

Kingdom of Saudi Arabia
Ministry of Education
Educational Development



ENGLISH FOR SAUDI ARABIA

SECOND YEAR SECONDARY TERM 1

Student's Book

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Materials for Second Year Secondary Term 1

Student's Book
Teacher's Book
Teaching Kit: 10 posters and 1 tape

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NOT FOR SALE

أشرف على المراجعة بمشروع اللغة الإنجليزية في وزارة التربية والتعليم كل

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شاكرين للجميع تعاونهم والله الموفق ،،،

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

كيف تتعلمون ؟

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

يحتوي هذا المقرر على ٦ وحدات، وكل وحدة تحتوي على ثمانية دروس، وغالباً ما تتبع دروس هذا الكتاب المنهج التالي :

الدرس الأول :

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

الدرس الثاني :

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

الدرس الثالث :

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

الدرس الرابع :

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

الدرس الخامس :

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

الدرس السادس :

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

الدرس السابع والثامن :

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

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



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أنتم وهذا المقرر:

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



انتشار الإسلام في أوائل عصره.



السلامة في المنزل.



خدمات وإدارات الإطفاء. وما يستوجب عمله في حالة نشوب حريق لا سمح الله.



البيئة والتلوث.



النهضة التي مرت بها المملكة العربية السعودية خلال السبعين عاماً الماضية.



الغذاء والتغذية.

يمكنكم أيضاً الاستمرار في تطوير مهارتكم في المجالات التالية:



التعلم على: متى وكيف تستعملون قاموس اللغة الإنجليزية؟



القراءة الصامتة الصحيحة مع عدم الاعتماد على المعلم /ة بقدر الإمكان.



المنافشة - خاصة طرح الأسئلة والإجابة عليها.



بالإضافة إلى ذلك ستبدأون في التعرف على كيفية قراءة القطع المطولة بالإنجليزية. ولكنكم ستستعملون كتاباً منفصلاً للمطالعة خصص لهذا الغرض.



كتابة فقرات من المذكرات والجدول.



القواعد (التوسع في القواعد التي درستوها وإضافة الجديد إليها).

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Discussion

FIRES

وَأَنْذِرْ لِقَوْمِكَ إِذْ يُسَبِّحُونَ

EMERGENCY NUMBERS

FIRE		998
POLICE		999
AMBULANCE		997
TRAFFIC ACCIDENTS		993



Civil Defence

- A.** Look at the telephone numbers on the right. Then answer the questions below.

MEDICAL
DOCTOR
HOSPITAL
PUBLIC SERVICES
ELECTRICITY
WATER
AIRPORT

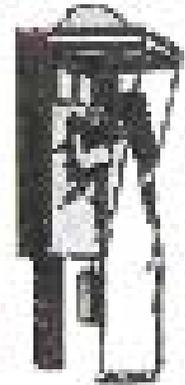


1. Where does this page come from?
2. What is an emergency?
3. Can you give some examples of emergencies?
4. Which vehicle on the page is a fire engine?

- B.** A boy is talking to a telephone operator. 

Try to answer the questions below as you listen to their conversation.

1. What emergency service does the boy want?
2. What is the boy's name?
3. Where is the emergency?
4. Complete this sentence from the conversation: Don't waste ...
5. Who is trapped inside the building?



- C.** Finally, discuss these general questions about emergencies in English with your teacher.

1. Who deals with traffic accidents?
2. Who deals with fires?
3. How do fires start?
4. Where is your nearest fire station?
5. What do you know about firemen?



a telephone operator



Fire

Fighting Fires

Fire is dangerous for two reasons. First, it can start anywhere. For example, it can start in cities, in villages, in houses, in shop and in factories. Second, it can spread extremely fast.

There are many different kinds of fires. For example, there are chemical fires, oil fires, gas fires and electrical fires. Each kind of fire has its own dangers and problems. So, a fireman must know what kind of fire he is fighting. Also, he must be able to operate many different machines in order to fight the different kinds of fires. In addition, he must be able to deal with fires day or night, in any weather, inside buildings or out in the open.

However, firemen do not only put out fires. They deal with other emergencies, too. For example, they rescue people who are trapped in car accidents, they help if chemicals are accidentally spilled, and they also tour schools to teach children about the dangers of fire. However, their main job is still fighting



Firemen deal with other emergencies. For example, they rescue people who are trapped in car accidents.



Firemen help if chemicals are accidentally spilled.

on-the-job training





Fighters

fires, and this is perhaps the most exciting thing that they do.

The Saudi Fire Service

- In Saudi Arabia, there are 17,000 firemen at many fire stations around the country. To become a fireman, two things are necessary. First, you must be old enough. (The minimum age for becoming a fireman is 17. However, most men join the fire service when they are about 20 years old.) Second, you must have at least an elementary school certificate. However, an intermediate or a secondary school certificate is better.

- When a man joins the fire service, he is given three months of basic training at the Civil Defence Institute. Then, he is sent to one of the many fire stations in different parts of the country. However, his training has not finished. There is on-the-job training everyday for every fireman. If you want to see this, walk past your local fire station any day of the week. Men who do well in training and who work hard can rise a long way in the fire service.

Men can rise a long way in the fire service. Here are some of the different Civil Defense ranks.



private



major



sergeant



colonel



lieutenant



brigadier



captain



general

Answer the following questions:

- 1- What does a fire fighter do?
- 2- What different kinds of fires are there?
- 3- What are the necessary things to be a fireman?
- 4- Does the fireman keep on training after graduation from Civil Defence Institute?
- 5- Give the opposite of the underlined words.



Word Study

Each unit in this course has a “word study”. The word study is like a dictionary in three ways. First, it shows the words in alphabetical order so that you can find them quickly. Second, it tells you what the words mean and how to say them. Finally, it gives some examples.

However, the word study is different from a dictionary in one way. For many words, it has a short activity or a question to answer.

Before using the word study on page 5, read the notes below. They explain how to understand the information that is given for each word.

1 This is the word you are looking for.

2 This shows you how to say the words. The dark letters show you which part to say more loudly.

3 This tells you what kind of word it is.
n=noun
v=verb
adj=adjective
adv=adverb
phr=phrase
prep=preposition

4 This tells you what the word means.

5 These are examples.

6 Here is a question or an activity to help you practice the word.

extremely (ex **tr**eme ly) (adv) very.
I'm extremely happy to be here.
It's extremely nice of you to help me.
The journey took an extremely long time.
 *Make a sentence about the man in the picture.
 Use the word *extremely* about him.





Word Study

deal with (**deal** with) (*v-irreg: dealt with-dealt with*) If you deal with a problem, you do something about it in order to find a solution.
Doctor's deal with sick people. (They treat them.)
Let's deal with the new words before you write the paragraph.



This book deals with teaching English

experiment (**ex per** iment) (*v-reg.*) to try or test something to see what happens.
They experimented for many years to find the safety medicine.

extremely (**ex treme** ly) (*adv*) very.
I'm extremely happy to be here.
It's extremely nice of you to help me.
The journey took an extremely long time.

*Make a sentence about the man in the picture.
 Use the word *extremely* about him.



in addition (**in add i** tion) (*phr*) also. (Usually used to begin sentences.)
Firemen put out fires. In addition, they rescue people who are trapped in car accidents.

Firemen rescue people trapped in cars. In addition, they help if chemicals are spilled.

*Complete the sentence below:

A fireman must be at least 17 years old
, he must have an elementary school certificate.

operator (**o** perator) (*n*) a person who operates a machine, a person who makes a machine work.

Ask the telephone operator to connect you to that number.

A person who operates a sewing-machine is a sewing-machine operator.

out in the open (*phr*) outside, not inside a building.
It is healthy for children to play out in the open.

*Do you play football inside? Where do you play it?

*Where do you wear heavy clothes in winter?

rank (*n*) a person's place in the police, Civil Defence, Army, etc., is his rank.

The rank private is the lowest rank in the Civil Defence.

In an army, only a few soldiers have the rank of general.

rescue (**res** cue) (*v-reg.*) to make someone safe from danger.

Abdullah could not swim. He fell into the sea. His friend jumped in and rescued him.



This fireman is rescuing someone from a burning house.

spill (*v-reg.*) to come out or fall out accidentally.

When water spills out of a bottle, it comes out accidentally.

When milk spills out of a glass, it comes over the top accidentally.

When juice spills out of tin, it comes out accidentally.

trap (*v-reg: trapped-trapped*) to catch someone or something so that they cannot get away.

The fire trapped him in his bedroom so the firemen had to rescue him through the bedroom window.

The soldiers trapped their enemy by surrounding them in their camp.



Unit 1 - Lesson 3

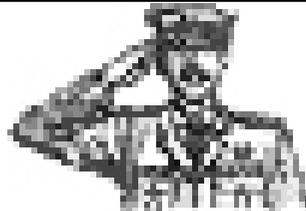
Word Study

Choose and fill in the right word.



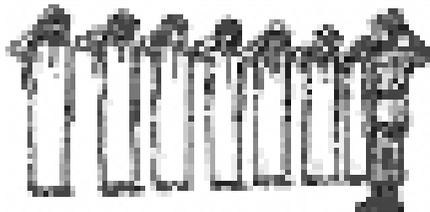
put out
tour
deal with
rescue
spill

1. Firemen often _____ people from burning buildings.
2. These books _____ many interesting subjects.
3. Firemen usually _____ fires with water.
4. If you _____ milk over your clothes, you must take them to the cleaner's.
5. Next holiday, we are going to _____ all the cities of Saudi Arabia.



fire station
preposition
rank
operator
chemicals

6. What is his _____ in the army? He's major.
7. Ask the _____ to connect you to the number which you want.
8. They keep the fire engines in the _____.
9. The _____ in this sentence is the word *in*.
10. We sometimes mix _____ in our science lessons.



accidentally
out in the open
minimum
on the job
extremely

11. The _____ age for joining the army is 17.
12. Question 4 was not easy. It took an _____ long time to answer it.
- 13 I did not want to break that glass. It happened _____.
14. The best place to have a picnic is _____.
15. Firemen have training at the Civil Defence Institute and _____.



Grammar

Giving Instructions

1

Do you remember these?

 **cross.**

 **Do not cross.**

Look at these examples:

 **Send a fire engine quickly.**
Please hurry.

 **Don't waste any time.**
Don't worry.

 **Keep a fire-extinguisher in the kitchen.**
Turn off the TV before you go on sleep.

 **Don't smoke.**
Don't let the children play with matches.

2

You can make the sentences in box 1 stronger by using:

Always or **Never**

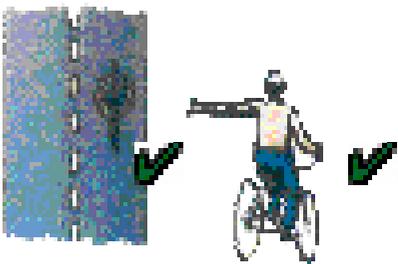
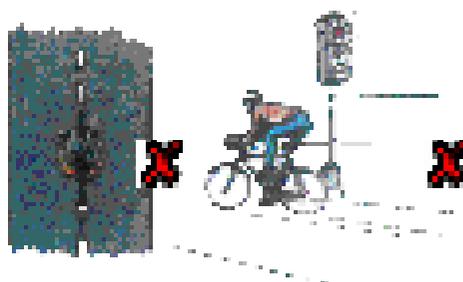
 **Always hurry.**

 **Never waste any time.**

Can you make the other sentences in box 2 stronger?

Use these pictures to make a list of do's and don't's for safe cycling.

Begin the **DO'S** with **Always ...** Begin the **DON'T'S** with **Never ...**



3

Do you remember this?

If + present, ... future

*If you **eat** too much, you **will become** fat.*
*If you **drive** too fast, the police **will stop** you.*



Now look at this.

If + present, ... instruction

*If you want to see this, **walk** past your local fire station any day of the week.*
*If the traffic light is red, **do not go**.*



Make instructions with **If** about the following:

If the radio is too loud,
If you are under 17,
If you want the news,

4

We can also write instructions with **If** like this:

Instruction + if + present

Walk past your local fire station any day of the week **if** you want to see this.
Do not go if the traffic light is red.

Change the other instruction in box 3 in the same way.

Now, change this instructions so that they begin differently. Follow the examples.

Example 1:

If the traffic light is red, don't go.
Don't go if the traffic light is red.

Example 2:

Walk past your local fire station if you want to see this.
If you want to see this, walk past your local fire station.

1. If you want to hear the news, turn on the radio.
2. Phone 998 if you need a fire engine.
3. If you see a fire, don't waste anytime.
4. Call the police if you have accident.
5. If you really want to join the fire service, get a secondary school certificate.
6. If you want to know the time, phone 963.



Writing

Writing from Notes

Sometimes classes visit interesting places in their local region or people with interesting jobs come and talk to a class. The letter below was written by a boy at a secondary school in Riyadh to the commander of a fire station. First, study the letter with your teacher.

<p>The name and address of the person you are writing to</p>	<p><i>The Commander, Central Fire Station, P.O. Box 100, Riyadh 16743 Saudi Arabia.</i></p>	<p><i>Mohammed Al-Ahmad, Class 1A, Al-Jazeera Secondary School, P.O. Box 420, Riyadh 11454 Saudi Arabia.</i></p>	<p>Your name and address and the date</p>	
<p>Dear Sir,</p>	<p><i>Dear Sir,</i></p> <p><i>I am a pupil at Al-Jazeera Secondary School here in Riyadh. My classmates and I are learning about fire station and firemen at the moment in our English classes. We are interested in visiting a fire station to find out what it is really like. Is it possible to arrange a visit to your fire station for my class? We could come on any weekday at any time.</i></p> <p><i>If this is not possible, can somebody from the fire station come to our school and talk to the members of the English club about a day in the life of a fireman at a fire station?</i></p> <p><i>I am looking forward to hearing from you. Thank you.</i></p> <p><i>Yours Faithfully, Mohammed Al-Ahmad</i></p>			<p>Yours faithfully,</p>

Now look at the notes which Mohammed wrote before he wrote the letter. See how he made sentences from them.

... pupil ... Al-Jazeera Secondary School ..., Riyadh
... about fire station ... English classes.
... interested in visiting a fire station ...
... arrange a visit ... my class?
... any weekday ... any time.
... not impossible ... somebody ... talk ... a fireman at a fire station?
... looking forward ... Thank you.

Now, use the notes to write in your copybook a letter to a local hospital.



Revision

1

Giving Instructions

A

Instructions

*Keep a fire-extinguisher in the kitchen.
Don't let children play with matches.*

B

Strong instructions

*Always Keep a fire-extinguisher in the kitchen.
Never let children play with matches.*

C

Instructions with *If*

If the door feels hot, don't open it. Don't open the door if it feels hot.

2

Asking Questions

If you want to know something, you often have to **ask a question**.

To get the information you want, you must ask the **right question**.

A

What question do you ask if you want to know these things?

- a. the meaning of a word.
- b. the spelling of a word.
- c. how to pronounce a word in a reading.
- d. which word the teacher is explaining.
- e. which line (or paragraph, or page) the teacher is on.

B

Practice asking and answering these questions with your teachers.

- a. What does mean?
- b. How do you say in Arabic?
- c. How do you pronounce this word? or How is this word pronounced?
- d. Which word are you explaining?
- e. Which line (or paragraph, or page) are you on?

Find words to fill the spaces

C

Remember that an unexpected question should begin with:

Excuse me, ...

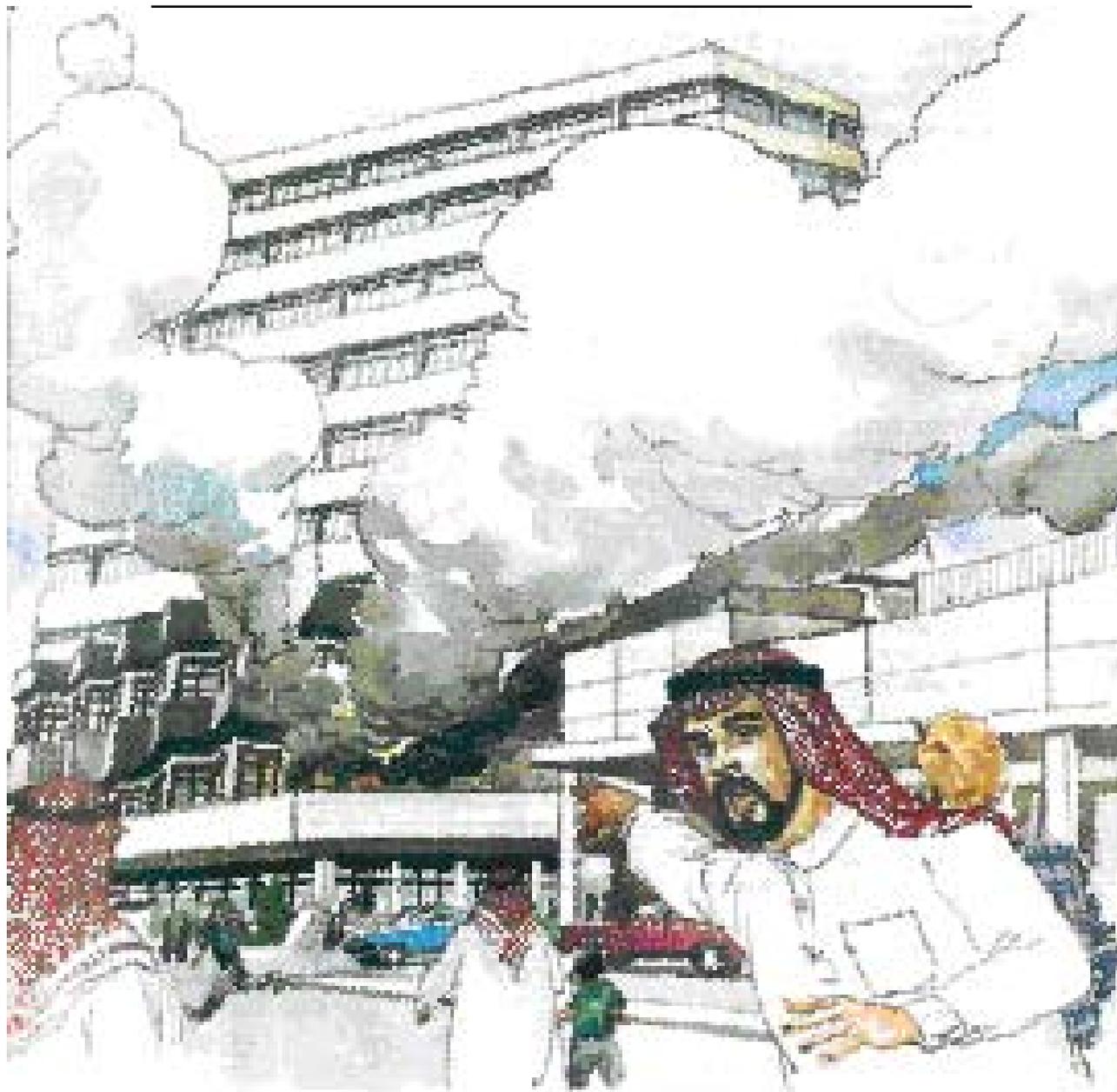
Example: Excuse me, where is King Abdul Aziz Library?

Practice asking the questions in box B again. Begin with Excuse me, ...



What You Should Know about Fires

Part I





A *What should you do before you begin reading?*

Before you begin reading a new passage, always take a minute or two to look at it. Do not try to understand everything yet. Just look at the title, the pictures, and the way it is arranged. Try to get a general idea about its subject.

Now look at the passage that begins on page 17. Do **not** try to read it yet. Just answer the following questions in class with your teacher:

-
1. What is the title of the passage?
 2. On what page does the passage end?
 3. There are three main sections in the passage. What are the titles of each section? Which titles have new words in them? (Do not try to understand the new words yet.)
 4. One section is divided into two parts. What are the titles of these two parts? Do they have any new words? (Do not try to understand the new words yet.)
 5. The pictures with the passage will also help you. Look at page 30. What do the pictures there tell you in general about the passage? What about pages 31 and 32? Now go to B on the next page and use it to help you to continue studying the pictures.



B How else can pictures help you?

You have seen that some of the words in the titles are new. What do you do when you see a new word? Do you immediately ask your teacher what it means? Do you look for it in a dictionary.

These things take time, and your teacher will not always be with you when you are reading. There are sometimes faster and simpler ways to find out the meaning of a word.

One way is to look at the pictures.

Look at the title **Smoke Detectors and Home Fire Drills** from page 31. Then, look at the pictures below it.

Unit 1-2

Smoke Detectors and Home Fire Drills

Smoke Detectors

Even if you do everything to prevent fires in your home, they can still start. Because if they experts say that you should get smoke detectors in the ceiling of all rooms. Smoke Detectors give warnings when smoke begins to fill a room. These warnings wake up sleeping people who might be killed by the smoke in their sleep. (More people are killed by breathing smoke, than are killed by hot air from the fire.)

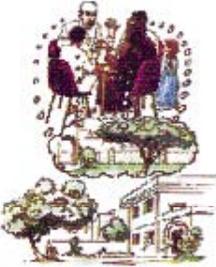
Fire Drills

You should know what to do when there is a fire. For this, adults, experts say that families should have fire drills or practices.

First, your family should sit together and work out all the ways to leave your house or apartment quickly.

Next, you should decide on a place outside the house where you can all meet.

Finally, everyone should go into his or her bedroom and imagine that there is a fire. One person should shout, "Fire!" You should all leave the house by the ways you decided and meet at the meeting place outside.


Now choose the correct answers to these questions:

1. A **smoke detector** is
 - a. a practice for what to do in a fire.
 - b. an instrument which knows when there is a fire.
 - c. a kind of fire extinguisher.

2. A **fire drill** is
 - a. a practice for what to do in a fire.
 - b. an instrument which knows when there is a fire.
 - c. a kind of fire extinguisher.



Unit 1 - Lesson 7 & 8

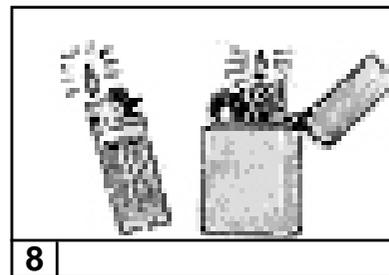
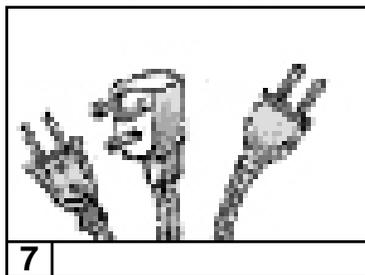
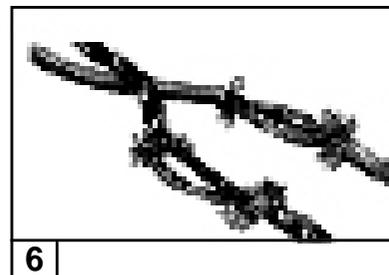
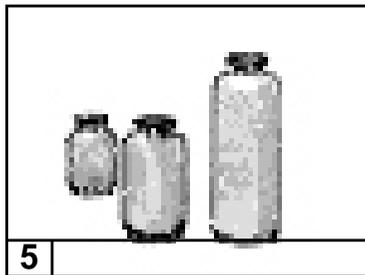
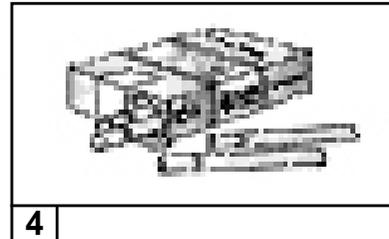
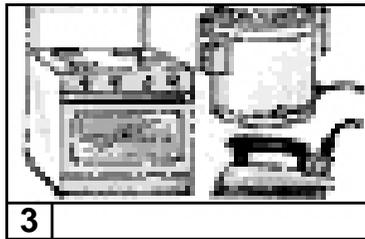
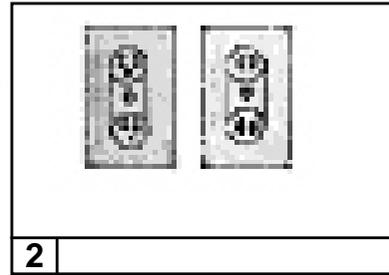
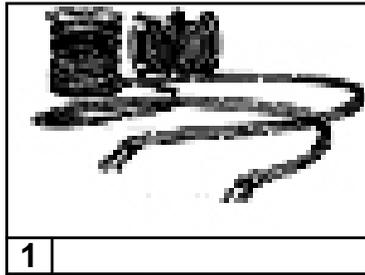
When you see a new word, always look at the pictures near it. Something in the picture may help you understand it.

