. Unified the country as Saudi Arabia in 1932. 6. In 1933, gave the order to drill for oil. Responsible for beginning to develop the country. 	<ol style="list-style-type: none"> 1. in 1925, became viceroy of Hejaz and Foreign Minister. 2. During 1930s, made many trips abroad to present the Arabs' views on Palestine 3. Took the Kingdom into the United Nations in 1945. 4. Became Prime Minister in 1962. 5. Became King in 1964.
	faith in Islam, strength and generosity	piety, intellectual power and quick mind
died	1953	1975



C

Listen to the cassette and look at the column about King Abdul Aziz again.



D

Work with your teacher and your classmates to write three paragraphs about King Abdul Aziz. Use the information in the table. Try to write the same sentences as you heard on the cassette.

UNIT 3

E

Read the Paragraph below about *King Abdul Aziz*.

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.

King abdul Aziz Al-Saud

CORRECTIONS

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

*There were many imporant adventur-
 es in Abdul Azizs' life. In 1902, he
 regained riyadh. Then in 1917, he
 captured Hofuf from the Turks, he
 became Sultan of Najd in 1921. And
 King of Hejaz in 1926. he unified the
 whole country as Saudia Arabia in 1932.
 In 1933, he gave the order to drill for oil,
 He was responsible for begining to
 develop the Country.*



F

Look at the table on page 19 again.

This time , look carefully at the column about *King Faisal bin Abdul Aziz* with your teacher.

Make sure that you understand it.

Then write three paragraphs about King Faisal bin Abdul Aziz.

Write your paragraphs on page 21. Remember to write a title.

The paragraphs which you wrote about *King Abdul Aziz* will help you, but be careful. They are not exactly the same.

UNIT 3

G

Write your paragraphs below:

H

Check the following:

Title:	<input type="text"/>	Indentation: (Each paragraph)	<input type="text"/>
Capital letters	<input type="text"/>	Full stops: (Each sentence)	<input type="text"/>

UNIT 3

1 **Fair copy.** After your teacher has corrected your paragraphs about *King Faisal bin Abdul Aziz*, write a fair copy below.

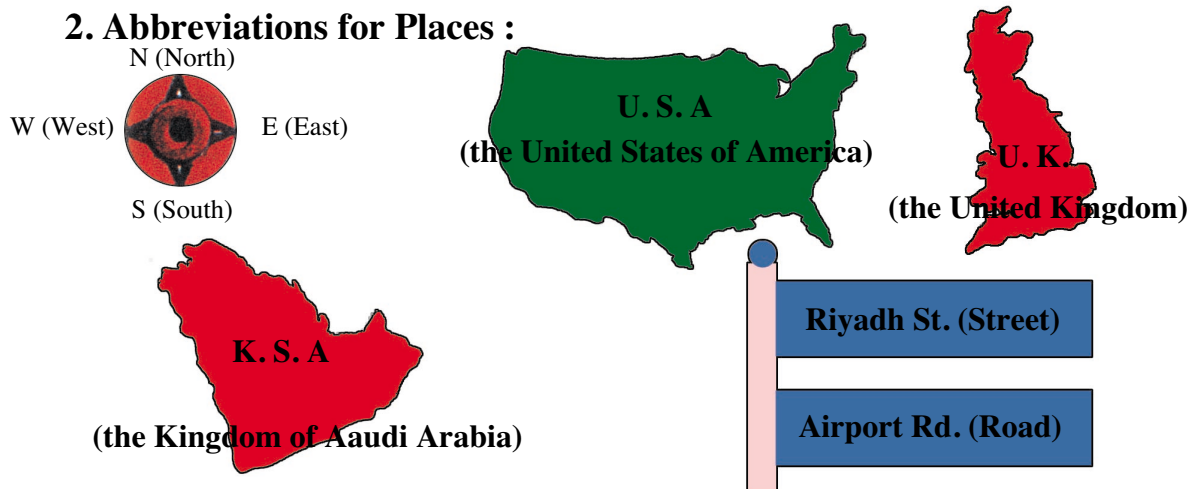
1. Common Short Forms (Abbreviations)

Look at these common abbreviations : (You already know some. Others are new.)
Note that some are followed by full stops and others are not.

1. Abbreviations for Different types of Words.

<i>adj</i>	adjective	<i>phr</i>	phrase
<i>adv</i>	adverb	<i>v</i>	verb
<i>n</i>	noun	<i>vi</i>	intransitive verb
<i>prep</i>	preposition	<i>vt</i>	transitive verb
<i>pron</i>	pronoun	<i>vt / i</i>	verb which is transitive and intransitive

2. Abbreviations for Places :



3. Abbreviations for Numbers in order.

1st	first	6th	sixth	20th	twentieth
2nd	second	7th	seventh	21st	twenty-first
3rd	third	8th	eighth	22nd	twenty-second
4th	fourth	9th	ninth	23rd	twenty-third
5th	fifth	10th	tenth	25th	twenty-fifth.

100th - one hundredth, etc.

Continue on the next page →

UNIT 4

B

The table below contains notes about two early Antarctic Expeditions. Look carefully with your teacher at the notes about Roald Amundsen and his expedition. Make sure that you understand the notes.