Look at page 30 in the passage. There are five paragraphs below the title ***Here are some of the main causes of fires in the home.*** Each paragraph has a short title in italics. Each title has words which you do not know.

Look at those short titles in italics and at the pictures next to them.

Now look at the words and pictures below. Write each word under the correct picture:

<i>cigarette lighters</i>
<i>cigarettes</i>
<i>appliances</i>
<i>electrical cables</i>
<i>worn out electrical</i>
<i>cables</i>
<i>plugs</i>
<i>outlets</i>
<i>cylinders</i>





C *What else can you do when you see a new word?*

the ...
learn about some of the biggest fires. For example, a fire in a restaurant in Kentucky was a big news story in 1977 because it killed 187 people. A fire in



? **Kentucky?** ?
What does it mean?

What do you do when you see a new word like **Kentucky** in a reading passage and there is no picture to help you? Do you immediately ask your teacher what it means? Do you look for it in the dictionary? We know that these things take time, and your teacher will not always be with you when you are reading. There are sometimes other faster and simpler ways to know the meaning of a word.

Look at the word **Kentucky** again. What is special about it? ... That's right, it begins with a capital letter. Now what do you know about Kentucky?

So Kentucky is a name. What kind of name? Is it the name of a person or a place?

Now read the other words that are around the word **Kentucky**. Do they help you?



the ...
learn about some of the biggest fires. For example, a fire in a restaurant in Kentucky was a big news story in 1977 because it killed 187 people. A fire in

Do you know what **Kentucky** means now?

Kentucky is the name of a _____.

When you see a new word, always look at it carefully. Something in it may help you understand it. Also look at the other words around it. They may tell you what it means.



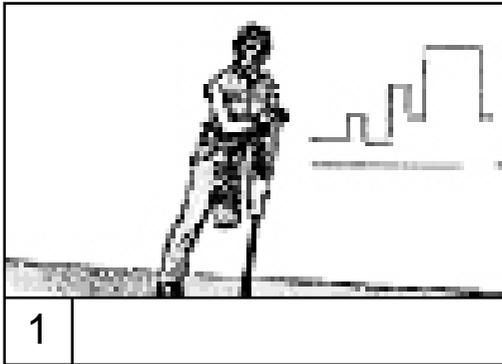
D *Can you guess what these new words mean?*

Look at the two words listed below. Find each of them in the passage on page 17. (The line numbers are given here.) Read the other words that are around these words in the passage. They may help you guess the meaning.

Then copy each word under the correct picture.

Line 3: **crippled**

Line 9: **headlines**



1



2

E *Some new words are like others which you already know.*

Look at the two words listed below. Find each of them in the passage on page 17. (The line numbers are given here.) Can you remember another English word like each of these.

Write the word you remember next to each word below:

Line 11: **unnecessary** _____

Line 13: **carelessness** _____

What do you think the new words mean?

Discuss them with your classmates and your teacher.



WHAT YOU SHOULD KNOW ABOUT FIRES

INTRODUCTION

Each year approximately 7,000 people in the United States are killed in fires. In addition, fires injure around 200,000 Americans. Some of these are burned so badly that they are crippled for the rest of their lives.

- 5 If you read the newspaper or watch the television, you will learn about some of the biggest fires. For example, a fire in a restaurant in Kentucky was a big news story in 1977 because it killed 167 persons. A fire in a hotel in Las Vegas in 1980 which killed 84 people also made the news headlines. However, such big fires are rare. Most of the 7,000
- 10 deaths happen in small house fires that never appear in the world news.

Almost all deaths from fires are unnecessary. There are around two and a half million fires in the United States every year. A small number are started by lightening, but almost all the others are caused by carelessness.

- 15 Aproximately 75,000 fires every year are caused by children playing with matches. Usually, the children do not intend to start a fire. However, many of the fires which they start burn down buildings and kill people. Adults who are careless with cigarettes also start around 75,000 fires a year.

- 20 There are many other causes of fires in addition to matches and cigarettes. Worn out electrical cables and careless cooking are two other main causes. Of course, some fires are not accidental. People sometimes start them on purpose. However, this is rare.

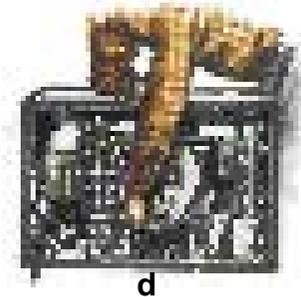
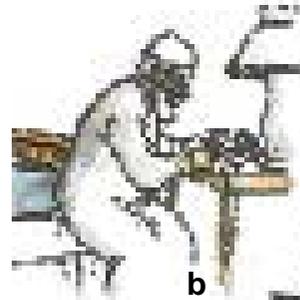


SAFETY IN THE HOME

A. A reporter is talking to a first aid instructor. 

Try to answer the questions below as you listen to their conversation.

1. What does a *first aid instructor* do?
2. Can you think of another English word for *instructor*?
3. What is a *first aid*?
4. What is Mr. Al-Ghamdi's real job?
5. Which are the most common accidents in the home?
6. Can you explain ...
 - a. *burns*?
 - b. *scalds*?
 - c. *electrocution*?
 - d. *suffocation*?
 - e. *poisoning*?



B. Look at the pictures on the right and answer the question below.

1. Who is going to be scalded?
2. Who is going to be electrocuted?
3. Who is going to be suffocated?
4. Who is going to be poisoned?

C. Finally, discuss in English with your teacher these general questions about safety in the home.

1. Think about the kitchen.
What are the special dangers there.
2. Do the same for the other parts of the house:
the living room, the bedroom, the bathroom,
the garage and the garden.
3. Are the dangers the same for everyone in the family?



Reading

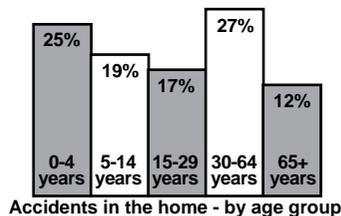
Accidents in the Home

When most people think of accidents, they think of traffic accidents. However, a large number of accidents happen in the home. For instance, in the United States about 16 million people are hurt every year in their homes. Some of the most common accidents in the home are falls, burns, scalds, electrocution, suffocation and poisoning.

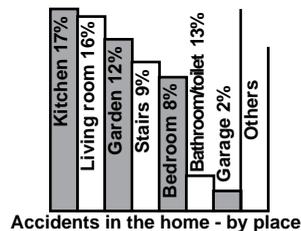
Of course, the dangers are not the same for every member of the family. If you look at Graph 1, you will see that very young children and people between the ages of 30 and 64 have the most accidents in the home. Also, different age groups have different kinds of accidents.

Small children are very active and they love experimenting. They put everything into their mouths, so poisoning is a great danger. (For example, some medicines look like sweets to them so they eat them.) They play with everything, too, including sharp things like scissors and knives, so cuts are very common in small children. Most deaths in young children are the result of suffocation. They often put plastic bags over their heads. Then they cannot breathe.

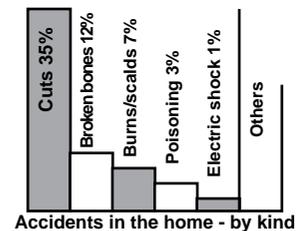
Graph 1



Graph 2



Graph 3



True/False

Are the following sentences true or false? First, find the answer in the reading passage.

Then, write the line number. Finally, write T or F in the box.

- Line 1. Burns are some of the most common accidents in the home.
- Line 2. Very old people have the most accidents in the home.
- Line 3. The largest number of deaths in young children are from cuts.
- Line 4. Fathers are in dangers if they do not keep fit.
- Line 5. One of the most common accidents for older people is poisoning.



Word Study

active (ac tive) (adj) always doing things or always ready to do things (from the noun **activity**).

People usually become less active as they get older.

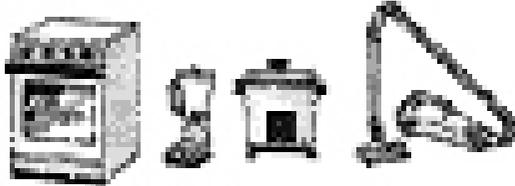
Our headmaster is very active. He does a lot for the school

*Complete this sentence:

Although he is over 90, he is still very _____.

appliance (ap pli ance) (n) a machine usually found in the house.

That shop sells kitchen appliances.



Kitchen appliances

*Can you think of any other appliances?

death (n) the end of life.

There were several deaths in the road accidents.

He was a happy man until the day of his death.

develop (de vel op) (v-reg.) 1. to become bigger or more complete.

Riyadh has developed into a very big city.

2. to get, to begin to have.

I think I am developing a cold.

*Which of the meanings above is correct for *Accidents in the home*?

difficult (dif ficult) (adj) the opposite of easy.

The English letter p is difficult for Arabic speakers to pronounce.

*What is the most difficult subject at school?

exercise (ex ercise) (n) using or moving your body to keep healthy.

The doctor told him to take more exercise.

Swimming is one of the healthiest kinds of exercise.

*Can you name more kinds of healthy exercise?

fit (adj) healthy because of exercise.

keep fit (keep fit) (v-irreg: **kept-kept**) to stay healthy by exercising.

He keeps fit by running five kilometers everyday.

hearing (hear ing) (n) the ability to hear.

As she became older, her hearing became worse.

look like (look like) (v-reg.) to look almost the same as.

Ahmad looks like his older brother, Khaled.



Ahmad



Khaled

*What does the pilgrim's Terminal at Jeddah airport look like?

precaution (pre cau tion) (n) something which you do to prevent accidents or diseases.

You must take precautions against fire in your home.

*Can you name some precautions which you can take against fire in the home?

shock (n) 1. something bad and unexpected.

The news of his father's death was a terrible shock to him.

2. a feeling in the body after an accident when there is less activity of the heart, lungs, etc..

You must always treat a person for shock after a bad accident.

electric shock the pain from electricity passing through a person's body.

*Which of the meanings of shock is correct for the passage *Accidents in the Home*?

sight (n) the ability to see.

If you cannot see the blackboard, you should have your sight tested by a doctor.

simple (simp le) (adj) easy, not difficult.

That was an extremely simple examination.

smoke (v-reg.) to use cigarettes.

Smoking damage the health.

*What does the sign mean?

sweet (n) a small piece of something to eat made from sugar or chocolate.

Children love sweets.

Eating too many sweets is bad for your teeth.

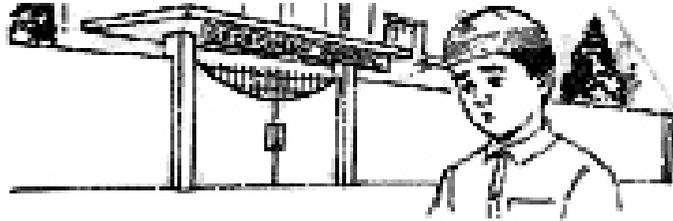
*Can you name some sweets which you can buy in the shops?





Word Study

Fill in the correct words. Then, write the sentences in your copybook.



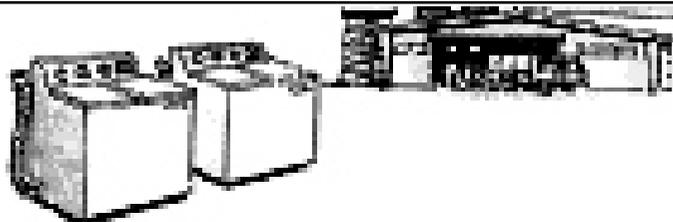
sharp
difficult
simple
young

1. Ali is only ten. He is too _____ for secondary school.
2. The problem was too _____. No one knew the answer.
3. The test was very _____. Everybody passed.
4. That tool is very _____. Be careful that you do not cut yourself.



scald
look like
develop
smoke

5. If you _____, you will harm your lungs.
6. It is easy to _____ colds in winter.
7. Ahmad and Adnan _____ brothers but they are not.
8. You can _____ yourself with boiling water.



precautions
appliances
shocks
sweets

9. That factory makes _____ for washing clothes.
10. His parents do not let him eat a lot of _____.
11. Airlines take _____ to prevent accidents on their planes.
12. Electric _____ can come from playing with electrical equipment.



1

Making and Replying to Suggestions

Why don't you tell us what you do?



That's a good idea.

Make and reply to suggestions with these:

... *take your medicine* ... *see a doctor* ... *play a game* ... *go shopping*

You can also say no to suggestions. Do it like this:

Now reply to the suggestions above with these:

I'm afraid I can't. I don't know the words in English.
I'm afraid I can't. I left it at home.
I'm afraid I can't. I have to stay at home.



I'm afraid I can't. I . . .

2

Verb + ing as a Noun

A. Remember, a **verb + ing** can be a noun. Read these sentences.

Electrocution
Poisoning
Suffocation
Falling off ladders

is a great danger in the home.



B. Now read these.

There are dangers from

kitchen machines.
smoking.
broken glass.
eating too much.



C. Use these words at the beginning at the end of sentences:

doing difficult repairs *keeping fit* *putting sharp things in your mouth*
eating too much *experimenting* *using tools carelessly*
fighting fires *playing tennis* *learning English*



A. Write the - ing form of these words. Follow the examples.

add - ing.		Double the last letter and add - ing.		Take off e and add - ing.	
	↓ Example:		↓ Example:		↓ Example:
go	going	cut	cutting	come	coming
1. be		1. begin		1. arrange	
2. do		2. get		2. give	
3. see		3. put		3. have	
4. happen		4. run		4. live	
5. visit		5. swim		5. use	
6. buy		6. hit		6. make	
7. copy		7. stop		7. like	
8. hurry		8. sit		8. write	
9. pray		9. fit		9. wake	
10. try		10. win		10. face	

B. Now change these sentences. Use verb + ing. Copy them in your copybook.
Do not change the meaning.

Example: It is easier than you think to learn first aid.
Learning first aid is easier than you think.

1. It is fun to exercise.
2. It makes you good to play sports.
3. It can be quite difficult to keep fit.
4. It does not make you good to worry.
5. It is a good idea to turn off the TV before you go to bed.



Writing

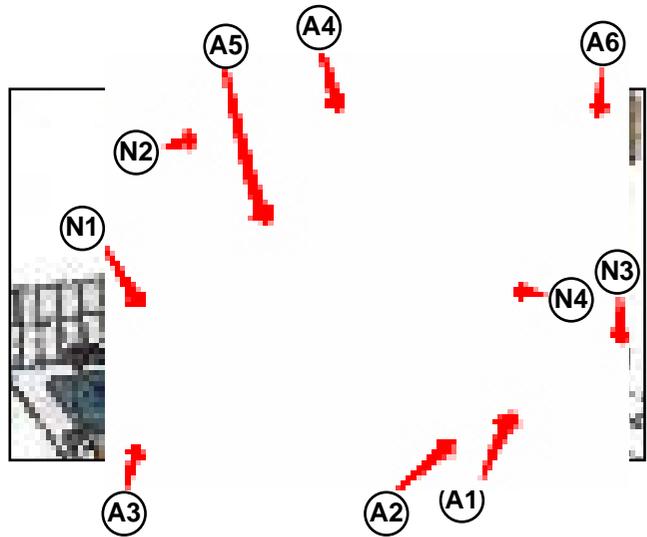
Writing Rules

1. Read the following description of how to prevent accidents in the bathroom. It comes from a book about safety in the home.

PREVENTING ACCIDENTS IN THE BATHROOM

The most common accidents in the bathroom are falls and electric shock. There are several simple precautions which you can take to prevent accidents in the bathroom. First, you should always keep them dry. You should always use a non-slip mat in the bath or shower. There should be a good light over the mirror. You should only operate electric razors with a special outlet. In addition, you should keep all medicines out of reach of children.

There are some things which you should never do. For example, you should never use electrical appliances in the bath and you should never touch light switches with wet hands. You should never use electrical outlets which are not specially designed for bathrooms. Finally, you should never leave razors and scissors in places where children can reach them.



2. Now look below at the list of rules for preventing accidents in the bathroom. It was prepared from the description above.

PREVENT ACCIDENTS IN THE BATHROOM

ALWAYS

1. Always have non-slip floors.
2. Always keep the floor dry.
3. Always use a non-slip mat in the bath or shower.
4. Always have a good light over the mirror.
5. Always operate electric razors with a special outlet.
6. Always keep medicines out of reach of children.

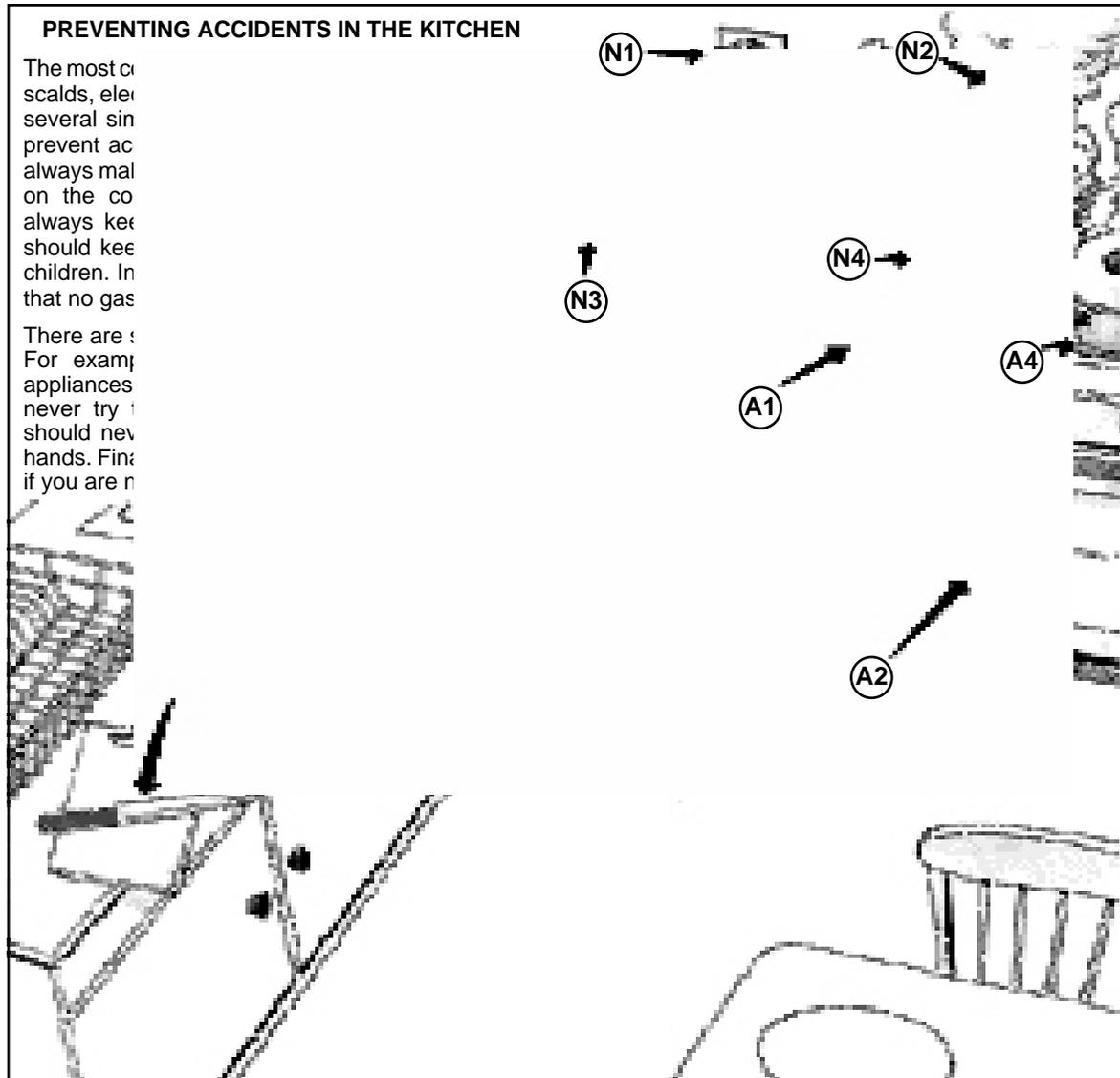
NEVER

1. Never use electrical appliances in the bath.
2. Never touch light switches with wet hands.
3. Never use electrical outlets which are not specially designed for bathrooms.
4. Never leave razors and scissors in place where children can reach them.



Writing

- A. Read this description from a book about safety in the home. It describes how to prevent accidents in the kitchen.



- B. Write a list of rules for preventing accidents in the kitchen in your copybook. Use the bathroom list on your book page 24 as a model. Use titles, capital letters and numbers in the same way as they are used in your book.



Revision

Prepositions

1

Look at these examples:

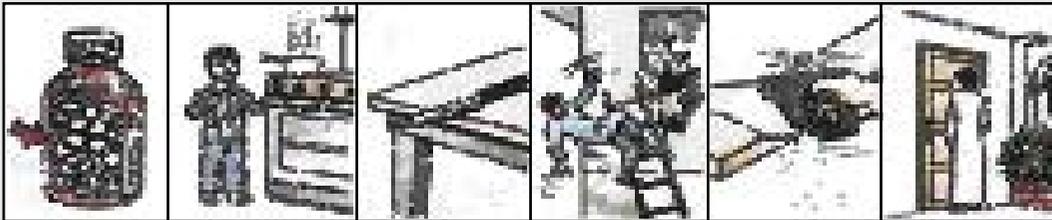


The man is putting his hand **into** the TV.



The water is spilling **onto** the floor.

Now make sentences with these prepositions:



in

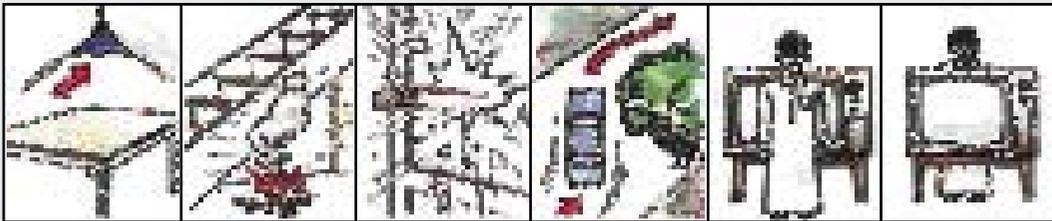
near

on

off/out of

across

at



over/above

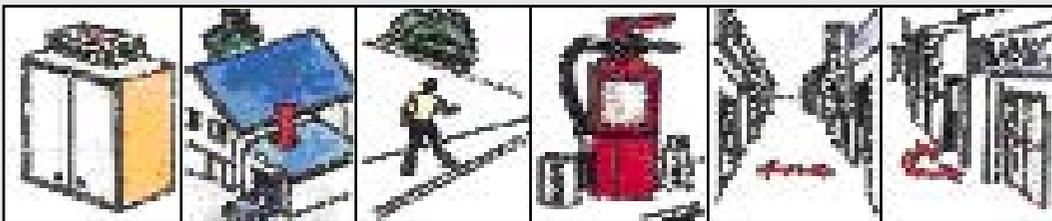
under/below

through

round

in front of

behind



on top of

at the side of

along

between

opposite

next to



Revision

Asking Questions

2

Look at the form of the verb in two kinds of questions:

A

Mr. Al-Ghamdi teaches someone.
Who **does** Mr. Al-Ghamdi **teach**?

Some medicines look like sweets.
What **do** some medicines **look like**?

B

Someone teaches these pupils.
Who **teaches** these pupils?

Something looks like sweets.
What **looks like** sweets?

Now ask questions to find out who or what **X** is.

Examples:

The bus brings **X**.
Who does the bus bring?
He teaches **X**.
What does he teach?

Electricity hurts **X**.
He has started learning **X**.
Last week, he did **X**.
They wrote to **X**.
The kind of accident changes with **X**.
There are rules for **X**.

Examples:

X teaches English.
Who teaches English?
X brings the pupils.
What brings the pupils

X has a lot of accidents in the home.
X has been to see a doctor.
X started learning first aid last week.
X should be fun.
X is man-made.
X can scald you.



Unit 2 - Lesson 6

Revision

A. Write the correct preposition in each sentence.

off
for
over
about
at

1. You can fall _____ things which are left on th stairs.
2. The ambulance arrived _____ the accident very quickly.
3. Falling _____ the ladder is a danger when you clean upstairs window.
4. Thank you _____ your letter.
5. I will tell you _____ the fire service.

across
to
by
with
out of

6. Let me explain the rules _____ them.
7. Never try to put out oil fires _____ water.
8. There is a bridge _____ that busy road for people who want to walk.
9. She went _____ the house and into garden.
10. She passed the exam _____ working hard.

of
on
in
for
by

11. They found their English books _____ their bags.
12. Some boys go to school _____ bike.
13. A lot _____ accidents happen in the home.
14. Read the exercise _____ this page
15. How many marks do you get _____ each correct answer?

B. Read the sentences. Make questions for the answers on the right.

1. Mr. Al-Ghamdi told the reporter about first aid.

a. (example) *Who told the reporter about first aid?*

b. *Who did*

c. *What*

Mr. Al-Ghamdi

The reporter

First Aid



2. The book describes accidents for doctors.

a. <i>What</i>	<i>The book.</i>
b. <i>What</i>	<i>Accidents.</i>
c. <i>Who</i>	<i>Doctors.</i>

3. Ahmad played games with his friends.

a.	<i>Ahmad.</i>
b.	<i>Games.</i>
c.	<i>His friends.</i>

4. The pupil is going to clean the board with an eraser.

a.	<i>The pupil.</i>
b.	<i>The board.</i>
c.	<i>An eraser.</i>

5. You should use a non-slip mat in the bath.

a.	<i>You.</i>
b.	<i>A non-slip mat.</i>
c. <i>Where</i>	<i>In the bath.</i>



WHAT YOU SHOULD KNOW ABOUT FIRES

Part II

A PREVENTING FIRES IN YOUR HOUSE OR APARTMENT

About 80 percent of deaths from fire in the United States happen in houses and apartments. However, experts say that you can do a lot to prevent fires in your home if you know what causes them. This is true in Saudi Arabia as well as in the United States.

Here are some of the main causes of fires in the home:



Matches and cigarette lighters

- 5 Only adults should use these. If you see a child playing with matches or a cigarette lighter, warn an adult.



Appliances that can start fires

- Only adults should operate these. For example, young children should not go
10 near the cooker.



Worn out electrical cables

If any electrical cables in your home are worn out, replace them. Never put electrical cables under carpets.



Too many plugs in one outlet

- 15 Too many plugs in one outlet can heat up the cables inside the wall and start a fire.



Keeping gas cylinders in a hot place

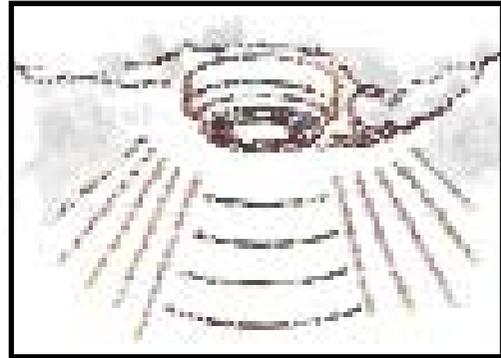
If your family keeps gas cylinders out in the hot sun, move the cylinders into the shade.



Smoke Detectors and Home Fire Drills

Smoke Detectors

- 20 Even if you do everything to prevent fires in your home, they can still start. Because of this, experts say that you should put smoke detectors on the ceiling of all rooms. Smoke detectors
- 25 give warnings when smoke begins to fill a room. These warnings wake up sleeping people who might be killed by the smoke in their sleep. (More people are killed by breathing smoke, gases
- 30 and very hot air than by fire itself.)



Fire Drills

You should know what to do when there is a fire. For this reason, experts say that families should have fire drills or practices.

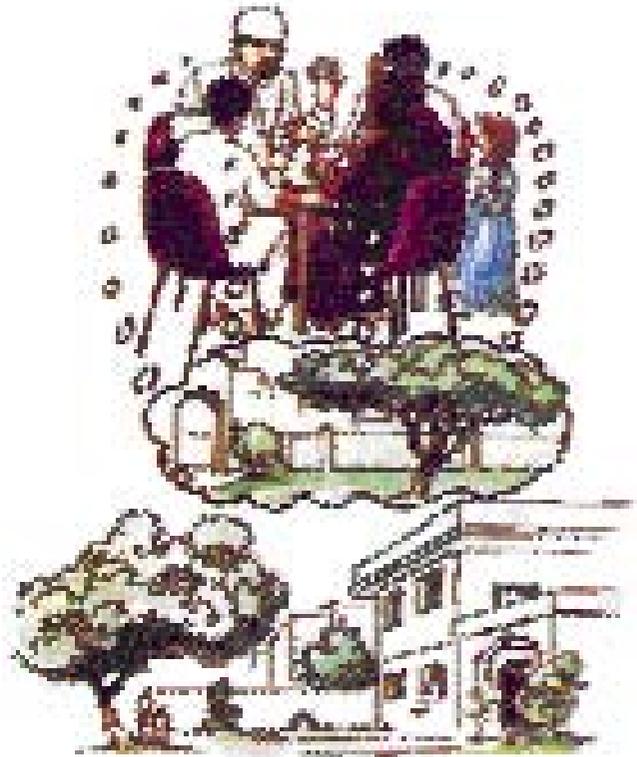
- 35 First, your family should sit together and work out all the ways to leave your house or apartment quickly.

Next, you should decide on a place outside the house where you can all meet.

- 40

Finally, everyone should go into his or her bedroom and imagine that there is a fire. One person should shout, "Fire!" You should all leave the house

45 by the ways you decided and meet at the meeting place outside.

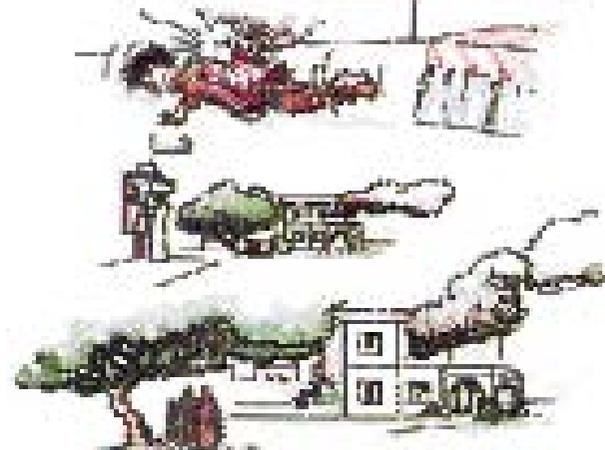
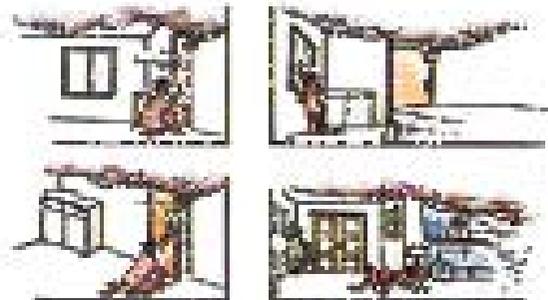
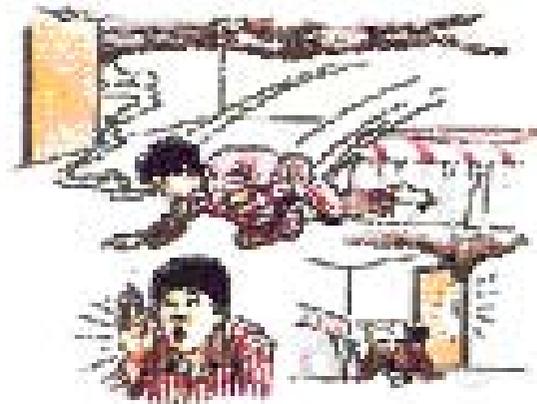




WHAT TO DO IN A REAL FIRE

What should you do if you wake up at night and realize that there is a fire?
Here is some advice from experts:

- 50 ● Get out of bed and crawl onto the floor. The air is cleanest and coolest there because hot air, smoke and gases from a fire all rise to the ceiling.
- Shout to warn the rest of the family.
- 55 ● Crawl to the bedroom door.
- If the door feels hot, do not open it. Crawl to the window and open it. Leave through the window or wait there for the firemen.
- 60 ● If your bedroom door does not feel hot, open it carefully. If the air is not too hot, crawl to the nearest exit.
- If your clothes catch fire, do not run. Stand still. Then fall to the floor and roll around. That will help put out the flames.
- 65 ● Meet your family at the meeting place and phone the fire service.
- 70 ● Never go back into the building for any reason.





B *Your teacher will define some new words from the passage. Look at the list below and choose the words that match the definitions. (part one and part two)*

adult	introduction
advice	make the headlines
careless	on purpose
catch fire	realize
cause	roll around
crippled	smoke
expert	stand still
get out of	warn
injure	work out

C *Now choose the correct answer. (Part I and Part II).*

- How many Americans are injured in fires every year?
 - a. 7,000
 - b. 200,000
 - c. 167
 - d. 84
- Las Vegas is . . .
 - a. a place
 - b. a person
 - c. a newspaper
 - d. a hotel
- How many fires are caused by cigarettes every year?
 - a. 7,000
 - b. 75,000
 - c. 200,000
 - d. 2,500,000
- What is the main cause of fires in the United States?
 - a. lightning
 - b. carelessness
 - c. children playing with matches.
 - d. people starting them on purpose.
- You can do a lot to prevent fires in your home if you . . .
 - a. read the newspaper or watch television.
 - b. go to sleep with a burning fire.
 - c. keep gas cylinders out in the sun.
 - d. know what causes them.



Unit 2 - Lesson 7 & 8

6. In line 8 on page 30, *these* means . . .
- a. matches.
 b. cigarettes.
 c. appliances.
 d. fires.
7. Why should you put smoke detectors on all ceilings?
- a. To warn people that a fire is starting.
 b. To fill a room with smoke.
 c. To stop people smoking in their sleep.
 d. To start fires.
8. In line 21 on page 31, *they* means . . .
- a. smoke detectors.
 b. fires.
 c. experts.
 d. warnings.
9. In line 59 on page 32, *there* means . . .
- a. in bed.
 b. on the floor.
 c. near the ceiling.
 d. in a fire.
10. In a fire, why should you *crawl* to the exit? Because . . .
- a. the air is cleanest on the floor.
 b. the door feels hot.
 c. you will be near the window.
 d. you have got out of bed.
11. In a fire, what should you do if your bedroom door feels hot?
- a. Open it carefully.
 b. Go to the window.
 c. Wait at the door for the firemen.
 d. Wait in your bed.
12. If you wake up and realize that there is a fire, when should you phone the fire service?
- a. As soon as you realize that there is a fire.
 b. When you realize that your bedroom door is hot.
 c. When you reach the window.
 d. After you have left the house.

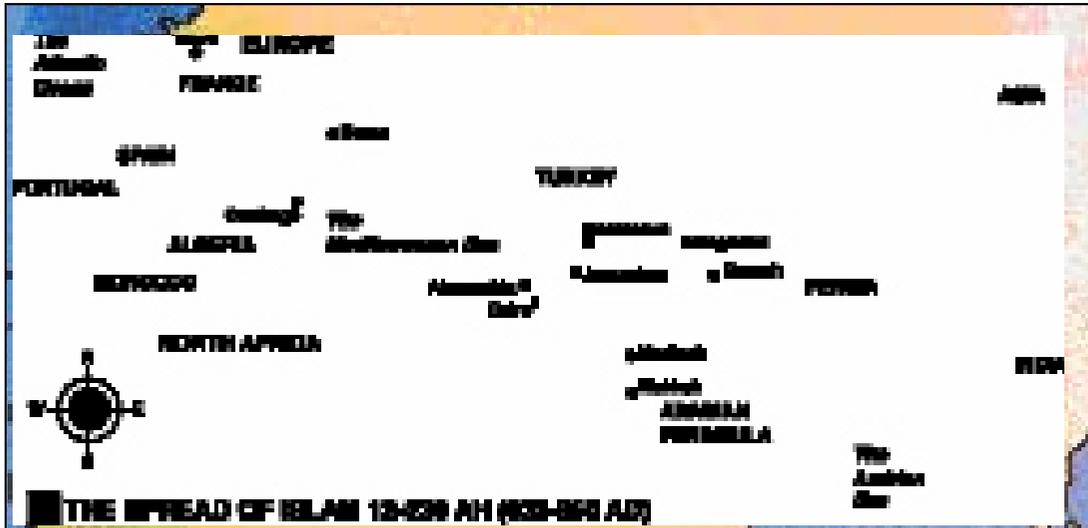
D *Revision.*

1. Discuss these questions with your teacher:
- What should you do before you begin reading a new passage?
 - Make a list of some ways to get the general idea of the subject before reading.
 - What should you do when you see a new word in the passage?
 - Should you read the passage silently or aloud?
 - What should you do after you read the passage the first time?



Discussion

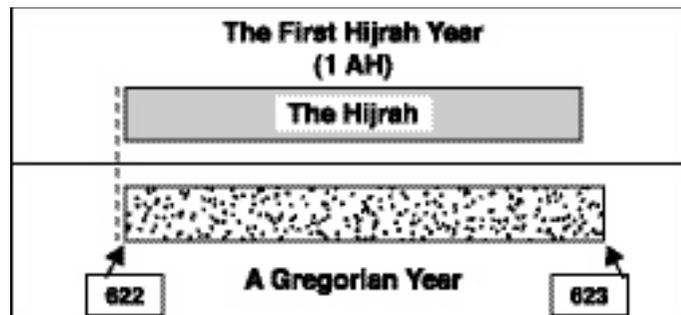
THE EARLY SPREAD OF ISLAM



Look at the map and answer these questions:

1. What does the green on the map mean?
2. In which directions did Islam spread?
3. How was Islam taken there?
4. Which modern countries are covered by the green area?
5. What is the difference between Hijrah dates (AH) and Gregorian dates (AD)?

Note: The Prophet Muhammad (Peace be upon him) and his followers moved permanently from Makkah to Madinah in the year which began in 622 AD. That began the first year in the Islamic or Hijrah calendar (AH).



Compare the first Hijrah year with the Gregorian year.

Reading

B *The Early Spread of Islam*

Since the time that God's (Allah's) words were written down in the Holy Qur'an, the Islamic message of peace has spread all over the world. When the message of Islam was first taken beyond the Arabian Peninsula in peace, the enemies of Islam and their armies tried to stop its spread. As the Muslims advanced to the north, they were met by soldiers of the Roman Empire. In 634 AD, the Muslims captured Damascus from them. Soon afterwards, they took Jerusalem. They finally defeated the Romans in 636. In the east, the Muslims had to fight the Persian army. It took them only twenty years to introduce Islam there.

From 715 AD, Islam began to spread into Turkey. By 717, it has reached the borders of Europe.

In North Africa, the Muslims had to fight against Roman soldiers again. Again they were successful. By 642 AD, northern Egypt was controlled by the Muslims. The Last Roman army on the continent was defeated near Carthage in 667. Soon, Arabic replaced Latin along the Mediterranean coast to the Atlantic Ocean. The countries that we call Algeria and Morocco today were occupied from 670. From there, the Muslims crossed by sea into Spain in 711. By 714, that country and Portugal were both ruled by the Muslims. In France, they advanced as far as Tours in 732.

الله أكبر

**B** True/False

Are the following sentences true or false? First, find the answer in the reading passage. Then, write the line number. Finally, write T or F in the box.

- Line 1. AH means Hijrah or Islamic calendar.
 Line 2. Islam was taken beyond the Arabian Peninsula in peace.
 Line 3. Islam first spread to the north and to the east.
 Line 4. Islam spread to Turkey before it spread to Egypt.
 Line 5. The Muslims were defeated near Carthage.
 Line 6. The Muslims crossed into Spain by land.



Word Study

against (a **gainst**) (*prep*) Against is a preposition, like *at*, *in*, *from*, *over*, etc. *Football teams play against each other.*

You can put a ladder against a wall in order to climb it.

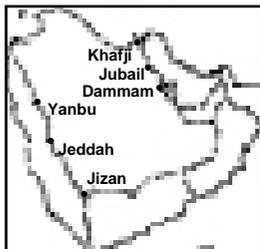
*Do you think that the little boy in the picture can win against the bigger boys?



coast (*n*) The coast is the land at the edge of the sea. An island has a coast round it.

Dammam and Jeddah are both on the coast.

*Which other towns are on the coast in Saudi Arabia?

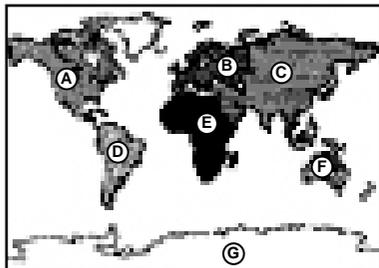


continent (**con** tinent) (*n*) a large area of land.

There are seven continents in the world.

Africa, Antarctica, Asia, Australia, Europe, North America and South America.

*Say where each continent is on the map.



far (*adj*) Far is more often used in questions (see A below) and negatives (see C below) than in positive sentences (see B below).

A. *How far is it from this town to that town?*

B. *It is a long way.*

C. *No, it isn't. It isn't far.*

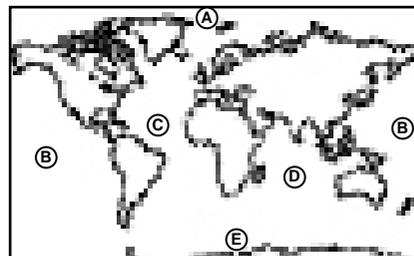
Note the comparative and superlative forms:

further **furthest**

ocean (**o** cean) (*n*) a very large sea. The biggest ocean is the Pacific. The one between Europe and America is the Atlantic. The Arctic is in the far north. The Antarctic is in the far south. The Indian Ocean is the one nearest to Saudi Arabia.

*How many oceans are there?

*Can you put names to the oceans on the map?



permanently (**per** manently) (*adv*) for a long time; for all time. If you are in a place permanently, you are there for a long time or perhaps for all your life.

Are you going to be at school permanently or will you leave and get a job?

permanent (*adj*) *I am staying in Abha for a month but my permanent home is in Taif.*

*When someone goes camping, is his tent his permanent home?

successful (suc **cess** ful) (*adj*) A successful person is someone that does well.

Our team was successful. We won 2-0.

unsuccessful (unsuc **cess** ful) (*adj*) An unsuccessful person is someone that does badly.

Our team was unseccessful. We lost 0-4.

success (*n*)

*Which other adjectives are formed from the noun + *-ful*?

*Which others form the negative with *un-*?

We wish you success with your answers.



Unit 3 - Lesson 3

Word Study

A. fill in the space with the word. Then, copy the sentences in your copybook.



the Pacific
Latin
Tunisia
the Antarctic
Antarctica

1. _____ is covered with ice and snow.
2. One of the coolest oceans is _____.
3. Japan is in _____.
4. The Roman spoke _____.
5. _____ is between Algeria and Libya.



The Indian Ocean
The Mediterranean
North America
The Arctic
The Atlantic

6. _____ is a sea, not an ocean.
7. _____ is the ocean at the top of the world map.
8. _____ is between Africa and South America.
9. _____ is to the south-east of the Arabian Peninsula.
10. _____ has two large countries: Canada and the U.S.A.



fight
capture
control
occupy
defeat

11. Wet roads make it more difficult to _____ a car.
12. A soldier must _____ for his country.
13. Can their team _____ ours in next week's match?
14. Who will _____ this office when the new building opens?
15. A soldier must sometimes _____ his enemy instead of killing him.



against
successful
furthest
permanent
beyond

16. Our house is the _____ up the hill.
17. Some students stay at school _____ the age of sixteen.
18. Our journey to Riyadh was _____. We enjoyed ourselves.
19. Our team is playing _____ their next week.
20. We are not staying here long. It is not our _____ home.



continent
Empire
border
coast
army

21. In a hotel on the _____, you should have a good view of the sea.
22. China is a large country in the _____ of Asia.
23. If you want to be a soldier, you should join the _____.
24. There were a lot of countries in the Roman _____.
25. You must show your passport at the _____
when you drive to Jordan.

B. Complete the spelling of these words from the previous lessons.

1. a _ _ l i a n c e

2. d _ _ t h

3. d _ v _ l _ p

4. d i i _ i c _ _ t

5. e x _ _ c i s e

6. o v _ _ r _ o s e

7. p _ _ s t i c

8. p r e c _ _ t _ _ o n

9. s h _ _ p

10. s h _ _ k

11. s i m _ _ e

12. y _ _ n g



Active and Passive

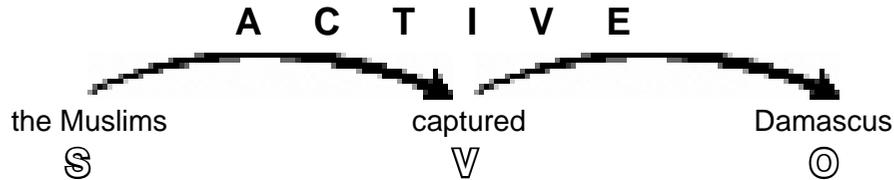
A. Look at the sentences from the reading:

1. In 634 AD, the Muslims **captured** Damascus from them. (lines 8-9)
2. By 714, Spain and Portugal **were** both **ruled** by the Muslims. (lines 25-26)

1

In **sentence 1**, the tense of the verb is **past**. The sentence is **active**. In other words, the subject (*the Muslims*) did the action (*captured*) on the object (*Damascus*).

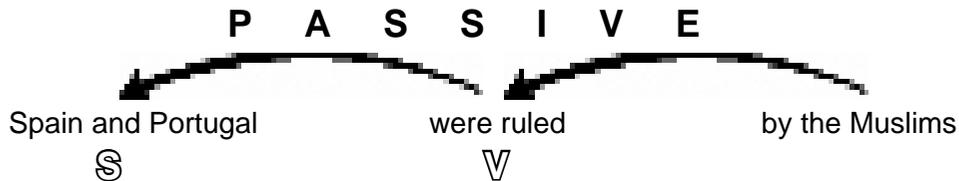
We can show the action in an active sentence like this:



2

In **sentence 2**, the tense of the verb is also **past**. The sentence is **passive**. In other words, the subject of the sentence (*Spain and Portugal*) did nothing. Something happened to them—they *were ruled*. If we want to know who or what did the action in the passive. We have to add *by ...*

We can show the action in a passive sentence like this:



Remember: In the passive,
a. the action happens to the subject;
b. we can add *by ...* to show who does the action.

B. Now change these sentences from active to passive.

1. Arabic replaced Latin.
2. The Muslims spread Islam.
3. The Muslims captured Damascus.
4. Ahmad wrote a letter.
5. Ali bought a new computer.
6. I visited my friend.

C. Now change these sentences from passive to active.

1. The Muslims were met by the Romans.
2. Northern Egypt was controlled by the Muslims.
3. Jerusalem was taken peacefully by the Muslims.
4. Spain was ruled by the Muslims.
5. The parcel was mailed by Mustafa.
6. The windows were broken by the boys.



Writing

Writing from Notes

1. Read this paragraph about the Muslims and the Romans.



Against the Roman in the North

As the Muslims advanced to the north, they were met by the Romans. In 634 AD, the Muslims captured Damascus from them. Soon afterwards, they took Jerusalem. They finally defeated them in 636.

2. Now make up a paragraph from these notes about the Muslims and the Persians.



<i>east</i>	<i>Persians</i>
<i>637 AD</i>	<i>defeated them at Qadisiyyah</i>
<i>soon</i>	<i>took Ctesiphon, the Persian capital</i>
<i>finally</i>	<i>defeated them - Nahawand - 642</i>

3. Your paragraph might look like this. Note the underlined title.

<u><i>Against the Persians in the East</i></u>
<i>As the Muslims advanced to the east, they were met by the Persians. In 637 AD, the Muslims defeated them at Qadisiyyah. Soon afterwards, they took Ctesiphon, the Persians capital. They finally defeated them at Nahawand in 642.</i>

4. As you write exercise 2, make sure you do the following things.

- | | |
|--|---|
| 1. Write and underline the title. | 6. Leave two-letter spaces between sentences. |
| 2. Use capitals for the first letters of all important words in the title. | 7. Start each sentence with a capital letter. |
| 3. Leave five-letter spaces empty at the beginning of the first line of the paragraph. | 8. Write complete sentences. |
| 4. Write each letter as carefully as you can. | 9. End each sentence with a full stop. |
| 5. Leave one letter between words. | 10. Spell all the words correctly. |



Asking and Reporting Questions

A

Sometimes, your teacher gives you instructions like these:

*Ask if we are on page 42.
Ask what X means.*



He wants you to ask questions like these:

*Are we on page 42?
What does X mean?*

These are **instructions**.
They have no **question mark**.