Two Antarctic Expeditions

Name	Roald Amundsen	Robert Scott
Nationality	Norwegian	British
Aims	1. spend winter in the Antarctic 2. go to the south pole	1. spend winter in the Antarctic 2. do scientific research 3. go to the South Pole
Supplies & Equipment	19 men, 95 dogs , light sledges	65 men, 33 dogs, 19 horses, 3 motor sledges
Plan	1. rest 2. become fit; 3 get fresh meat, 4. small team go to the Pole	1. do research on the weather, rocks, sea water and fish; 2. small team go to the Pole
Route	19 Oct 1911; 600 km journey	23 Oct 1911, 750 km journey
Experiences	warm; ate; well; fast travel	terrible weather, short of food, dogs and horses died, sledges broke down
Achievements	first people to reach the Pole; returned successfully	reached the Pole all died on the return journey



C

Listen to the cassette and look at the notes again.



D

Work with your teacher and your classmates to write one paragraph about *Amundsen's Antarctic Expedition*. Use the information in the notes.

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

UNIT 4

E

Read the paragraph below about *Amundsen's Antarctic Expedition*. 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
	<u><i>Amundsen's antarctic Expedition</i></u>	1 <u>Antarctic</u>
	<i>Roald Amundsen was a Norwegian</i>	2
	<i>his aims were to spend a winter in the</i>	3
	<i>Antarctic and to go the South pole.</i>	4
	<i>He had 19 men 95 dogs and light sledges.</i>	5
	<i>They rested became fit and got fresh</i>	6
	<i>meat. on 19 October 1911, a small team</i>	7
	<i>began the 600-kilometre journey. they</i>	8
	<i>planed to take the direct route to the</i>	9
	<i>Pole and back, they were warm, ate</i>	10
	<i>well and travelled fast, they were the</i>	11
	<i>first people to reach the Pole, they</i>	12
	<i>Returned safely and successfully.</i>	13

F

Look at the table on page 25 again. This time, look carefully at the column about Robert Scott with your teacher. Make sure you understand it. Then write your paragrah about *Scott's Antarctic Expedition*. Write your paragraph on page 27. Remember to write a title. The paragraph which you wrote about Amundsen will help you. (Be careful with the paragraph above. It is different from the one which) you wrote with your teacher. It is not taken from the table on page 25.)

G

Write your paragraph below:

H

Check the following:

Title:

Indentation:
(Each paragraph)

Capital letters

Full stops:
(Each sentence)

UNIT 4



Fair Copy:

Lined writing area consisting of 20 horizontal green lines.

A

BRITISH AND AMERICAN ENGLISH

There are some differences between British and American English. A few of these are shown below. However, they are not very important. The British and the American can understand each other very easily when they speak and write.

1. Different Spelling

Here are some differences between British and American spelling:

1- Words which have *-our* in British English often have *-or* in American English:



British
colour
favourite
labourer

American
color
favorite
laborer



2. Words ending in *-tre* in British English often end in *-ter* in American English.



British
centre
litre
metre

American
center
liter
meter



3. Remember what happens to words like **travel** which end in one vowel+l.

(Look at A 1 on page 16 of this writing book)

In American English, the l is **only** doubles if the last syllable is stressed.

Word Stress

British



American

trav-el traveller traveler

fu-el fuelled fueled





but **con-trol** controlling controlling

Continue on the next page →

UNIT 5

2. Different Words

The British and the American use different words for some things. Here are some examples:

British  	American	British  	American
curtains	drapes	lorry	truck
flat	apartment	petrol	gas
film	movie	rubber	eraser
head teacher	principal	shop	store
garden	yard	tap	faucet

● Write British Spelling for the following:

- 1. humor _____
- 2. dialed _____
- 3. traveling _____
- 4. kilometer _____
- 5. labor _____
- 6. refueling _____
- 7. colored _____
- 8. favorite _____
- 9. centimeter _____
- 10. center _____

● Now write the British words for the following:

- 1. eraser _____
- 2. drapes _____
- 3. apartment _____
- 4. gas _____
- 5. store _____
- 6. truck _____

B

The table below contains notes about three English scripts. Look carefully with your teacher at the notes and make sure that you understand them.

Three English Scripts

SCRIPT	ROMAN	ITALIC	GOTHIC
How Common	very	quite	not very
Easy to read	yes	quite	no
Used in Printing	yes	yes	sometimes
Used in everyday handwriting	yes	sometimes	never
Heavy	no	no	yes
Decorative	no	quite	very
Angle	vertical	slanted	vertical

Roman Script

**abcdefghijklmnopqrstuvwxy
z
ABCDEFGHIJKL MNOPQRSTU
VWXYZ**

Gothic Script

**abcdefghijklmnopqrstuvwxy
z
ABCDEFGHIJKL MNOPQRSTU
VWXYZ**

Italic Handwriting

*abcdefghijklmnopqrstuvwxy
z
ABCDEFGHIJKL MNOPQRSTU
VWXYZ*

Italic Printing

*abcdefghijklmnopqrstuvwxy
z
ABCDEFGHIJKL MNOPQRSTU
VWXYZ*

C

Listen to the cassette and look at the notes about Roman Script and Italic Script again.



D

Work with your teacher and your classmates to write one paragraph comparing Roman script with Italic script. Use the information in the table. Try to write the same sentences as you heard on the cassette.

UNIT 5

E

Read the paragraph below comparing Roman script with Gothic script. 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.

Comparing Roman Script with gothic Script

Roman and Gothic are tow well-known English scripts. Roman is more common than Gothic because it is easier too read, because of this, Roman script is more often used in priniting but in everyday handwriting than Gothic. roman script is not as heavy as Gothic and less decorative both scripts are vertical.

CORRECTIONS

1	<u>G</u> othic
2	
3	
4	
5	
6	
7	
8	
9	



F

Look at the table on page 31 again.

Then write one paragraph comapring Italic script with Gothic script. Write your paragraph on page 33. Remember to write a title. The paragarphs comparing Roman Script with Italic script and comparing Roman script with Gothic script will help you.