These are **questions**.
They have a **question mark**.

B

Sometimes, your question is the same as your teacher's instruction:

If your teacher says,
Ask who defeated the Romans.



You ask,
Who defeated the Romans?

(The instruction and the question are the **same** because the answer is the **subject**.)

C

Sometimes, you want to **tell** someone about a question:

Someone **asks** you:

*Are you well?
Who are you?*



Later, you **report** the questions to someone:

*The teacher asked me if I was well.
The teacher asked me who I was.*

Note the changes between the question and the report:

1. We use *if* when the answer is *Yes* or *No*.
2. The question word order becomes a statement word order.
3. The present tense becomes past.
4. The present perfect becomes past perfect.
5. The pronouns change (*you* becomes *I*).



Revision

Practice giving instructions and asking questions.**A. Read the instructions below. Ask the questions.**

E.g., Ask if you are late.

Am I late?

1. Ask if the lesson has started.

2. Ask if the bell has gone.

3. Ask how you spell empire.

4. Ask what the difference is between AH and AD.

5. Ask how much homework I have done

B. Imagine you are the teacher. Tell a pupil to ask these questions.

E.g., Am I in this class?

Ask if you are in this class.

1. Am I late?

2. Has the bell gone?

3. Has the teacher given us any homework?

4. Who captured Damascus from the Romans?



Unit 3 - Lesson 6

C. Your teacher asked you these questions. Report them to a friend.

E.g., Are you in that class?

The teacher asked me if I was in that class.

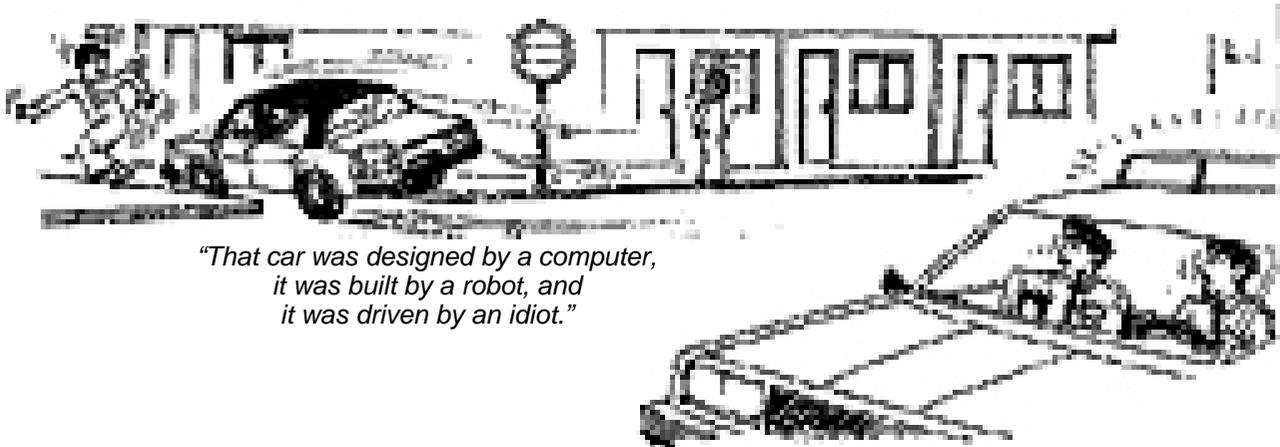
1. Why are you late?

2. Do you like English?

3. Where is your book?

4. Have you done your homework?

5. What have you studied in mathematics this year?



*"That car was designed by a computer,
it was built by a robot, and
it was driven by an idiot."*



Early Traders of the Arabian Peninsula





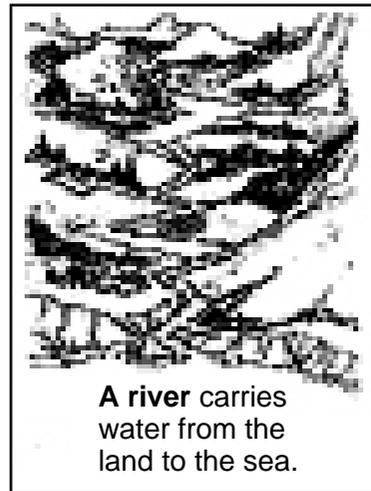
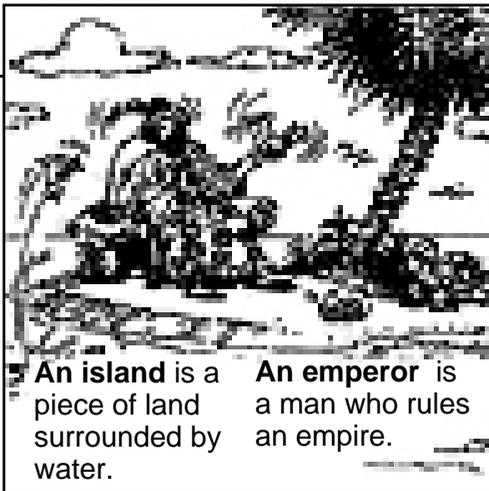
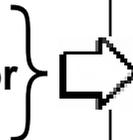
A You won't need a dictionary for these words!

The thirteen words listed at the bottom of this page are in the reading passage on pages 48-50. They are in the same order as in the passage. Find them in the passage. (They are easy to find because they all begin with capital letters) and then underline them. (Note: Some of them are used more than once. Underline them the

first time only, except in titles of sections.) When you find each word in the passage, read the words that are around it and find out if the word is the name of **a city, a kingdom, an empire, an island, an emperor or a river.** Write the answer on the lines below.

Choose from these:

- a city
- a kingdom
- an empire
- an island
- an emperor
- a river



Section Number:

- | | | | | |
|---|-----|---------------|-------|-------|
| 1 | 1. | the Nile | ..... | _____ |
| 1 | 2. | the Euphrates | ..... | _____ |
| 1 | 3. | the Indus | ..... | _____ |
| 1 | 4. | Byzantium | ..... | _____ |
| 3 | 5. | Suez | ..... | _____ |
| 3 | 6. | Darius | ..... | _____ |
| 4 | 7. | Nabatea | ..... | _____ |
| 4 | 8. | Petra | ..... | _____ |
| 4 | 9. | Saba | ..... | _____ |
| 5 | 10. | Alexander | ..... | _____ |
| 7 | 11. | Ceylon | ..... | _____ |
| 7 | 12. | Sri Lanka | ..... | _____ |
| 9 | 13. | Samarkand | ..... | _____ |



B Can you guess what these new words mean?

Look at the nine words listed below. Find each of them in the passage on page 48-50. (The sections are given here.) Read the other words that are around these words in the passage. They may help you guess the meaning.

Then, copy each word under the correct picture.

Section 2: **incense**

Section 4: **caravans**

Section 8: **nomads**

Section 9: **dhows**

silk

porcelain

spices

stars



1



2



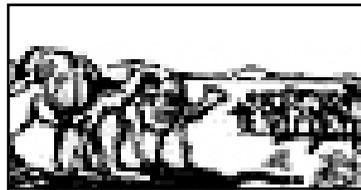
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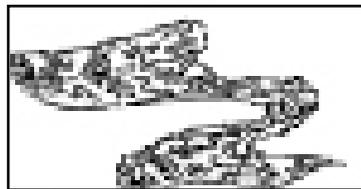
5



6



7



8



9



C Prepare to read the passage silently at home.

Early Traders of the Arabian Peninsula

1 The Geographical Importance of the Peninsula

If we look at a map showing the lands from Spain to India, we can understand how important trade had been in the history of the Arabian Peninsula. Three of the earliest civilizations in history—in the Nile, the Indus and the Tigris-Euphrates River valleys—grew up to the west, the north and the east of it. Later, there were the great empires of Greece, Persia, Rome and Byzantium to the west and north. The Peninsula was in the centre of the great Islamic civilizations the eight and ninth centuries AD. Wherever these civilizations developed, there was plenty of trade. People often wanted goods that they could not produce in their own countries. Merchants tried to find ways of getting these goods for them. They sometimes had to make long journeys across dangerous sea or land routes.

The Arabs of the Peninsula played a very important part in this trade.

2 Incense from the Indus Valley

The ancient Egyptians liked incense because it smelled good when they burned it in religious services. They also used it for preserving the bodies of their dead. They needed large amounts of it, but they could not produce enough of it themselves. It was made in the Indus valley. From there, it was sometimes brought overland to Egypt. Sometimes it came by boat across the Arabian Sea and up the Arabian Gulf to Basrah. From there it continued overland to Egypt. However, transporting it overland was slow and expensive.

reason was that no one knew how to sail directly from the Indus River to the city of Suez through the Red Sea in those days. In 510 BC, the Persian emperor Darius sent ships from the mouth of the Indus River to find this sea route. They were successful, but their journey took two and a half years and was very difficult. This sea route was not used again for many years. Then, it was forgotten.

4 The Camel Caravans

Around 400 BC the northern Arabians began using camels for transportation. In this way, they could carry the incense and other goods from southern Arabia across the desert. The great camel caravans sometimes had hundreds of camels, and they travelled along routes where they could find water. Villages and towns grew up along these caravans routes. The kingdom of Nabatea (centered at Petra)

3 The First Discovery of a Sea Route.

The incense was never transported only by sea. The





controlled the routes along the Red Sea coast from Madinah to
 75 Egypt. The routes further to the south were controlled by several kingdoms. Saba was probably the most famous of these.

In order to pay for the
 80 incense and other goods, the Egyptians sent gold and silver to southern Arabia. The towns of that region became very rich, but Egypt and the other great powers
 85 wanted to find an easier and cheaper way to transport goods from India.

5

Alexander's Search for the Sea Route

Like Darius, the Greek emperor Alexander wanted to find
 90 a direct sea route. In 322 BC, he and his soldiers started at the

95 mouth of the Indus River and travelled west along the coast. However, they made an important mistake: they did not leave the coast. They did not sail south when they came to the area north of the Arabian Gulf. Instead, they sailed into the Arabian Gulf. It was an
 100 unsuccessful journey.

6

The Second Discovery of the Sea Route

Sometimes between 100 BC and 100 AD, Arab sailors discovered they could sail with the monsoon
 105 winds from the coast of India to the mouth of the Red Sea and back. This was an important discovery. People could now transport many goods entirely by sea. The towns
 110 of southern Arabia became less important. However, navigation

in the Red Sea was dangerous because many areas were too shallow for ships to sail there. For this reason, many traders continued to use the camel caravans. Others continued to transport their goods by boat through the Arabian Gulf.

7

Arab Traders and the Romans

120 The Romans had many great merchant ships, but they did not sail far from the Mediterranean Sea. They wanted goods from India and the Island of Ceylon (Modern Sri Lanka), but the
 125 journeys there were too long and difficult. So they depended on Arab traders to bring these goods into the Roman Empire.



8 *The Growth of Trade in the Peninsula*

130 By the sixth century AD, trade became more important than ever to the Arabs of the Peninsula. Most of them were still nomads, who moved their sheep and camels around the desert. However, the towns were full of merchants, traders and seamen. They bought luxury goods from Asia and sold them to merchants from the Byzantine and Persian Empires.

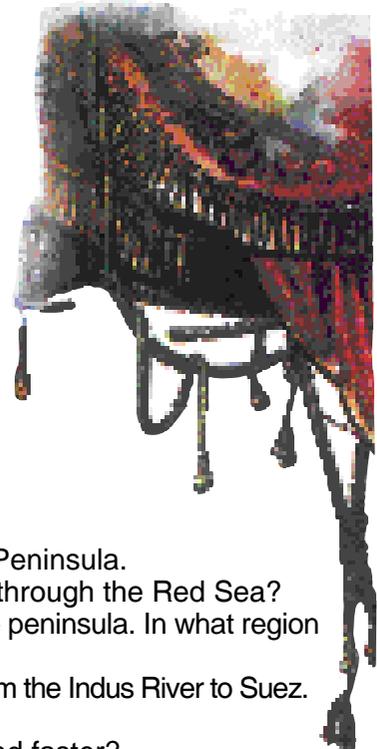
9 *Traders of the Muslim World*

145 Trade had a special place in the new religion of Islam. The Prophet Muhammad (peace be upon him) was from Makkah, an important trading centre. In fact,

trade became an important factor in the spread of Islam. Through it, Islam's influence grew. The Gulf traders, sailing their dhows, carried the new religion with them wherever they went.

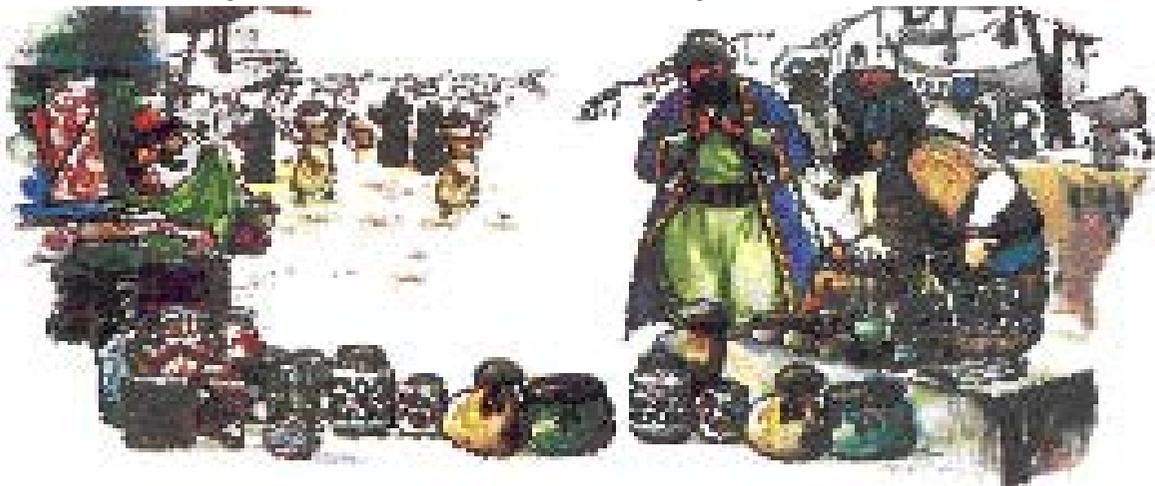
155 By the end of the eight century AD, Arab traders travelled as far east as China. They brought back silk cloth, ink for writing with, medicines, fine cups and pots made of porcelain, and spices to make their food taste good. The Arabs controlled the famous "silk route" that ran overland from the city of Samarkand to China. Arab sailors also learned how to make sailing easier and faster: they developed better boats and learned how to find their way at sea by studying the stars at night. The journey from Basrah to China

170 took only six months. They opened new trade routes to all the lands of south and south-east Asia. This was truly a great age of trade in the Muslim world.



D Answer the following questions:

1. Name three great empires that grew up around the Arabian Peninsula.
2. Why didn't the first traders sail from the Indus River to Suez through the Red Sea?
3. The Egyptians sent a lot of gold and silver to some towns of the peninsula. In what region were these towns?
4. The emperor Alexander and his soldiers tried to find way to sail from the Indus River to Suez. What was their mistake?
5. What two things did Arab sailors do to make sailing easier and faster?



**E** Now choose the correct answer.

1. Section 1 tells about . . . great empires that grew up around the Arabian Peninsula.
 a. 3
 b. 4
 c. 5
 d. 6
2. In line 10 of section 1, the word it means . . .
 a. history.
 b. the Arabian Peninsula.
 c. the Nile.
 d. trade.
3. Section 2 tells about . . . uses of incense.
 a. 2
 b. 3
 c. 4
 d. 5
4. The Egyptians got a lot of their incense from . . .
 a. Byzantium.
 b. The Arabian Gulf.
 c. Saba.
 d. The Indus Valley.
5. The incense had to come through . . .
 a. Basrah.
 b. The Red Sea.
 c. The Mediterranean Sea.
 d. Samarkand.
6. The emperor Darius wanted to find a sea route from . . .
 a. Basrah to Suez.
 b. Saba to Samarkand.
 c. The Indus River to Suez.
 d. Byzantium to Basrah.
7. In line 10 of section 3, the word *They* means . . .
 a. ships.
 b. days.
 c. years.
 d. sea routes.
8. Nabatea and Saba controlled . . .
 a. the silk route.
 b. the Arabian Peninsula.
 c. the Red Sea.
 d. caravan routes.
9. Alexander and his soldiers travelled from . . .
 a. Oman to the Red Sea.
 b. The Indus River into the Arabian Gulf.
 c. The Arabian Gulf to Oman.
 d. The Red Sea to the Indus River.
10. Arab sailors discovered the sea route from the Indus River to Suez by using . . .
 a. The camel caravans.
 b. The monsoon winds.
 c. shallow waters.
 d. The stars at night.
11. Many traders continued to use the camel caravans after the discovery of the sea route. This was because . . .
 a. navigation in the Red Sea was dangerous.
 b. travelling overland was faster.
 c. They lost many ships in the Arabian Sea.
 d. The Arabian Gulf was too shallow.
12. In the last sentence of section 6, *Others* means . . .
 a. other camel caravans.
 b. other goods.
 c. other traders.
 d. other ships.



F *Revision.*

1. Look at the list of words below and listen to the cassette.

When you hear one of the words, put a tick in the box

next to it like this:



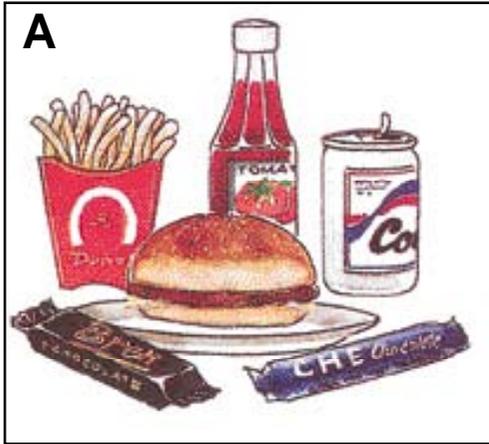
- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> caravan | <input type="checkbox"/> ink | <input type="checkbox"/> route |
| <input type="checkbox"/> century | <input type="checkbox"/> luxury | <input type="checkbox"/> search |
| <input type="checkbox"/> Ceylon | <input type="checkbox"/> merchant | <input type="checkbox"/> service |
| <input type="checkbox"/> civilization | <input type="checkbox"/> monsoon | <input type="checkbox"/> shallow |
| <input type="checkbox"/> dhow | <input type="checkbox"/> mouth (of a | <input type="checkbox"/> silk |
| <input type="checkbox"/> directly | river) | <input type="checkbox"/> spices |
| <input type="checkbox"/> discover | <input type="checkbox"/> navigation | <input type="checkbox"/> Sri Lanka |
| <input type="checkbox"/> discovery | <input type="checkbox"/> the Nile | <input type="checkbox"/> star |
| <input type="checkbox"/> emperor | <input type="checkbox"/> nomad | <input type="checkbox"/> Suez |
| <input type="checkbox"/> the Euphrates | <input type="checkbox"/> overland | <input type="checkbox"/> the Tigris |
| <input type="checkbox"/> factor | <input type="checkbox"/> porcelain | <input type="checkbox"/> trade |
| <input type="checkbox"/> growth | <input type="checkbox"/> power | <input type="checkbox"/> transport |
| <input type="checkbox"/> incense | <input type="checkbox"/> preserve | <input type="checkbox"/> transportation |
| <input type="checkbox"/> influence | <input type="checkbox"/> river | <input type="checkbox"/> valley |



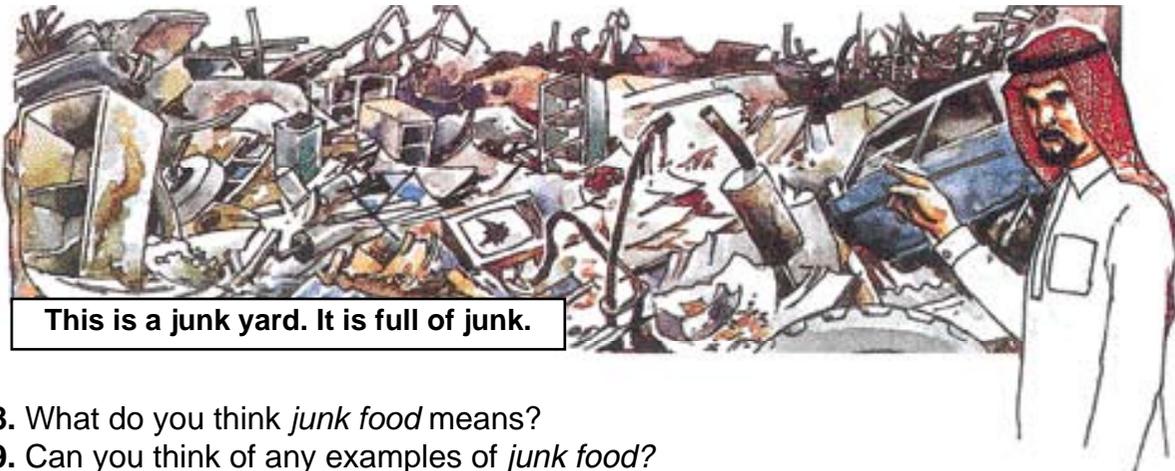
Discussion

THE FOOD WHICH WE EAT

1. Which of these meals would you choose?



2. Why did you choose **A** or **B**?
3. Which meal do you think is more balanced?
4. Which meal do you think is healthier?
5. Is any of the food here bad for you?
6. Why?
7. What kinds of food do our bodies need?



This is a junk yard. It is full of junk.

8. What do you think *junk food* means?
9. Can you think of any examples of *junk food*?



Unit 4 - Lesson 1

Vocabulary Practice

Complete each sentence with the correct word(s) from the box.

junk food calorie attractive
fresh junk yard hamburgers
supply softdrinks

1. That meal is very _____. It looks good.
- *2. _____ come in tins or bottles and usually have a lot of sugar.
3. Is that date _____? Yes, I've just taken it from the tree.
4. We are going to have _____, French fries and tea for lunch.
5. We measure the energy in food in _____.
6. Butter and oil give our bodies fats. Rice and sugar _____ carbohydrates.
7. Chocolate and cake are kinds of _____.
8. We find old, broken cars in a _____.

***Remember:**
Sentences begin with a capital letter.





Reading

FOOD FOR ENERGY

Fuel for the Human Machine

The human body is like a machine that is moving and working all the time. All machines need fuel to give them energy. The fuel for the human body is food and most of the energy comes from two substances in our food: *carbohydrates* and *fats*. *Carbohydrates* are found in food like potatoes, bread, cereals (rice, wheat, corn, etc.) and sugar. *Fats* come from food like cheese, butter, oil and meat.

5

10

Calories

Energy in food is measured in *calories*. For example, an apple has about 40 calories, an egg has about 80, a fresh date has 15, and a tomato has around 12.

15

Carbohydrates and fats have a lot of calories. For instance, a tin of softdrink, which contains a lot of sugar, has 145, a piece of Arab bread has 165, and only one spoonful of cooking oil has 120 calories.

Too Many Calories

20

You need about 40 calories a day for each kilo that you weigh. So if you weigh 60 kilos, you will need about 2,400 calories per day. If a person eats more calories than he needs, his body stores the extra calories as fat. A person who gets all the calories he needs in his meals but in addition drinks only one tin of softdrink a day may gain five kilos per year.

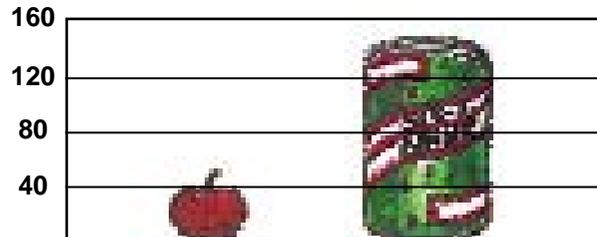
25



Food like this gives us carbohydrates.



Food like this supplies fats.



Compare the number of calories in an apple with the number of calories in a tin of softdrink.

Unfortunately, food which contains carbohydrates is usually cheaper than other food and it is often convenient and attractive. All "junk food" contains lots of carbohydrates and fats. If your diet contains a lot of junk food, you will probably get fat.

30

35



+



+



=





Unit 4 - Lesson 2

Reading Questions

Write answers to the questions below.

First, find the answer on page 54 of your book.

Then write the numbers of the lines where you found the answer.

Finally, write the answer to the question.

E.g., How is energy in food measured?

I found the answer in lines 12 to 13.

In calories.

1. Why does the human body need food?

I found the answer in

To give it

2. Which has more calories, an egg or a tomato?

I found the answer in

3. Why do softdrinks have a lot of calories?

I found the answer in

Because

4. How many kilos may you gain in one year if you drink two tins of softdrink a day?

I found the answer in

5. Why will you probably get fat if you eat a lot of junk food?

I found the answer in

Because

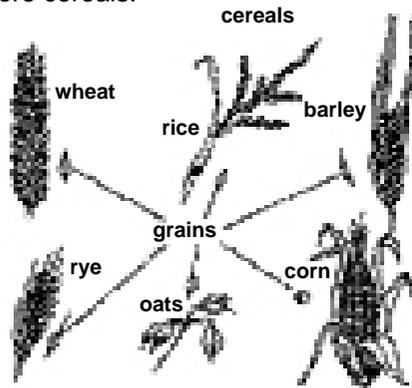


Word Study

cereals (**ce** reals) (*n*) Cereals are a family of plants which we use for food. They are not the same as vegetables. They all produce something called *grain*, which is the part that we use for food. (See the picture below.)

Wheat and rice are cereals.

*Look at the picture below and name two more cereals.



convenient (con **ven** ient) (*adj*) easy to use or easy to get.

My house is convenient for the meeting because you can all reach it easily.

The 3:45 plane is the most convenient: it leaves and arrives at a good time.

*Why is junk food often very convenient?

energy (**en** ergy) (*n*) the ability to do work.

Petrol supplies the energy to move cars.

Electrical energy is a clean form of energy.

*Complete this sentence:

Food supplies the _____ for the human body.

extra (**ex** tra) (*adj*) added; more than usual or necessary.

During the pilgrimage, SAPTCO operates extra buses in Makkah and Madinah.

*Complete this sentence:

Your marks in this exam are not very good. If you want to get better marks, you will need to do _____ work.

gain (*v-reg.*) If you gain something, you have more of it. For example, if you gain

strength, you become stronger:

He has gained strength since he came out of hospital.

If you gain weight, you become heavier or fatter:

He has gained ten kilos since last year.

*What will happen to you if you eat too much?

store (*v-reg.*) To store something is to put it in a place and keep it there.

You must store many kinds of fresh food in a fridge if you are not going to eat them immediately.

Some animals collect food in summer and store it for the winter.

*What does the human body do with extra calories?

substance (**sub** stance) (*n*) a material. Ice and water are the same substance but they are in different forms.

*Can you think of another substance which can have different forms.

unfortunately (un **for** tunately) (*adv*) When you say or write the word *unfortunately*, it means that you are sorry about something, that it is not what you wanted to happen or that you do not think that it is right.

Unfortunately, I cannot come to see you because my father is ill.

I would like to help you but unfortunately I cannot.

*Make a sentence which begins with the word *Unfortunately* and continues with *because*.



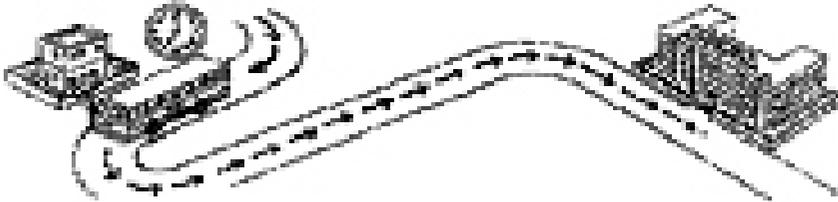
SAPTCO operates extra buses.



Unit 4 - Lesson 3

Word Study

Choose and fill in the right word. Then, copy the sentences in your copybook.



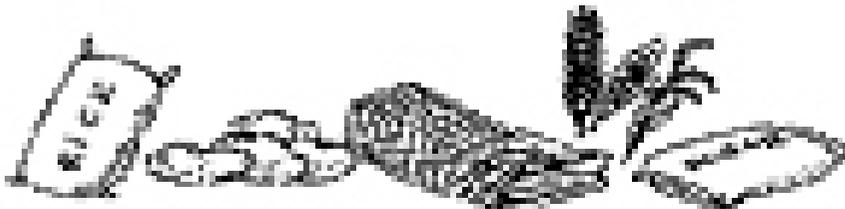
convenient
fresh
attractive
balanced

1. The number 11 bus is very _____. It leaves at the right time, it stops outside my house and it stops outside my school.
2. This meal is _____. It contains exactly the right mixture of food.
3. I think that this picture is _____. I like the colours.
4. I do not like to eat food from tins. I like _____ food.



diet
energy
fuel
substance

5. Some animals eat only plants. Some eat only meat. The _____ of other animals contains both plants and meat.
6. Scientists are looking for a new _____ instead of petrol to use in cars.
7. Wood is a strong _____ which is useful for building.
8. The ability to do work is called _____.



supply
store
gain
contain

9. Cereals, potatoes, bread and sugar _____ our bodies with carbohydrates.
10. Softdrinks _____ a lot of sugar.
11. We can _____ a lot of information in computers.
12. If you eat too much, you will _____ weight.



Grammar

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

1

***which*, *who* and *that* as subjects**

Do you remember these sentences?

*There are several courses **which are going on here at the same time.***
*Those are the trainees **who study in the building.***

In these sentences, *which*, and *who* are subjects:

<i>which</i>	are going on	here at the same time
Ⓢ	∇	
<i>who</i>	study	in this building

We can take out *which*, and *who* if we change the verbs.They become **v + ing**: (The same is true for *that*.)

*There are several courses **going on here at the same time.***
*Those are the trainees **studying in this building.***

2

***which*, *who* and *that* as objects**

Now look at these sentences?

*Cereals are a family of plants **which we use for food.***
*You need about 40 calories a day for every kilo **that you weigh.***

In these sentences, *which*, and *who* are objects:

<i>which</i>	we	use for food
ⓐ	Ⓢ	∇
<i>that</i>	you	weigh

We can just take out *which*, and *that*.We do not need to make any other changes: (The same is true for *who*.)

*Cereals are a family of plants **we use for food.***
*You need about 40 calories a day for each kilo you **weigh.***



A

Remember:

When *which*, *who* and *that* are subjects, like this:

Those are the trainees

who study in this building.
that study in this building.

We can shorten them like this:

Those are the trainees *studying* in this building.

In these three examples from your book, *who* and *which* are subjects. Shorten them the same way.

1. A person *who* gets all the calories he needs but in addition . . .
2. Food *which* contains carbohydrates is usually cheaper than other food.
3. . . . in the year *which* began on 16 July 622 AD.

B

Remember:

When *which*, *who* and *that* are objects, like this:

Cereals are a family of plants

which we use for food.
that we use for food.

We can shorten them like this:

Cereals are a family of plants we use for food.

In these three sentences, *that* is an object. Shorten them the same way.

1. The countries *that* we call Algeria and Morocco today were occupied from 670.
2. Since the time *that* God's (Allah's) words were written down in the holy Qur'an, Islam has spread all over the world.
3. The food *that* we eat is very important.

C

In these six sentences, *which*, *who*, and *that* are either subjects or objects. First, decide if they are subjects or objects. Then shorten them correctly.

1. The human body is like a machine *that* is moving and working all the time.
2. The part of the plant *which* we use for food is called grain.
3. Food *which* contains carbohydrates is usually cheaper than the other food.
4. The first town *which* the Muslims captured was Damascus.
5. The man *who* I saw was Turkish.
6. The first army that met the advancing Arabs was the Roman army.



Writing

Writing from Notes

1. Look at these sentences about carbohydrates and fats.



Carbohydrates and Fats

Most of the energy for the human body comes from two substances in our food: carbohydrates and fats. cereals (rice, wheat, corn, etc.) and sugar. Fats come from food like cheese, butter, oil and meat.

2. It is possible that this paragraph was written from notes like these: (Remember that the title is underlined in handwriting.)



Carbohydrates and Fats

energy . . . two substances

carbohydrates . . . fats

potatoes, bread, cereals (rice, wheat, corn, etc.) sugar

cheese, butter, oil, meat

3. Read these notes about proteins and minerals. Then write a paragraph in your copybook.

repair work and strengthening . . . two substances

proteins . . . minerals

lean meat, fish, chicken, milk, cheese, eggs

milk, lean meat, green vegetables, cereals



1

Taking out *which, who and that*

When they are **subjects**, for example:

*Those are the trainees **who study** in this building.*

A

We take them out and change the verb to **v + -ing**:

*Those are the trainees **studying** in this building.*

When they are **objects**, for example:

*Cereals are a family of plants **which** we use for food.*

B

We take them out and make no other changes:

Cereals are a family of plants we use for food.

2

If + present, . . . present

Do you remember these?

If + present, . . . future

*If you **eat** too much, you **will become** fat.*

A

*If you **drive** too fast, the police **will stop** you.*

Here are some more sentences like these:

*If you **weigh** 60 kilos, you **will need** about 2,400 calories a day.*

*If a person **eats** more than he needs, his body **will store** the extra energy as fat.*

Now here is something new. Look at this sentence:

If + present, . . . present

*If a person **eats** more than he needs, his body **stores** the extra energy as fat.*

B

If the result is always true, we can use the present tense instead of the future.

Here is another example:

*If you **boil** water, it **becomes** steam.*



Revision

Look at these sentences:

If you boil water, it *will become* steam. = If you boil water, it *becomes* steam.

Remember:

In sentences like these, if the result is always true, we can use the present tense instead of the future.

Write the following six sentences again.

First, decide if the result is always true or if the result can be different.

If the result is always true, change the future to the present.

If the result can be different, copy the sentence without any changes.

1. If you heat ice, it will become water.

2. If you throw something into the air, it will fall down.

3. If the weather becomes worse, their plane will not be able to land.

4. If Ahmad passes his school leaving exam, his father will give him a car.

5. If it rains today, we will go on a picnic.

6. If you give him a lot of money, he will take the job.



Healthy Eating

A You won't need a dictionary for these words.

These new words are from *Healthy Eating*. Look carefully at each one and read the words around it. Then answer the question to show you have understood the word.

<p>1. nutrients</p> <p>Our bodies need food which gives us five special substances. These substances (called nutrients) are proteins, carbohydrates, fats, minerals and vitamins.</p>	<p>A nutrient is . . .</p> <p><input type="checkbox"/> a. a special kind of vegetable. <input type="checkbox"/> b. a special kind of meat. <input type="checkbox"/> c. a special substance which we need in our food. <input type="checkbox"/> d. a special kind of junk food.</p>
<p>2. deficiency</p> <p>There are diseases which are called deficiency diseases. These are caused by not getting enough of one or another kind of food.</p>	<p>A deficiency in your diet can result from eating . . .</p> <p><input type="checkbox"/> a. only one kind of food. <input type="checkbox"/> b. only healthy food. <input type="checkbox"/> c. too much food. <input type="checkbox"/> d. many kinds of food.</p>
<p>3. calcium</p> <p>One important mineral for strengthening our bones and teeth is calcium.</p>	<p>Calcium is a kind of . . .</p> <p><input type="checkbox"/> a. junk food. <input type="checkbox"/> b. disease. <input type="checkbox"/> c. fish. <input type="checkbox"/> d. mineral.</p>
<p>4. scurvy</p> <p>Hundreds of years ago, sailors often became sick with a disease called scurvy.</p>	<p>Scurvy is . . .</p> <p><input type="checkbox"/> a. a fruit. <input type="checkbox"/> b. a vitamin. <input type="checkbox"/> c. a disease <input type="checkbox"/> d. a protein.</p>
<p>5. limes</p> <p>Vitamin C is found in oranges, lemon and limes.</p>	<p>Limes are probably a kind of . . .</p> <p><input type="checkbox"/> a. meat. <input type="checkbox"/> b. fruit. <input type="checkbox"/> c. carbohydrate. <input type="checkbox"/> d. mineral.</p>

**6. articles**

Look at these **articles** about dates and camel's milk from a newspaper and a magazine and find out how full of nutrients they are.

Ali said, "I . . . those articles in a . . ."

- a. visited . . . town.
- b. smelled . . . house.
- c. read . . . newspaper.
- d. ate . . . restaurant.

7. fast (noun)

The Prophet Muhammad (peace be upon him) always broke his **fast** during the holy month of Ramadhan by eating some dates at the call for the Maghrib prayer.

During a fast, we . . .

- a. eat dates.
- b. do not eat.
- c. eat only healthy food.
- d. become sick.

8. battle

Dates were thought to be very good for the muscles and the perfect food for a soldier who was going into **battle**.

During a battle . . .

- a. people get diseases.
- b. we drink camel's milk.
- c. people get lots of vitamins.
- d. armies fight each others.

9. magnesium

Dates are also rich in the minerals calcium, sulphur, iron, potassium, phosphorus, copper and **magnesium**.

Magnesium is a . . .

- a. mineral.
- b. proteins.
- c. way of cooking food.
- d. very expensive kind of food.

10. litres

Moreover, a camel can produce up to 25 **litres** of milk per day.

Litres are used for . . .

- a. building.
- b. making food taste better.
- c. measuring.
- d. treating diseases.

11. Zurich

For example, the University of **Zurich** in Switzerland has requested milk samples.

Zurich is . . .

- a. a university.
- b. a place where dates are grown.
- c. a milk factory.
- d. a city in Switzerland.



B Prepare to read the passage silently at home.

Healthy Eating

A Balanced Diet

To grow, to be healthy and to stay alive, everyone needs to eat. However, we cannot eat only one kind of food. We need a mixture of different food to keep us healthy and to give us energy. The correct mixture of food is called a balanced diet.

What kind of food do we need for a balanced diet?

5 Our bodies need food which gives us five special substances. These substances (called nutrients) are **proteins**, **carbohydrates**, **fats**, **minerals** and **vitamins**.

10 **Proteins** are needed by our bodies to grow and become stronger. Lean meat, fish, chicken, milk, cheese, and eggs are examples of food containing a lot of proteins.

Carbohydrates supply most of our bodies' energy. Carbohydrates are found in potatoes, bread, cereals (rice, wheat, corn, etc.) and sugar.

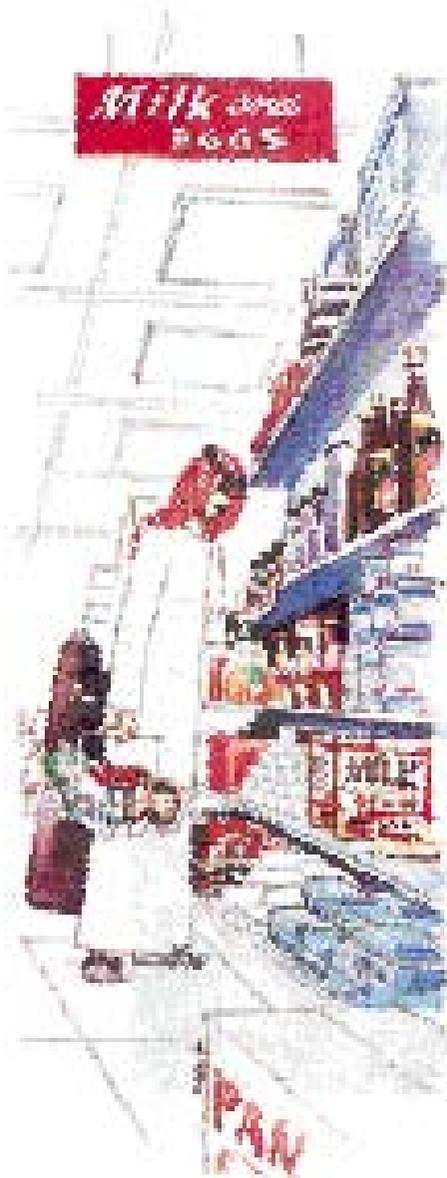
15 **Fats** also supply our bodies with energy. Fats come from cheese, butter, oil and meat.

Minerals in our diet strengthen our bones and teeth. We get a lot of minerals from milk, lean meat, green vegetables and cereals.

20 **Vitamins** are needed to keep our bodies working well. If you eat enough protein, carbohydrates, fats and minerals, plus fresh fruit and vegetables, then you will also get all the vitamins you need.

What will happen if we do not have enough of these substances in our diet?

25 There are diseases which are called deficiency diseases. These are caused by not getting enough of one or another kind of food. For example, a protein deficiency will have a bad effect on our muscles, skin and hair. If we do not get enough





carbohydrates and fats, we will not have the energy which our bodies need to move, grow, repair themselves and keep warm.

- 30 Minerals are very important in our diet. The quantity of any one mineral in our bodies is small. However, if we do not get that small amount, we will become sick. One important mineral for strengthening our bones and teeth is calcium. Milk supplies a lot of calcium. Another important mineral is iron. Iron is needed for our blood. We get iron from meat and from some plants.

35



40

Vitamins, too, are only needed in small quantities. However, they are also important. Hundreds of years ago, sailors often became sick with a disease called *scurvy*. It made them weak and their teeth fell out. It was caused by a deficiency of vitamin C. Vitamin C is found in oranges, lemons and limes. Fresh fruit was not part of the sailor's diet. As soon as they began to drink lime juice, their scurvy disappeared.

Is there any food which gives us everything which we need?

- Yes, Several kinds of food give us all. or most of, the nutrients which we need. It may surprise you to learn that two kinds of food from the traditional Arabian diet—dates and camel's milk—are full of nutrients. Look at these articles about dates and camel's milk
- 45 from a newspaper and a magazine and find out how full of nutrients they are.

It's surprising how many nutrients dates contain!

The prophet Muhammad (peace be upon him) always broke his fast during the holy month of Ramadhan by eating some dates at the call for the Maghrib prayer. In the Holy Mosque in Makkah and in the Prophet's Mosque in Madinah, large quantities of dates are supplied on all the days of Ramadhan.

As an example of their importance, dates and date palm trees are mentioned in the *Holy Qur'an* 20 times.

In the early years of Islam, Muslim soldiers carried dates in special bags at their sides. Dates were thought to be very good for the muscles and the perfect food for a soldier who was going into battle.

Modern science has proved that dates contain a lot of vitamins as well as sugar, fat and protein. They are also rich in the minerals calcium, sulphur, iron, potassium, phosphorus, copper and magnesium.

Scientists say that a person who lives on a diet of only dates and milk will be completely healthy and will have no deficiency diseases.



SAUDI PROJECT STUDIES THE NUTRITIONAL VALUE OF CAMELS' MILK

Camels' milk is available in several ways. It can be stored at high temperatures for several days without going bad and it is very



Filling a milk carton

high in minerals. Science has shown that one glass of camels' milk supplies all the nutrients of a complete meal. Moreover, a camel can produce up to 25 litres of milk per day.

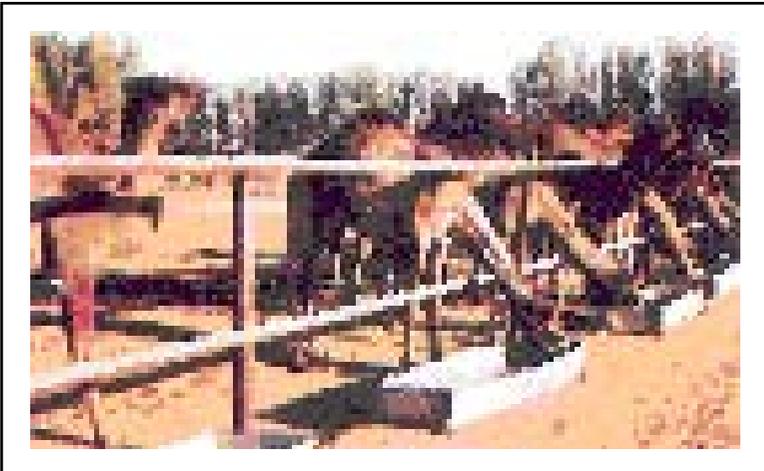
Because of this, a project was started in the Kingdom to market camels' milk. The project, called Al-Majahim, began in 1985 and it now uses around 120 camels. It is also working with the King Abdul Aziz City for Science and Technology, which is studying camels as a source of meat.

“There are two things that have been loyal to us: the camel and the date palm tree, because they have helped us to survive in this difficult environment.”

Several foreign scientific centres are interested in the project's work. For example, the University of Zurich in Switzerland has requested milk samples.

A large farm in Australia is interested in camel production. Scientists in Holland have also shown interest, and several libraries in the United States have asked for information.

The project is very pleased with its success. Its manager says, “There are two things that have been loyal to us: the camel and the date palm tree, because they have helped us to survive in this difficult environment.”



camels produce milk high in nutrients.

C Now answer these questions about the passage:

1. What is a “balanced diet”?
2. Name five special substances which our bodies need.
3. Give the name of a deficiency disease which is described in the passage.
4. Which two kinds of food give us all the nutrients which we need?
5. Look again at the five “special substances” which you listed in question 2. How many of them are supplied by dates.
6. Name four countries which are interested in camels for foods.

**D** Now choose the correct answer.

1. Having a balanced diet means eating . . .
 a. the same amount of every food.
 b. only fruit and vegetables.
 c. a correct mixture of food.
 d. three meals everyday.
2. Vitamins are a kind of . . .
 a. nutrients.
 b. vegetables.
 c. disease.
 d. deficiency.
3. Cheese contains mostly . . .
 a. carbohydrates.
 b. magnesium.
 c. sugar.
 d. proteins and fats.
4. Lean meat contains . . .
 a. only one nutrient.
 b. more than one nutrient.
 c. all the nutrients.
 d. no nutrients.
5. Which nutrients are good for your bones and teeth?
 a. carbohydrates
 b. fats
 c. minerals
 d. proteins
6. Which nutrients give you energy?
 a. fats and carbohydrates
 b. proteins and vitamins
 c. minerals and vitamins
 d. proteins and fats
7. Which of these is not a mineral?
 a. iron
 b. vitamins C
 c. calcium
 d. copper
8. Hundreds of years ago, sailors became sick with scurvy because . . .
 a. their teeth fell out.
 b. they did not eat enough fats.
 c. they needed more calcium.
 d. they had no fresh fruit in their diets.
9. Hundreds of years ago, dates were thought to be a very good food for . . .
 a. soldiers.
 b. sailors.
 c. scientists.
 d. merchants.
10. Scientists are interested in camels' milk for several reasons. Which of the following is **not** one of them?
 a. It is full of nutrients.
 b. One camel can produce a lot of it.
 c. It can be stored at high temperatures.
 d. It is very sweet.
11. The Al-Majahim project was started in order to . . .
 a. study camels as a source of meat.
 b. sell camels to other countries.
 c. market camels' milk.
 d. build farms for camels.
12. Scientists in several countries have shown interest in camels. Which of the following is not one of those countries?
 a. Zurich.
 b. Holland.
 c. the United States.
 d. Australia.
13. The manager of the Al-Majahim project talks about . . .
 a. camels and oil.
 b. camels and date palm trees.
 c. camels meat and palm oil.
 d. selling camels to Holland.



E *Revision.*

1. Look at the list of words below and listen to the cassette.

When you hear one of the words, put a tick in the box

next to it like this:



- | | | |
|--------------------------------------|--------------------------------------|---|
| <input type="checkbox"/> alive | <input type="checkbox"/> Holland | <input type="checkbox"/> potassium |
| <input type="checkbox"/> amount | <input type="checkbox"/> lime | <input type="checkbox"/> project |
| <input type="checkbox"/> article | <input type="checkbox"/> litre | <input type="checkbox"/> quantity |
| <input type="checkbox"/> battle | <input type="checkbox"/> loyal | <input type="checkbox"/> sample |
| <input type="checkbox"/> blood | <input type="checkbox"/> magnesium | <input type="checkbox"/> scurvy |
| <input type="checkbox"/> bone | <input type="checkbox"/> market | <input type="checkbox"/> shown |
| <input type="checkbox"/> calcium | <input type="checkbox"/> moreover | <input type="checkbox"/> side (of body) |
| <input type="checkbox"/> copper | <input type="checkbox"/> muscle | <input type="checkbox"/> skin |
| <input type="checkbox"/> deficiency | <input type="checkbox"/> nutrient | <input type="checkbox"/> sulphur |
| <input type="checkbox"/> disappear | <input type="checkbox"/> nutritional | <input type="checkbox"/> survive |
| <input type="checkbox"/> effect | <input type="checkbox"/> palm tree | <input type="checkbox"/> technology |
| <input type="checkbox"/> environment | <input type="checkbox"/> phosphorus | <input type="checkbox"/> valuable |
| <input type="checkbox"/> fast | <input type="checkbox"/> pleased | <input type="checkbox"/> Zurich |



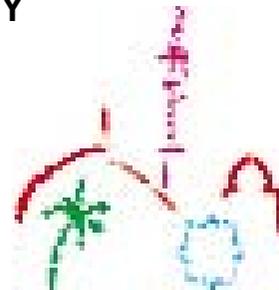
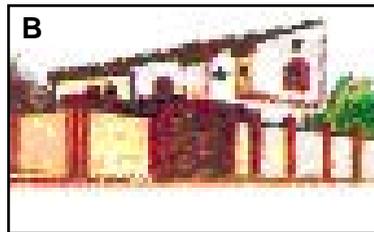
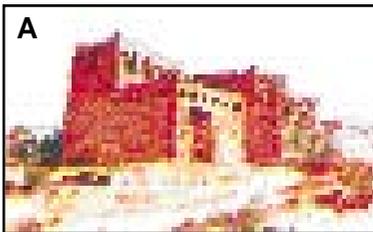
Discussion

SAUDI ARABIA

YESTERDAY AND TODAY

1

Look at the pictures. Then discuss the questions.



1. Which is traditional house? Which is the modern one?
2. What are the differences between them?
 - a. What are they made of?
 - b. What facilities do they have for washing, cooking and keeping cool?
3. What are the advantages and disadvantages of . . .
 - a. traditional houses?
 - b. modern houses?
4. How have the lives of Saudis changed in the last seventy years?

2

Complete each sentence with the correct word from the box. Then copy it in your copybook.

traditional

disadvantages

mud

style

wells

last

brand-new

1. Traditional life has changed a lot in the _____ seventy years.
2. These changes have advantages and _____.
3. In the past, people had to fetch water from _____. Now most people get their water from taps in their houses.
4. The _____ of houses has changed. For example, traditional houses are made of mud and other substances.
5. Our house is _____. They only finished it last week.
6. Camels and horses are _____ ways of travelling.
7. Traditional building materials like _____ are still used today.



Different Life Styles

Hamad is Khaled's grandfather. They love each other very much but their lives are very different. Hamad used to be a farmer but he is retired
5 now. He has lived his whole life in the same village. As a boy, Hamad used to look after his father's sheep. The family rarely went away from home. When they did, they travelled on camels
10 or horses. They lived in a traditional house made of mud, wood and chopped straw. They fetched water from a well, which supplied the whole village. Cooking was done on an open fire, and
15 lighting was provided by oil lamps. Hamad never had any formal schooling. He learned to farm by observing and copying his father. When someone was sick, his mother used to make remedies
20 from plants and trees that grew in the area. The evening entertainment was to sit and listen to stories told by the older members of the family. These had hardly
25 changed for centuries.

Hamad's grandson, Khaled, has just bought a farm in a neighbouring district.

It was not there in Hamad's youth. The circular fields have been made out of desert through the use of modern
30 machinery and technology. Khaled, a graduate of the local agricultural college, drives to the farm everyday in his car along forty kilometres of a brand-new, three-lane highway. The car has
35 air-conditioning and heating, just like his modern house. This is a spacious, Spanish-style town house that Khaled has moved into with his family. The water is on tap inside the house. Electricity is used for cooking and
40 lighting. The children go to the local government school. They all want to do different kinds of jobs when they grow up. The schooling is free, just like the
45 medical treatment at the recently completed hospital nearby. In the evening, the family can listen to the radio or watch the latest programmes on television.

50
Between Hamad's and Khaled's generation there has been a big change in people's life styles.





Unit 5 - Lesson 2

A. Answer these questions about the passage:

1. Which two sentences introduce the passage?
2. Who is paragraph 1 about?
3. Who is paragraph 2 about?
4. What does the last paragraph talk about?

B. Find the sentences and the line numbers from the passage on page 70.

1. Hamad's job when he was a boy
2. The well in Hamad's village
3. Hamad's schooling
4. The fields on Khaled's farm
5. The new highway
6. Khaled's house
7. Electricity
8. Medical treatment

C. Read the passage again. What do these words mean?

(The first one is an example.)

	line	word	meaning
1.	2	They	<i>Hamad and Khaled</i>
2.	9	they	
3.	9	did	
4.	10	They	
5.	17	his	
6.	23	These	
7.	27	It	
8.	27	there	
9.	37	This	
10.	42	They	



Word Study

circular (cir cular) (*adj*) in the shape of a circle.

Plates, cups and glasses are usually circular.

college (col lege) (*n*) an institution for higher education, like a university.

Our city has a new college. My brother plans to go there next year and study chemistry.

entertainment (enter tain ment) (*n*)

something that interests people and helps them to enjoy themselves.

The football match between Saudi Arabia and Kuwait was good entertainment.

*Which other words do you know that form the noun by adding *-ment* to the verb?

*Which of these do you think is entertaining?



field (*n*) a piece of land used for growing food or keeping animals, especially on a farm.

Their house in the country is surrounded by fields.

graduate (grad uate) (*n*) a person who completes a course of studies and receives a certificate. In the noun *graduate*, the last three letters sound like *ut* in *shut*; in the verb *graduate*, they sound like *ate* in *late*.

My brother is a graduate of King Fahd University of Petroleum and Minerals.

highway (high way) (*n*) a large and modern road where cars can be driven fast, usually outside the cities.

We can now drive to Dammam in only a few minutes on the new highway.

lane (*n*) a part of a highway for one line of traffic. Most highways have more than two lanes; some have six or eight.

The government built a new six-lane highway near our home.

latest (la test) (*adj*) from a very short time before.

Have you heard the latest news?

machinery (ma chi nery) (*n*) machines in general.

Workers in most countries now use machinery instead of making things by hand.

on tap (*n phrase*) coming from the water tap.

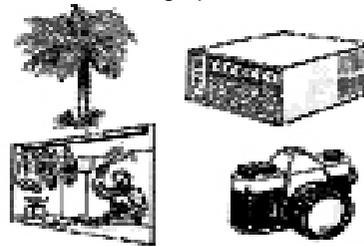
Many older houses in the desert do not have water on tap.

provide (pro vide) (*v-reg.*) give.

Our parents provide us with food when we are young.

Channel 2 provides good entertainment.

*What do these things provide us now?



recently (re cently) (*adv*) a short time before the present time.

I bought a watch recently and it has broken already.

spacious (spa cious) (*adj*) big, having a large area.

This room is spacious. Fifty people can sit comfortably in it.

technology (tech nol ogy) (*n*) science used for making things in industry.

Many countries do not have the technology necessary for producing plastic goods.

through (*prep*) by way of.

Khaled learned English through living in England and the U.S.A.

use (*n*) the noun from the verb use. In the noun *use*, the *s* sounds like the *c* in *juice*; in the verb *use*, the *s* sounds like the *s* in *choose*.

This telephone number is only for use in emergencies.



Unit 5 - Lesson 3

Word Study

A. fill in the missing words. Then, copy the sentences in your copybook.



districts
centuries
disadvantages
remedies

1. The car has two main _____. It is very old and costly.
2. The _____ for my problem are easy. I have to eat less and exercise more.
3. The Prophet Muhammad and his followers moved permanently to Madinah over fourteen _____ ago.
4. There is more industry in these _____ than in other parts of the country.



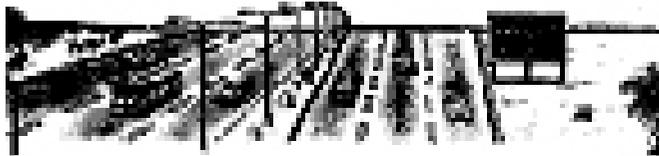
retired
latest
neighbouring
spacious

5. The bridge from Saudi Arabia to Bahrain was possible because they are _____ countries.
6. Mr. Al-Ali does not work any more. He is _____.
7. Our apartment is very _____. Fifteen people can sleep there easily.
8. My father has bought a new television. It is _____ kind.



move into
entertain
observe
supply

9. People often like to sit outside and _____ the stars at night.
10. In these exercises, you have to _____ the missing words.
11. We would like to _____ a new apartment, but we do not have enough money.
12. Many people _____ themselves by talking to friends.



highway
youth
well
machinery

13. You can drive to Riyadh in only three hours on the new _____.
14. Oil comes from an oil _____ in the ground.
15. Nowadays most people get some formal education in thier _____.
16. A person usually needs training before he can operate _____ safely.



Grammar

Used to + verb (no ending)

1

Do you remember these sentences from the reading passage on page 70?

- a. Hamad **used to be** a farmer but he is retired now. (lines 3-5)
 b. Hamad **used to look after** his father's sheep. (lines 6-7)
 c. His mother **used to make** remedies. (lines 18-19)

We use **used to** when something happened quite a long time ago in the past, ...

either: a. for quite a long time



or: b. again and again



2

Now change these sentences. Use **used to** instead of the past tense.

- a. *Everyone listened to stories.*
 b. *We lived in a traditional house.*
 c. *A well supplied the whole village.*
 d. *I travelled on camels and horses as a boy.*
 e. *It was a desert in Hamad's youth.*

3

Do **not** use **used to** in a question or a negative. Use the past tense.
 Look at this conversation:

- A: "Salem used to eat a lot when he was younger."
 B: "What did he eat? Did he eat good food?"
 C: "No, he didn't eat good food. He used to eat junk food."

Now say more conversation like that about John. Use these.

- | | | |
|----------------------|--------------------|----------------------|
| 1. A: <i>read</i> | 2. A: <i>play</i> | 3. A: <i>travel</i> |
| B: <i>books</i> | B: <i>football</i> | B: <i>to Europe</i> |
| A: <i>newspapers</i> | A: <i>tennis</i> | A: <i>to America</i> |



4

Look at this sentence, which is in the past:

Hamad lived in a traditional house as a youth.



We can write this sentence again with **used to**:

Hamad used to live in a traditional house as a youth.

Now look at this sentence, which is also in the past:

Hamad went to Riyadh last week.



We **cannot** write this sentence again with **used to**. If you do not understand why it is not possible, read part 1 on page **75** again before you write the next exercise.

5

Write the following sentences in your copybook with **used to** if it is possible.

1. Hamad was a farmer but he is retired now.
2. As a youth, Hamad often observed his father.
3. Hamad's mother fetched water from a well.
4. Hamad retired last year.
5. Hamad was here on Monday.
6. Khaled moved to his new house recently.
7. Khaled was a student at an agricultural college.
8. Before he moved to his new house Khaled had lived in a traditional house.
9. When they were young, the children listened to stories from their mother.
10. The family had travelled on foot before they got a car.



Writing

1. In the reading on page 72, the first paragraph tells you about Hamad's youth. Read the paragraph again and make notes with your teacher. Your list may begin like this:

Writing Notes



<u>Hamad's Youth</u>
<i>lived in a village</i>
<i>looked after father's sheep</i>
<i>rarely travelled</i>

2. Think of someone in your family who is about Hamad's age. Ask questions to find out about . . .

	<u>Here are some suggestions:</u>
his occupation as a child	<i>What . . . do when . . . ?</i>
his travel as a child	<i>Where . . . go when . . . ?</i>
his family house	<i>What kind of . . . ? Where . . . ?</i>
getting water	<i>Where . . . from? How . . . ?</i>
cooking	<i>What . . . on?</i>
lighting	<i>How . . . see at night?</i>
schooling	<i>Did . . . ?</i>
learning his job	<i>How . . . ?</i>
being sick	<i>What happened . . . ?</i>
entertainment	<i>How . . . entertain yourselves?</i>



3. Ask someone about his youth. Then, write the information in a paragraph. Remember to underline your title. Use (**used to**).



The Past Perfect

had + past participle (e.g., had written)

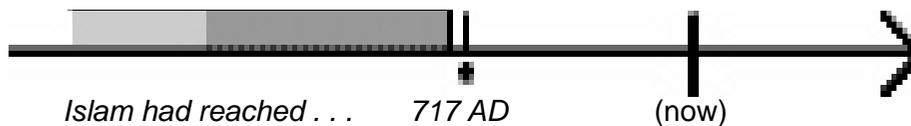
Do you remember this sentence from the reading passage on page 36?

*By 717 AD, Islam **had reached** the borders of Europe.*

The past perfect here shows that the action happened BEFORE 717 AD.

On a long time line it looks like this:

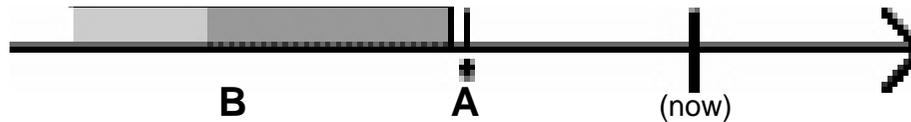
A



You can change the order of the sentence without changing its meaning:

Islam had reached the borders of Europe by 717 AD.

Look at this time line:



Now read the five sentences below. For each one, say, *A is . . .* and *B is . . .*

Example: *Hamad had been a farmer before he retired.*

B

You say: *A is **he retired.***

*B is **Hamad had been a farmer.***

1. Hamad had often looked after his father's sheep before he became a farmer.
2. Before Khaled bought a car, he had gone everywhere on foot.
3. Before they moved to a modern house, they had lived in a traditional one.
4. They had to fetch water from the well before they got it on tap.
5. They had used oil lamps before they got electricity.



Saudi Arabia's Aim ___ To Produce Enough Food for Itself

A Try guessing the meanings of these words.

These new words may be clear from the other words around them. Look carefully at each one and read the words around it. Then try to guess its meaning.

Like many countries, Saudi Arabia has to **import** some of the food for its population. This food comes from abroad either by **ship** through its **seaports** or overland by truck.

Be sure to read the sentences on this side of the page before trying to answer the questions!

1. **Import** means . . .

- a. to take away.
 b. to bring abroad.
 c. to eat.
 d. to produce.

2. A **ship** . . .

- a. grows only in the desert.
 b. is a kind of farm machinery.
 c. is used for building roads.
 d. carries people and goods across the sea.

3. Where would you find a **seaport**?

- a. on the coast.
 b. in the desert.
 c. in the mountains.
 d. in the middle of the ocean.

The total weight of imported food in 1985 was 2.9 million **tonnes**. In 1986, it was 2.7 million. These **statistics** were welcome news to the ministry of Agriculture and Water.

4. **Tonnes** are used for . . .

- a. growing food.
 b. measuring weight.
 c. producing energy.
 d. transporting goods.

5. **Statistics** are . . .

- a. numbers that give information about something.
 b. a kind of cereals.
 c. television news programmes.
 d. small governments.



Since 1975, the government's **policy** has been to develop food production in the Kingdom. It wants the country to **feed** itself and to **reduce** imports.

6. A **policy** is a kind of . . .

- a. town.
- b. map.
- c. plan.
- d. officer.

7. If Saudi Arabia is able to **feed** itself, it can . . .

- a. buy all its food from abroad.
- b. produce all its own food.
- c. grow only healthy food.
- d. prevent diseases.

8. **Reduce** means . . .

- a. to make smaller.
- b. to pay for.
- c. to choose.
- d. to send back..

In the past, the Kingdom had to **rely on** Foreign imports of almost all kinds of food.

9. **Rely on** means . . .

- a. enjoy.
- b. pick up.
- c. produce.
- d. depend on.

In many regions of Saudi Arabia, there is no **Autumn** between summer and winter and no **spring** between winter and summer.

10. **Autumn** and **spring** are . . .

- a. seasons.
- b. kinds of weather.
- c. desert plans.
- d. regions of Saudi Arabia.

Most crops need a long season of mild weather. In many regions of Saudi Arabia, there is not one. . . . In the Eastern **Province**, the farmers have got other problems.

11. **Province** means . . .

- a. season.
- b. region.
- c. mild weather.
- d. farming equipment.

Strong winds, called *shamals*, sometimes blow continuously for two or three days without stopping. They can blow at 40 to 48 kph and can **destroy** the crops.

12. After you **destroy** something, . . .

- a. it becomes better than before.
- b. it cannot be used.
- c. it becomes more expensive.
- d. it is sold everywhere.



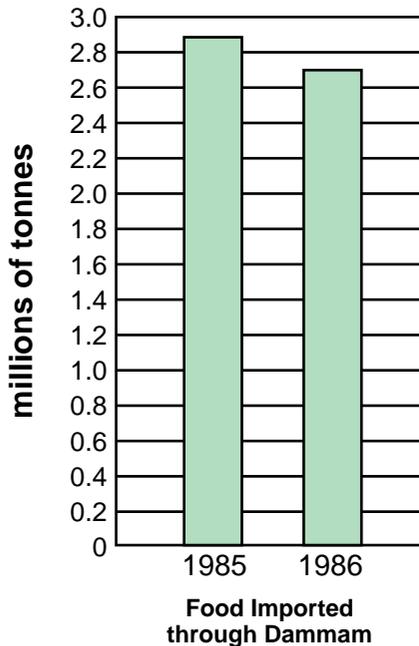
B Prepare to read the passage silently at home.

Saudi Arabia's Aim ___ To Produce Enough Food for Itself

Like many countries, Saudi Arabia has to import some of the food for its population. This food comes from abroad either by ship through its seaports or overland by truck. In the past few years, the country has needed to import less and less. It has been able to produce more of its own food. This article talks about some of the changes.

Less Foreign Food

- 5** The amount of food imported through Dammam in 1986 was 6.9% less than in the year before. The total weight of imported food in 1985 was 2.9 million tonnes. In 1986 it was 2.7 million. These statistics were welcome news to the Ministry of Agriculture and Water. Since 1975, the government's policy has been to develop food production in the Kingdom. It wants the country to feed itself and to reduce imports.
- 10**



Farmer's Problems

- 15** In the past, the Kingdom had to rely on foreign imports of almost all kinds of food. The fertile regions in the country could not produce enough fruit, vegetables, meat egg, milk and bread.
- 20** Most farming used to be seasonal. In many parts of the country, it was not possible to farm at all. The climate was not suitable. Most crops need a long season of mild weather. In many regions of Saudi Arabia
- 25** there is not one. The temperature goes quickly from hot to cold or the other way round. There is no autumn between summer and winter and no spring between winter and summer. So the season for growing crops in the open is simply not long enough.
- 30** In the Eastern Province, the farmers have got other problems. Strong winds, called *shamals*, sometimes blow continuously for two or three days without stopping. They can blow at 40 to 48 kph and can destroy the crops. Also, the land there is not very high above sea level and it contains a lot of salt. Land like that is no good for most crops.
- 35** Unfortunately, the hot climate is ideal for most plant pests. In the past, these could attack farmer's crops and ruin them in a short time. Farmer's could do very little about them. They did not have modern pesticides to kill them. They could not stop diseases
- 40** attacking their crops, either. Farmers needed help in fighting these enemies.
- 45**



Unit 5 - Lesson 7 & 8

Saudi Aramco's Help

- Saudi Aramco (The Saudi Arabian Oil Company) is a famous oil company. You might not expect it to be interested in farming. It has, however, helped local farmers in different areas of the Kingdom with Technical advice.
- 50 For instance, it has given them advice on
- 55 making new fields, choosing which crops to grow and controlling crops and pests with chemicals. It has also advised them on how to irrigate and drain the land. Irrigation and drainage
- 60 provide the right amount of water and reduce the amount of salt in the soil. With this kind of help, farmers have been able to solve many of the problems that were mentioned earlier.
- 65 Farmers have received up-to-date technical advice from other companies and government agencies too. As a result, they are now able to produce more food than before.

Facts and Figures

- 70 The production of chickens, fish and livestock (cattle and sheep) has increased greatly recently.
- From 1975 to 1983, egg production jumped from 204 million to 1.2 billion per year.
- 75 By 1983, the country had achieved self-sufficiency in dairy products such as milk. Perhaps the biggest increase has been in the production of cereal grains, especially wheat.
- 80 In 1977, farmers produced 3,000 tonnes of wheat. The 1984 harvest was huge. It was



Using Greenhouses

- Vegetables can now be grown throughout the year. Farmers have learned how to protect them from the weather and extreme temperatures. They do this by
- 85 growing them in greenhouses made of clear plastic or glass. The climate inside the greenhouse can be controlled in order to get the best results. Farmers are now able to get 18 tonnes of tomatoes a year from 1,000
- 90 square metres. The cost of production is between SR 0.65 and 0.75 per kilo. When tomatoes are grown outside such shelters, only five tonnes a year are produced from the same area. And it costs more to produce the
- 95 crop—at least SR 1.25 per kilo.

More Fish

- Both the Red Sea and the Arabian Gulf contain many different types of edible fish. But traditional fishing there could never provide for inland population because the heat quickly rotted the fish. Nowadays,
- 100 refrigeration keeps it fresh. Dammam and Jizan can now handle hundreds of tonnes of fish daily. They can store up to 2,000 tonnes, too. Fresh seafood can be bought everywhere
- 105 in the Kingdom. It is sold to Japan and America as well. In one generation, fishing in the Kingdom has changed. It used to be a small local business. Now, it is a big national industry.





The Future

- 110 With modern equipment and knowledge, Saudi farmers of the land and sea now produce more food than ever before. They can grow vegetables under cover or outside. They can plant more than one crop a year.
- 115 They can protect their crops with a variety of modern pest and disease controls.
- With the extra grain that they produce, they are able to feed more chickens and livestock. With refrigeration, they are able to
- 120 keep food for longer than ever before. Thus, more of the food in the local market and on your dining table is a product of Saudi Arabia.
- 125 One day perhaps none of it will be imported.
- For centuries, food production was unknown in many parts of the country. Now it is its second most important industry.



C Now answer these questions about the passage.

1. Does Saudi Arabia produce more food now than it used to, or less?
2. Name three problems for farmers in the Eastern Province.
3. Is it cheaper or more expensive to grow tomatoes in a greenhouse?
4. Why can people in Riyadh now buy fresh fish?
5. What is Saudi Arabia's second most important industry?



D Now choose the correct answer.

1. Saudi Arabia imports . . .
 a. no food.
 b. all its food.
 c. less food now than before.
 d. more food now than before.
2. The government wants Saudi Arabia to . . . less food.
 a. import
 b. produce
 c. eat
 d. grow
3. The order of the seasons is: spring . . .
 a. summer, winter, autumn.
 b. autumn, winter, summer.
 c. winter, autumn, summer.
 d. summer, autumn, winter.
4. Which of these were **not** problems in the past?
 a. strong winds
 b. pests
 c. diseases
 d. pesticides
5. According to the article, *shamals* . . .
 a. always blow for two days.
 b. are strong winds.
 c. destroy all crops.
 d. contain a lot of salt.
6. How many examples of Saudi Aramco's advice are there?
 a. 3
 b. 4
 c. 5
 d. 6
7. The information about wheat production between 1977 and 1984 shows . . .
 a. no change
 b. a big increase.
 c. a small increase.
8. Farmers can grow vegetables throughout the year . . .
 a. in greenhouses.
 b. in extreme temperatures.
 c. outside.
 d. for at least SR 1.25 per kilo.
9. Fishing has become a major industry in Saudi Arabia mainly because . . .
 a. Dammam and Jizan handle more fish daily.
 b. the Red Sea and the Gulf now contain more edible fish.
 c. refrigeration is used to keep the fish fresh.
 d. it is small local business.
10. Which of these does **not** help to produce more food?
 a. modern equipment.
 b. salt in the soil.
 c. technical advice.
 d. pest and disease control.



E Revision.

1. Look at the list of words below and listen to the cassette.

When you hear one of the words, put a tick in the box next to it like this:



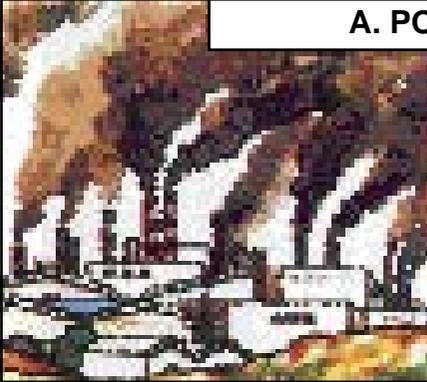
- | | | |
|---------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> advice | <input type="checkbox"/> huge | <input type="checkbox"/> rely on |
| <input type="checkbox"/> agency | <input type="checkbox"/> ideal | <input type="checkbox"/> ruin |
| <input type="checkbox"/> autumn | <input type="checkbox"/> import | <input type="checkbox"/> seasonal |
| <input type="checkbox"/> continuously | <input type="checkbox"/> increase | <input type="checkbox"/> ship |
| <input type="checkbox"/> dairy | <input type="checkbox"/> inland | <input type="checkbox"/> simply |
| <input type="checkbox"/> destroy | <input type="checkbox"/> irrigate | <input type="checkbox"/> solve |
| <input type="checkbox"/> drain | <input type="checkbox"/> irrigation | <input type="checkbox"/> spring |
| <input type="checkbox"/> drainage | <input type="checkbox"/> mention | <input type="checkbox"/> statistics |
| <input type="checkbox"/> edible | <input type="checkbox"/> might | <input type="checkbox"/> suitable |
| <input type="checkbox"/> fact | <input type="checkbox"/> mild | <input type="checkbox"/> throughout |
| <input type="checkbox"/> feed | <input type="checkbox"/> policy | <input type="checkbox"/> thus |
| <input type="checkbox"/> figure | <input type="checkbox"/> province | <input type="checkbox"/> tonne |
| <input type="checkbox"/> grain | <input type="checkbox"/> reduce | <input type="checkbox"/> type |
| <input type="checkbox"/> greatly | <input type="checkbox"/> refer to | <input type="checkbox"/> variety |



THE ENVIRONMENT

Look at the pictures. Then discuss the questions below.

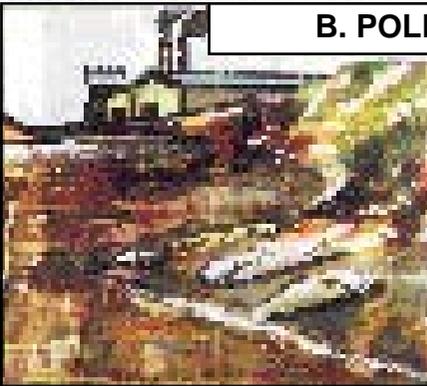
A. POLLUTION OF THE ATMOSPHERE



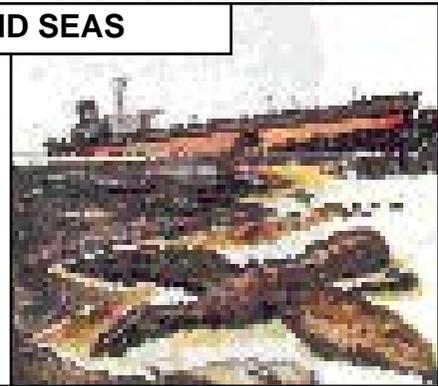
1. What can you see on the left and on the right?
2. What is happening to the smoke and gases?
3. What do you think the result is?



B. POLLUTION OF THE RIVERS AND SEAS



1. What can you see on the left and on the right?
2. What are the chemicals and the oil polluting?
3. What has happened to the birds and the fish in the pictures?



C. POLLUTION OF THE LAND

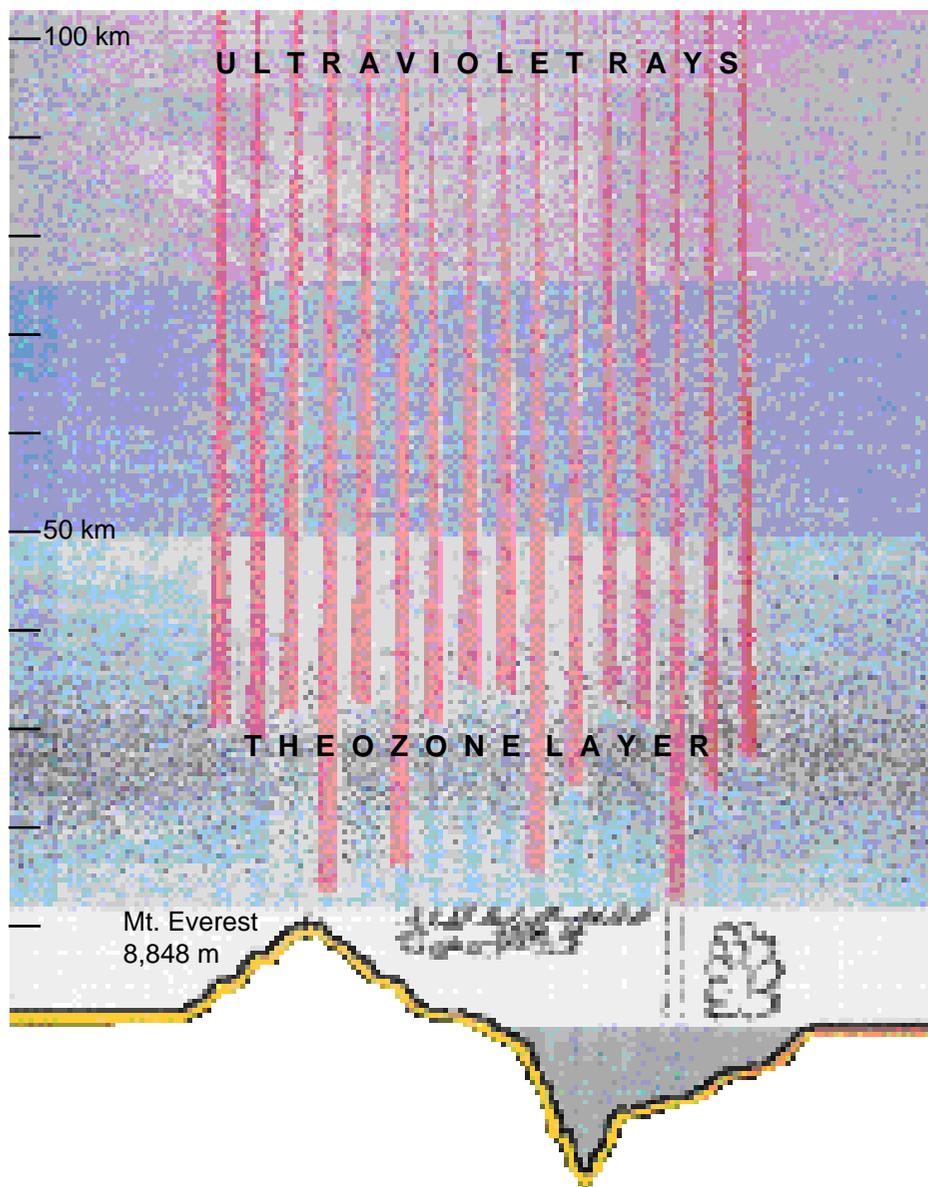


1. What is the plane doing on the left?
2. What is the bulldozer doing on the right?
3. What will the result be?





Reading





PROBLEMS WITH THE OZONE LAYER!



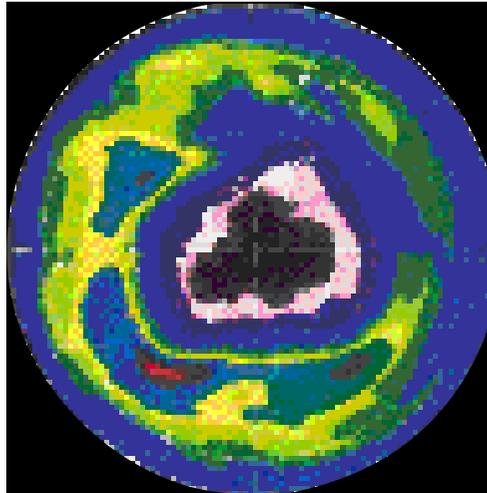
The atmosphere surrounding the earth is divided by scientists into several layers. About 12 kilometres up from the earth's surface, the layer called the stratosphere begins. Inside

5 this, there is a layer of gas known as the ozone layer. The ozone layer is especially important because it protects the
10 earth's surface from many of the sun's ultraviolet rays. These can be deadly for humans.

In 1983, scientists
15 working in the Antarctic found that the quantity of ozone in the stratosphere had decreased. The problem has become worse
20 since then. Satellite pictures now show a hole as large as the U.S.A. in the ozone layer above Antarctica. There is more
25 and more evidence which shows that the quantity of ozone in the atmosphere above populated regions of the earth is also becoming less.

If the ozone layer over populated areas
30 continues to decrease, the results could be very

dangerous for us. Ultraviolet rays are known to cause skin cancer. They are also thought to cause eye disease. Without enough ozone to protect us from the ultraviolet rays, diseases
35 like these will certainly increase.



Satellite picture of the ozone hole above Antarctica

Scientists believe that one main cause of decreasing ozone is a group of man-made chemicals called
40 chlorofluorocarbons (CFCs). These are used for cooling in fridges and air-conditioners, for making plastic foam, and in aerosol sprays. CFCs rise as gases into the stratosphere and destroy
45 ozone.

The only answer to the problem seems to be to produce fewer CFCs. In
50 1987, a group of 24 industrial countries met in Canada and agreed to produce 50% fewer CFCs by 1999. If we did not have this agreement, 131 million extra cases of skin cancer would occur before 2075.
55



fridges

air-conditioners

plastic foam

aerosol sprays

The main causes of the decrease in ozone in the earth's atmosphere



Reading Questions

Write answers to the questions below.

Find the answer on page **87** of your book.

Then write the numbers of the lines where you found the answer.

Write the answer to the questions.

E.g., Where does the stratosphere begin?

About 12 kilometres up from the earth's surface.

1. How does the ozone layer help humans?

It protects us from

2. How big is the hole on the ozone layer above Antarctica?

As big

3. Why are too many ultraviolet rays dangerous?

Because they

4. How do chlorofluorocarbons rise into the stratosphere?

As

5. How many extra cases of skin cancer would occur before the year 2075 if we did not have this agreement?



Word Study

cancer (**can cer**) (*n*) a disease in part of the body, which grows and spreads. Cancer is often deadly.

He died of lung cancer, which he developed because he smoked.

*What kind of cancer is caused by ultraviolet rays?

cause (*v-reg.*) to make something happen.

Driving through red traffic lights can cause accidents.

decrease (**de crease**) (*v-reg.*) to become smaller or less; to make smaller or less (the opposite of **increase**).

The population of the village has decreased from 1,000 to 250 people since 1955.

The driver decreased his speed when he saw the 50 km sign.

evidence (**ev idence**) (*n*) information that shows if something is true.

We couldn't find Ahmad anywhere. The only evidence that he was at home was his car outside his house.

*In the picture below, Faisal's father is looking for evidence. He wants to find out who broke the window—Faisal or his brother. Can you find any evidence that shows who did it?



increase (**in crease**) (*v-reg.*) to become more or bigger; to make more or bigger (the opposite of **decrease**).

The number of people who live in towns has increased in the last 50 years.

The driver increased speed from 80 to 90 kph.

large (*adj*) big.

They live in a large house with a lot of rooms. He has 12 children. That's a large family.

*Complete these sentences:

A bulldozer is a _____ machine used to move earth from one place to another.

The largest ocean in the world is the _____.

The Arabian Peninsula is the world's _____ peninsula.

occur (**oc cur**) (*v-reg.*) to happen or take place.

The accident occurred at 6 o'clock.

Ramadhan occurs once a year.

*When does the Magrib Prayer occur?

*How do accidents occur?

quantity (**quan tity**) (*n*) a number of things or an amount of something.

Saudi Arabia grows large quantities of dates every year.

This juice is too strong. You should add a small quantity of water.

*Complete this sentence:

_____ of dates are supplied before the Maghrib Prayer on all the days of Ramadhan.

skin (*n*) the outside layer or covering of a person or animal.

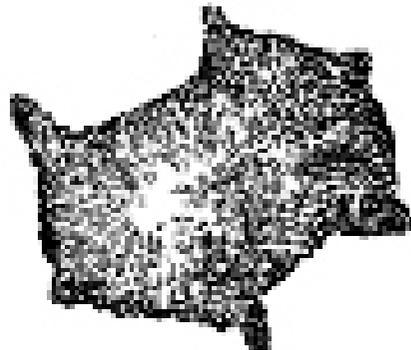
You must take the skin off a banana before you can eat it.

He doesn't like to wear wool next to his skin.

*Complete this sentence:

That doctor specializes in _____ diseases.

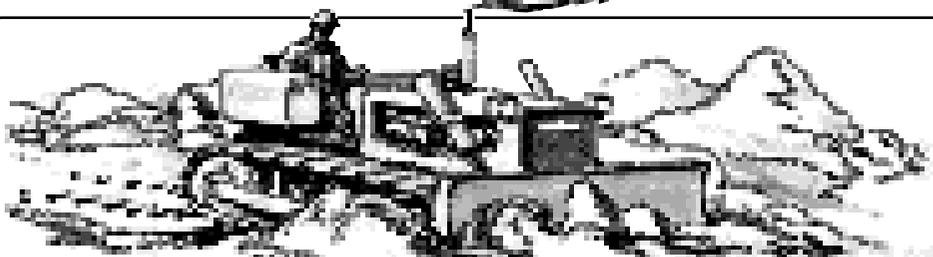
*What animal do you think the skin below comes from?





Word Study

Fill in with the correct words. Then, copy the sentences in your copybook.



ray
skin
foam
bulldozer

1. The company used a _____ to move the heavy soil.
2. Too much sunlight can give humans _____ diseases.
3. If we trap air inside plastic or at the surface of water, we get _____.
4. A _____ of sunlight came through the window and lit the room.



occur
increase
die
pollute

5. The number of accidents on the roads will _____ as more cars are produced.
6. The poisonous materials which our factories and machines produce can _____ our environment.
7. Many people still _____ from the disease called cancer.
8. Strong winds usually _____ in the eastern region of Saudi Arabia in summer.



large
aerosol
deadly
populated

9. He has seven children, so he needs a _____ car.
10. Pollution is often _____ to animals and birds
For example, millions of fish die when oil is spilled into the sea.
11. Antarctica is the least _____ part of the earth. There are never more than 1500 people there.
12. If we want to stop polluting the atmosphere, we should stop buying _____ tins.



1

If + present, . . . future

Do you remember this?

If it rains tomorrow, *I will stay* at home.

It is possible that it will rain and that I will stay at home.
So we use

If + present, + future

2

If + past, . . . would

Now look at this example from the reading passage:

*If we **did not have** this agreement, 131 million extra cases of skin cancer **would occur** before 2075.*

It is hardly possible that these extra cases will occur because we already have this agreement. So we use

If + past, + would

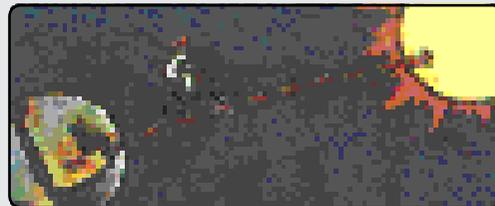
Here are two more examples:

*If you **cycled** to the sun, it **would take** over 1,000 years.*

(But of course, no one can cycle to the sun!)

*If I **threw** my glasses against the wall, they **would break**.*

(But of course, no one throw his glasses against the wall!)





Grammar

- A. Imagine that you are talking to a friend.** He is thinking about going to the U.S.A. next summer. You want to go, too, but you don't have enough money. Everytime he tells you what he will do next summer. Tell him what you would do. Follow the example. Then copy the sentences in your copybook.



If I go to the U.S.A., I will go by plane.

1. If I fly to the U.S.A., I will cross the Atlantic.
2. If I fly to the U.S.A., I will visit New York first.
3. If I visit New York, I will see the Empire State Building.
4. If I decide to go to Washington, I will rent a car.
5. If I stay a long time, I will learn a lot of English.

If I went to the U.S.A., I would go by plane.

1

2

3

4

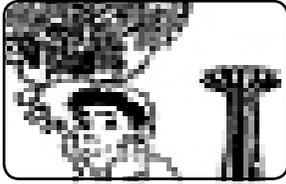
5



Unit 6 - Lesson 4

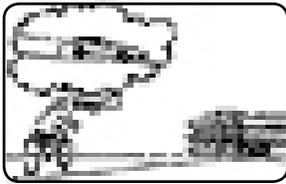
B. What are the people in the pictures saying or thinking?

Complete the sentences next to the pictures. Follow examples.



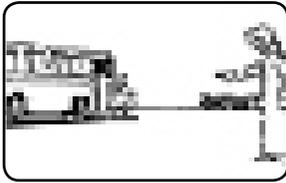
... live ... Hofuf, ... dates.

E.g. *If I lived in Hofuf, I would eat lots of dates.*



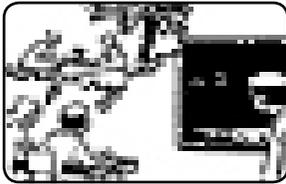
1. ... have ... car, ... drive to school.

I



2. ... live near school, ... walk everyday.

he



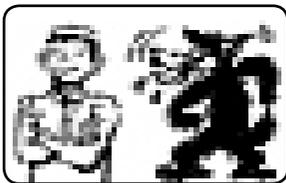
3. ... have a holiday, ... have a picnic.

They



4. ... rain, ... be happy.

we



5. ... see a wolf, ... run.

I



Writing

Writing From a Table

1. Look at this table.

	PROBLEM	CAUSE	RESULT
A	pollution of the earth's atmosphere	1. Factories and cars send smoke and gases into the air. 2. Aerosol sprays, plastic foam and coolants release CFCs into the stratosphere.	— causes disease in humans — damages plants and animals
B	pollution of the earth's water supply	1. Factories pour waste materials into the rivers. 2. Ships spill oil into the seas and oceans.	— kills fish and birds — spoils our drinking water

2. Now read this paragraph. It was written from part A of the table.

<u><i>Pollution of the Earth's Atmosphere</i></u>
<p><i>The earth's atmosphere is becoming polluted because factories and cars send smoke and gases into the air. Also, aerosol sprays, plastic foam and coolants release CFCs into the stratosphere. This pollution causes disease in humans and it damages plants and animals.</i></p>

3. Write a paragraph like the one above.

Use the information in part B of the table. Remember to write a title.



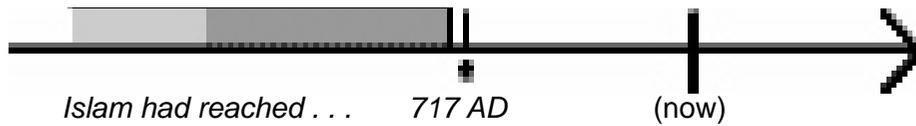
1

The Past Perfect

Do you remember this?

By 717 AD, Islam had reached the borders of Europe.

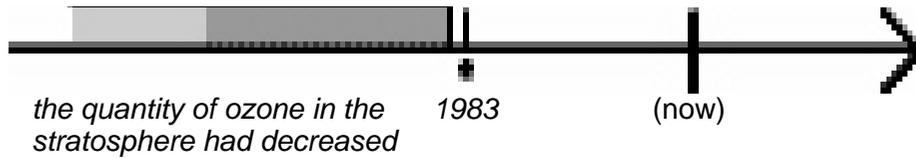
A



Here is a new example from this unit:

In 1983, scientists working in the Antarctic found that the quantity of ozone in the stratosphere had decreased.

B



Learn the form of the past perfect:

C

I	had	stopped	before 1980.	
He				
She				
It				
You				arrived
We				gone
They				

Make sentences from the table



Revision

2

If + past, . . . would

Do you remember this from lesson 4?

A *If I **threw** my glasses against the wall, they **would break**.*

Note this special form with *I*:

B

*If I **were** you, I would study more.*
*If I **were** a mechanic, I would repair my own car.*

We do not use **was**. Instead, we use **were**.

Your teacher will ask you questions like this one:

C

What would you do if you had a car?

You answer like this:

If I had a car, I would drive to Europe.

Learn the form:

D

	I		my	
	he		his	
If	she	threw	her	glasses against the wall, they would break.
	you		your	
	we		our	
	they		their	



The Red Sea in Danger

A Do these new words look like any words you already know?

Sometimes it is possible to guess the meaning of a new word because it looks like a word you already know.

Look at the following words. Do they look like any words you have learned? Discuss them with your teacher.

1 redness

The Red Sea is red. This **redness** is caused by quantities of red plankton.

2 creatures

The Red Sea is home to a lot of very special fish and other **creatures** . . .

3 totally

At present, the Red Sea is almost **totally** free of pollution.

4 overfishing

For example, they must prevent **overfishing** and continue to protect fish nursery grounds

5 re-opening

Since the 1976 **re-opening** of the Suez Canal, garbage and oil have been seen in the water.

6 beauty

Another danger comes from the **beauty** and variety of the Red Sea's marine life.

B Try guessing the meanings of these words.

These new words are from *The Red Sea in Danger*. Look carefully at each one and read the words around it. Then answer the question to show you have understood it.

1. coral

. . . the **coral** reefs in the Red Sea are some of the biggest and most beautiful in the world. Corals are tiny animals.

Corals are . . .

- a. large fish.
 b. tiny animals.
 c. a kind of plant.
 d. the bones of dead fish.

2. reef

Over thousands of years, the calcium skeletons of dead corals grow together to form huge underwater structures called **reefs**.

A reef is made of . . .

- a. mud and salt.
 b. minerals from the earth.
 c. sea plants.
 d. dead corals.

3. the Great Lakes

The Red Sea does not have the problems which are making the **Great Lakes** in North America and the Mediterranean Sea into huge sewers

The Great Lakes are . . .

- a. famous mountains.
 b. large deserts in Asia.
 c. Large bodies of water in North America.
 d. huge farms near the Mediterranean.



4. flow

This cannot happen in the Red Sea because so little rain falls on the area and because there is only one river which **flows** into the sea—Baraka in Sudan.

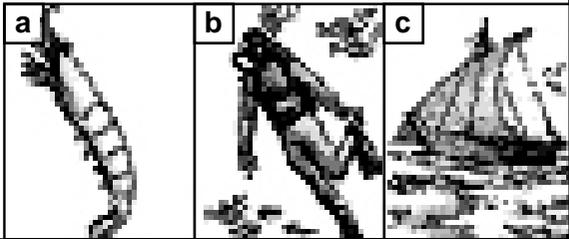
The verb *flow* describes . . .

- a. the movements of water in a river.
- b. the action of falling snow.
- c. the movement of camels in the desert.
- d. the growth of sea animals.

5. shrimp

These bays are important nursery grounds for fish, **shrimps** and other forms of marine life.

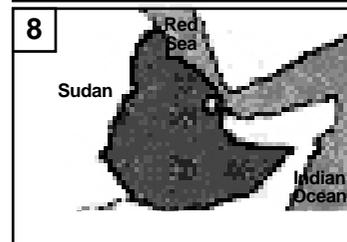
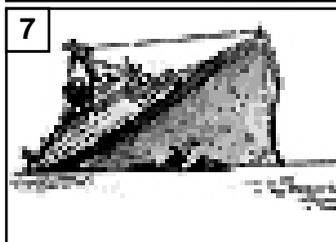
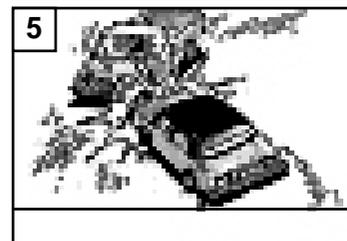
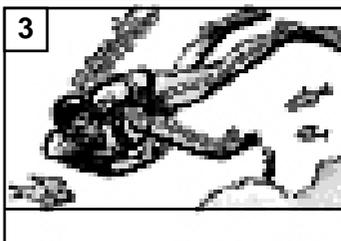
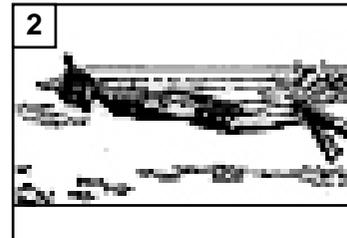
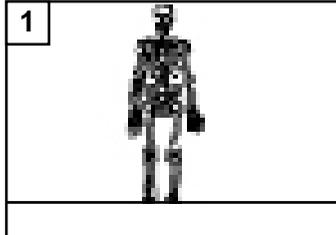
Which of the following is a shrimp?



C Find these words in the dictionary at the back of this book.

Find each of these words in the dictionary at the back of this book. Then copy each word under the correct picture.

- a skeleton
- some sand
- a skin diver
- a shipwreck
- Ethiopia
- a scuba diver
- a collision
- a tanker
- a bay
- a canal
- a shell





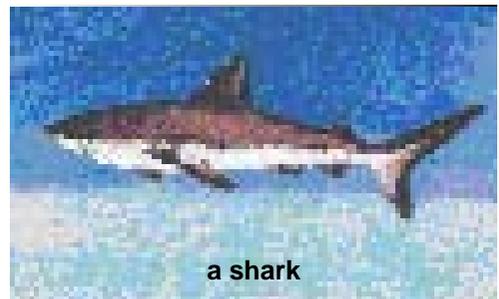
D



a dugong



a sting ray



a shark



a turtle



Unit 6 - Lesson 7 & 8

E Now answer these questions about the passage.

1. Give three reasons why the Red Sea is special.
 - a. It is _____.
 - b. Many of its fish and other creatures are not _____
_____.
 - c. It has some of the biggest and most beautiful _____
—
in the world.
2. Give three reasons why there is little pollution in the Red Sea at present.
 - a. The countries around it are lightly _____.
 - b. There are only a few large _____.
 - c. There is only one _____ which _____ into the sea.
3. Complete this list of the dangers to the Red Sea in the future:
 - a. garbage and _____
 - b. shipwrecks and _____
 - c. modern _____ and industrial _____
 - d. s_____
 - e. the _____ industry
 - f. the _____ and _____ of the Red Sea's marine life.
4. Name three countries which have made national marine parks:
 - a. _____
 - b. _____
 - c. _____

**F Write the correct letter in each box:**

1. The redness of the Red Sea is caused by . . .
 a. red plankton.
 b. red soil in the water.
 c. red minerals in the water.
 d. tomatoes and other red vegetables.
2. Coral reefs are made of . . .
 a. sand and mud.
 b. shipwrecks.
 c. living corals.
 d. skeletons.
3. In this passage, the Mediterranean Sea is compared to a . . .
 a. sea creature.
 b. nursery ground.
 c. sewer.
 d. coral reef.
4. There are . . . along the coasts of the Red Sea.
 a. many large ports.
 b. only a few large ports.
 c. no large ports.
5. Which country has a river flowing into the Red Sea?
 a. Saudi Arabia.
 b. Yemen.
 c. Ethiopia.
 d. Sudan.
 e. Egypt.
6. Pollutants which enter the Red Sea . . .
 a. are not carried away by currents.
 b. usually flow into the Arabian Sea.
 c. are diluted by river water.
 d. cause shipwrecks and collisions.
7. There is . . . agriculture along the coasts of the Red Sea.
 a. a lot of.
 b. little.
 c. no.
8. Navigation in the Red Sea is . . .
 a. not possible.
 b. very easy.
 c. possible only in winter.
 d. dangerous and difficult.
9. The Red Sea has . . .
 a. natural bays only on the west side.
 b. no natural bays.
 c. only one natural bay.
 d. natural bays on both sides.
10. The fishing industry has . . . in the Red Sea.
 a. stopped fishing.
 b. overfished.
 c. banned fishing.
 d. protected fish.
11. Tourists may not . . . in the national marine parks.
 a. swim or dive.
 b. collect coral and shells.
 c. take photographs.
 d. go sailing.



Unit 6 - Lesson 7 & 8

G *Revision.*

1. Look at the list of words below and listen to the cassette.

When you hear one of the words, put a tick in the box next to it like this: 



- | | | |
|------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> ban | <input type="checkbox"/> fortunately | <input type="checkbox"/> shipwreck |
| <input type="checkbox"/> bay | <input type="checkbox"/> include | <input type="checkbox"/> shrimp |
| <input type="checkbox"/> beauty | <input type="checkbox"/> marine | <input type="checkbox"/> situation |
| <input type="checkbox"/> canal | <input type="checkbox"/> network | <input type="checkbox"/> skeleton |
| <input type="checkbox"/> collision | <input type="checkbox"/> pollutant | <input type="checkbox"/> skin diver |
| <input type="checkbox"/> creature | <input type="checkbox"/> port | <input type="checkbox"/> structure |
| <input type="checkbox"/> current | <input type="checkbox"/> prohibit | <input type="checkbox"/> tanker |
| <input type="checkbox"/> dilute | <input type="checkbox"/> redness | <input type="checkbox"/> tide |
| <input type="checkbox"/> diver | <input type="checkbox"/> sand | <input type="checkbox"/> tiny |
| <input type="checkbox"/> estimate | <input type="checkbox"/> scuba diver | <input type="checkbox"/> totally |
| <input type="checkbox"/> Ethiopia | <input type="checkbox"/> sewer | <input type="checkbox"/> turtle |
| <input type="checkbox"/> float | <input type="checkbox"/> shark | <input type="checkbox"/> vulnerable |
| <input type="checkbox"/> flow | <input type="checkbox"/> shell | <input type="checkbox"/> well-known |
| <input type="checkbox"/> form | <input type="checkbox"/> shellfish | <input type="checkbox"/> willingness |

Practice test

This test has five parts:

- | | |
|-----------------------------|------------------------------|
| 1. Reading (20 questions) | 3. Grammar (20 questions) |
| 2. Word Study (5 questions) | 4. Vocabulary (10 questions) |
| | 5. Writing |

1. Reading

A. On the next page, read the title of the reading passage. Also, read the title of each section and look at the pictures. Then, write the correct letter in each box to answer these questions:

- | | | | | | |
|--|-----------------------------|---|--|------------------------------|-----------------------------|
| 1. Look at the picture at the top right of the page. What percentage of an adult's diet in a rich country consists of sugar? | a. 27% | b. 7% | c. 51% | d. 18% | 1. <input type="checkbox"/> |
| 2. Look at the section titles. Which section will give you information about the reasons why people eat a lot of sugar? | a. Who eats the most sugar? | b. Why do people in rich countries eat so much sugar? | c. Is there any danger in eating a lot of sugar? | d. Can we avoid the dangers? | 2. <input type="checkbox"/> |

B. Now read the passage, then answer this question:

- | | | | | | |
|--|---------------------------------------|---------------------------------------|--------------------------|-----------------------------------|-----------------------------|
| 3. If you had to choose another title for the passage, which of these would be the best? | a. The Use of Sugar in Poor Countries | b. The Use of Sugar in Rich Countries | c. Sugar Supplies Energy | d. What Kind of People Eat Sugar? | 3. <input type="checkbox"/> |
|--|---------------------------------------|---------------------------------------|--------------------------|-----------------------------------|-----------------------------|

C. Questions 4 to 7 (below) are about some new words in the passage. Read them first. Then, read the passage again and look for the answers.

- | | | | | | |
|--|--------------------|------------------|----------------------|------------------|-----------------------------|
| 4. <i>Affluent</i> (line 6) means . . . | a. sweet. | b. early. | c. more. | d. rich. | 4. <input type="checkbox"/> |
| 5. <i>Manufacturers</i> (line 22) are people who . . . | a. produce things. | b. taste things. | c. develop a desire. | d. learn habits. | 5. <input type="checkbox"/> |
| 6. A <i>desire</i> (line 25) is a kind of . . . | a. sugar. | b. scientist. | c. food. | d. need. | 6. <input type="checkbox"/> |
| 7. A <i>reward</i> (line 33) is a kind of . . . | a. child. | b. present. | c. parent. | d. fruit. | 7. <input type="checkbox"/> |

Sugar

Sugar is the only food we eat which supplies no nutrients at all. It contains only *empty calories*: no proteins, no fats, no vitamins and no minerals.

Who eats the most sugar?

- 5 As countries and people become richer, their diet changes. People in affluent countries eat more animal protein, more fat and more sugar than the poor people of the world. For example, in the early 1800s, the average British person ate 25 kg of sugar a year.
- 10 By 1970, the average person ate over 50 kg per year. In the U.S.A., the rise in the amount of sugar which people eat has been similar.

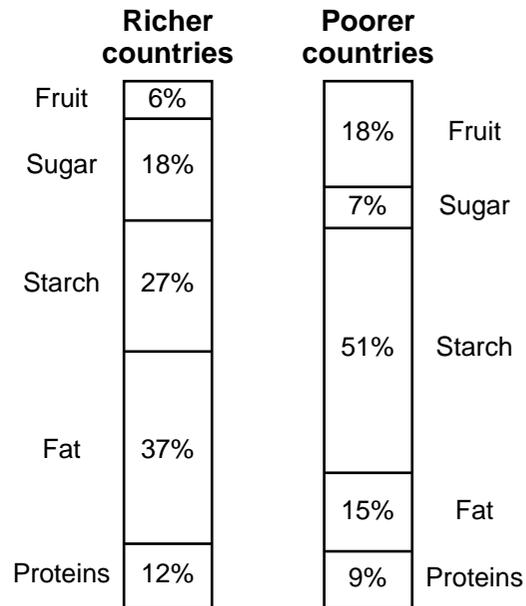
- 15 You can see this increase most with children and teenagers. For example, in the U.S.A., children aged 12-14 are the greatest sugar eaters. In 1969, American boys of this age ate 17.9 kg a year. American girls aged 12-14 ate 15.7 kg a year.

Why do people in rich countries eat so much sugar?

- 20 We do not really know the answer to this question, but scientists think that it is a habit which we learn. We are given sweets and chocolates even as babies by our parents and families. Also, there is a lot of hidden sugar in food. Manufacturers add it to almost all the foods they produce, even to many which do not taste sweet. In these ways, scientists think,
- 25 we develop a desire, or a need, for sugar.

Is there any danger in eating a lot of sugar?

We know the answer to this question. Yes, sugar causes many health problems: it makes us fat and it causes our teeth to decay. It also causes diabetes and heart disease.



Comparing an adult's diet in rich countries and in poorer countries

Can we avoid the dangers?

- Again, the answer is Yes, especially if we start as young as possible. mothers, fathers, uncles, aunts, grandparents and friends should learn not to give children sweets as rewards for being good. If they want to give a child a present which is something to eat, they should give fresh fruits.

If you are no longer a child, you can also learn to avoid the dangers, but it is not easy. Here are some things you can do:

- Reduce the number of spoonfuls for sugar you take in your tea and coffee. 40
- Do not eat cakes and sweets except on special occasions.
- Do not drink ordinary softdrinks. Drink low-calorie ones instead.
- Never eat sweets and chocolates between meals. If you are hungry, eat an apple instead. 45

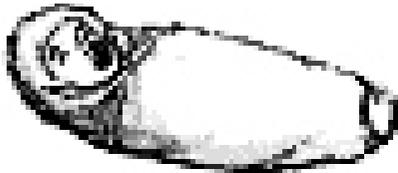
Word Study

avoid (a void) (*v-reg.*) to keep away from, to keep from happening.

*He drove carefully to avoid the holes in the road.
To stay healthy you should avoid eating too much sugar.*

baby (ba by) (*n*) a new-born child, a very young child.

*Babies often cry during the night.
They had a baby boy last week.*



a baby

decay (de cay) (*v-reg.*) to rot.

After leaves fall from trees, they decay on the ground.

If you do not clean your teeth regularly, they will decay.

diabetes (dia be tes) (*n*) a disease in which there is too much sugar in the blood.

People with diabetes have to take a medicine called "insulin" everyday.

except (ex cept) (*prep*) not including.

Everyone was there except Khaled.



hide (*v-irreg: hid-hidden*) to put something where it cannot be easily seen, to keep from sight.

*The sun was hidden by clouds.
He hid the present under his bed until his son's birthday.*

increase (in crease) (*n*) the amount by which something becomes greater.

There has been a big increase in the population of Saudi Arabia during the last twenty years.

nutrient (nu trient) (*n*) a substance in food which gives us everything we need.

This food contains important nutrients.

ordinary (or dinary) (*adj*) normal, usual, average.

Is this an ordinary meal or a special one?

People in the west work on Fridays so Friday is an ordinary working day to them.

present (pres ent) (*n*) something which you give to someone for a special occasion.

*Children usually get presents during the Eid.
He got the bike as a present for passing his exam.*



a present

rise (*n*) an increase.

He has not had a rise in salary (the money which he earns every month) for five years.

similar (sim ilar) (*adj*) like, not exactly the same but almost the same.

Doctors and nurses have similar jobs.

Tin is a metal which looks similar to silver.



tin



silver

Tin looks similar to silver.

Practice Test

D. Now use the Word Study to answer questions 8-12:

- | | | | |
|---|--------------------------------|------------------------------|------------------------------|
| 8. He must be very careful not to eat too much sugar because he has | a. an increase
c. a rise | b. diabetes
d. a nutrient | 8. <input type="checkbox"/> |
| 9. His friends gave him . . . when he left the town and went to his new job. | a. a present
c. an increase | b. a nutrient
d. a desire | 9. <input type="checkbox"/> |
| 10. When you drive to work, try to . . . King's Street. There has been a big accident there and traffic is moving slowly. | a. hide
c. decay | b. increase
d. avoid | 10. <input type="checkbox"/> |
| 11. Khaled and Fahd are very Sometimes their teacher does not know which one he is talking to. | a. ordinary
c. similar | b. except
d. affluent | 11. <input type="checkbox"/> |
| 12. . . . are children usually under one year old. | a. Diabetes
c. present | b. Babies
d. Teenagers | 12. <input type="checkbox"/> |

E. The following questions are about the information in the passage. Read the passage again and try to answer them.

- | | | | |
|---|--|----------------------------------|------------------------------|
| 13. Who eats the most sugar? | a. American men
b. American boys
c. American girls
d. American women | 13. <input type="checkbox"/> | |
| 14. People in rich countries probably develop a taste for so much sugar because . . . | a. they are given too many sweets as children.
b. manufacturers put sugar into many foods.
c. they think of sweets as rewards.
d. of all the reason in a, b and c. | 14. <input type="checkbox"/> | |
| 15. Which of these is not caused by sugar? | a. Tooth decay
c. Diabetes | b. Heart disease
d. Cancer | 15. <input type="checkbox"/> |
| 16. Which of the following is one way to avoid the dangers of sugar? | a. Drink ordinary softdrinks.
b. Drink fewer spoonfuls of sugar in your tea.
c. Eat cakes all the time.
d. Eat chocolates between meals. | 16. <input type="checkbox"/> | |
| 17. Which of these is true? | a. Only children can learn to avoid too much sugar.
b. Only adults can learn to avoid too much sugar.
c. Everyone can learn to avoid too much sugar.
d. No one can learn to avoid too much sugar. | 17. <input type="checkbox"/> | |
| 18. <i>this</i> (line 16) means . . . | a. 12-14. b. 1969. c. 17.9. d. 15.7. | 18. <input type="checkbox"/> | |
| 19. <i>they</i> (line 23) means . . . | a. babies.
c. families. | b. parents.
d. manufacturers. | 19. <input type="checkbox"/> |
| 20. <i>they</i> (line 35) means . . . | a. mothers and fathers.
b. uncles and aunts.
c. grandparents and friends.
d. mothers, fathers, uncles, aunts, grandparents and friends. | 20. <input type="checkbox"/> | |

2. Word Study – General Questions

Write the correct letter in each box:

- | | | |
|---|---|-----------------------------|
| 1. <i>a, b, c</i> and <i>d</i> on the right are the guide words from the tops of different Word Study pages. On which page will you find the word <i>giggle</i> ? | a. gibber / gigantic
b. ghetto / gilt
c. gemini / gifted
d. futility / giddy | 1. <input type="checkbox"/> |
| 2. On the right will you find more guide words from the tops of different Word Study Pages. On which page will you find the word <i>minutely</i> ? | a. mint / mirror
b. minus / minute
c. lyrics / minimum
d. minuteman / mire | 2. <input type="checkbox"/> |
| 3. Find the word <i>avoid</i> on the Word Study page in the test. Which part of <i>avoid</i> must you say the most loudly? | a. The first.
b. The second
c. The third. | 3. <input type="checkbox"/> |
| 4. Find the word <i>ordinary</i> on the Word Study page in this test. Which part of <i>ordinary</i> must you say the most loudly? | a. The first.
b. The second.
c. the third | 4. <input type="checkbox"/> |
| 5. Look at the whole Word Study page in this test again. How many of the words are regular verbs? | a. Twelve.
b. Three
c. Two.
d. One. | 5. <input type="checkbox"/> |

3. Grammar

A. These sentences can be written in two different ways. We have given you the first sentence and most of the second sentence. Fill in the verbs in the other sentences.

Example: The Muslims ruled Spain and Portugal.

► *Spain and Portugal were ruled by the Muslims.*

1. Often children looked after the sheep.

Often the sheep by children.

2. We measure energy in food in calories.

Energy in food in calories.



Practice Test

3. CFCs cause a decrease in ozone.

A decrease in ozone *by CFCs.*

4. We use electricity for both cooking and lighting.

Electricity *for both cooking and lighting.*

5. The fire service gives a man three months of basic training.

A man *three months of basic training by the fire service.*

B. Ask the correct question about *someone* or *something*.

Example: **Someone** has taken the newspaper.

▶ *Who has taken the newspaper?*

Example: His brother took **something**.

▶ *What did his brother take?*

6. **Someone** is eating junkfood.

7. Khaled drives **something**.

8. **Something** began to spread into Turkey in 715 AD.

9. Mr. Smith is going to fall off **something**.

10. The reporter has interviewed **someone**.

**C. Choose the correct answers:**

- | | | |
|--|--|--|
| 11. If it . . . in Riyadh in July,
we . . . able to make snowballs. | a. snows . . . will be
b. snowed . . . would be
c. snowed . . . were
d. snows . . . are | 11. <input type="checkbox"/> |
| 12. If you throw something into the
air, it . . . to the ground. | a. fell
c. would fall | b. had fallen
d. falls |
| 13. Your teachers . . .
schoolchildren when they were
younger. | a. are
b. had been
c. used to be
d. have been | 13. <input type="checkbox"/> |
| 14. If I . . . a rich person, I would buy
a palace. | a. have been
c. were | b. was
d. had been |
| 15. Before they got electricity, they
. . . oil lamps. | a. will use
c. have used | b. use
d. had used |
| 16. Food . . . carbohydrates is
cheaper than other foods. | a. it contains
c. containing | b. contains
d. contained |
| 17. The book . . . is very good. | a. reading
c. is read | b. you are reading
d. read |
| 18. "Why . . . you go shopping?"
"That's a good idea." | a. will
c. do | b. won't
d. don't |
| 19. Ask if . . . last night. | a. did he arrive
b. he used to arrive
c. he arrived
d. he has arrived | 19. <input type="checkbox"/> |
| 20. . . . is a fireman's job. | a. Fight fires
c. Fighting fires | b. Fought fires
d. If he fights fires |

Practice Test

4. Vocabulary

Write the correct letter in each box:

- | | | | |
|---|--------------------------------|--------------------------------|------------------------------|
| 1. There are always customs officers where you cross the . . . between different countries. | a. bats
c. borders | b. continents
d. lanes | 1. <input type="checkbox"/> |
| 2. A child was trapped at a window in the burning building, but the firemen . . . it. | a. increased
c. rescued | b. ruled
d. strengthened | 2. <input type="checkbox"/> |
| 3. That child is very It never stops moving. | a. active
c. formal | b. simple
d. fresh | 3. <input type="checkbox"/> |
| 4. He has just bought a car. | a. circular
c. fit | b. lean
d. brand-new | 4. <input type="checkbox"/> |
| 5. He made a . . . and I thought it was a good idea. | a. substance
c. suggestion | b. layer
d. disadvantage | 5. <input type="checkbox"/> |
| 6. The person who connects you to someone else on the phone is called the . . . | a. operator.
c. instructor. | b. bulldozer.
d. commander. | 6. <input type="checkbox"/> |
| 7. Sugar . . . calories but no nutrients. | a. gains
c. occupies | b. wastes
d. contains | 7. <input type="checkbox"/> |
| 8. That man is a . . . teacher. He used to teach at my school until he was 65. | a. whole
c. populated | b. minimum
d. retired | 8. <input type="checkbox"/> |
| 9. The . . . is where the sea meets the land. | a. district
c. coast | b. ocean
d. environment | 9. <input type="checkbox"/> |
| 10. Before electricity, lighting used to be . . . by oil lamps. | a. provided
c. developed | b. spilled
d. put out | 10. <input type="checkbox"/> |

5. Writing

A. Look at this list of rules for preventing accidents in the bathroom:

PREVENT ACCIDENTS IN THE BATHROOM

ALWAYS

1. Always keep the floor dry.
2. Always use a non-slip mat in the bath or shower.
3. Always have a good light over the mirror.
4. Always keep medicines out of reach of children.

NEVER

1. Never use electrical appliances in the bath.
2. Never touch light switches with wet hands.
3. Never use outlets which are not for bathrooms.
4. Never leave razors and scissors where children can reach them.



DICTIONARY

adult / crippled

adult (a dult) (n) a person who is completely grown up; not a child.

Adults are allowed to drive cars but children are not.

You cannot join the army until you are an adult.

advice (ad vice) (n) suggestions given to a person telling him what he should do.

If you do not feel well, get your doctor's advice.

If you do not know which university to choose, ask your teacher for advice.

alive (a live) (adj) living, not dead.

All of my grandparents are still alive and healthy.

amount (a mount) (n) quantity.

He has a small amount of money in the bank—only about 200 riyals.

ban (v-reg.) not let someone do something.

Smoking is banned in many buildings.

bay (n) an area of water partly surrounded by land along a coastline.

Fishing ships often enter this bay because there are lots of fish in it.



banned

beauty (beau ty) (n) the noun form of beautiful.

The beauty of the Asir National Park brings thousands of tourists there everyday.

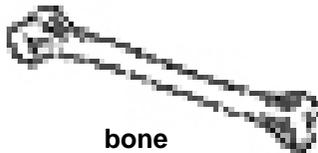
blood (n) Blood is red and fills most parts of your body. You can lose blood when you cut yourself.

Saleh lost a lot of blood during the accidents.

bone (n) a hard, white substance in the body.

Bones hold the body together.

Ahmad fell off his motorbike and broke a bone in his leg.



bone

canal (ca nal) (n) a man-made waterway. Canals are usually built to connect larger areas of water such as lakes, seas, rivers and oceans.

The Suez Canal connects the Red Sea to the Mediterranean Sea.

careless (care less) (adj) not careful; done without thinking.

Ali's spoken English is good but his spelling is very careless. That is why he gets poor marks in written tests.

Careless drivers are a danger to everyone.

carelessness (care lessness) (n) being careless.

catch fire (v-irreg: caught fire, caught fire) to begin to burn.

His thobe caught fire when he walked too close to the cooker.

cause (n) something which has a result.

The cause of the fire was carelessness.

cause (v-reg.) to make something happen.

Two children caused the fire.

century (cen tury) (n) A century is one hundred years.

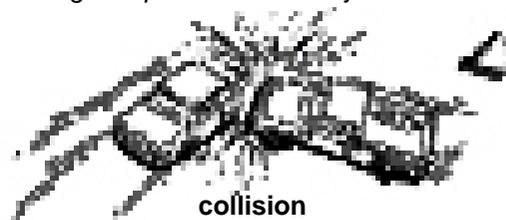
The hundred years between 601 AD and 700 AD are called the seventh century.

civilization (civili za tion) (n) Millions of people who have the same customs and live in the same part of the world for hundreds of years are called a civilization.

The Egyptians had a great civilization that lasted for many centuries.

collision (col li sion) (n) a crash. A collision occurs when two cars, ships, planes, etc. run into each other.

There was a collision on the highway this morning. I hope no one was injured.



collision

crawl (v-reg.) to move slowly on your hands and knees.

Children learn to crawl before they learn to walk.

The injured soldier crawled behind a wall.

crippled (crip pled) (adj) injured so badly that you cannot move well.

He has been crippled since his car accident. That man was born crippled.

current / factor

current (cur rent) (n) a movement of air, water or electricity.

I felt a cold current of air when you turned on the a/c.

dilute (di lute) (v-reg.) to reduce the strength of something, usually by mixing with water.

The chemicals coming from these factories are usually diluted by the river water.

directly (di rect ly) (adv) by the shortest route; without stopping.

By the second century AD, traders could sail directly from the Indus River to Suez through the Red Sea. They did not have to make part of the journey by land.

disappear (disap pear) (v-reg.) to go from our view; not been seen again.

In the evening, the sun disappears behind the mountains in the west.



disappear

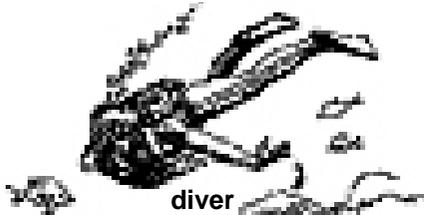
discover (dis co ver) (v-reg.) find something for the first time.

Alexander wanted to discover a way to sail directly from the Indus River to Suez.

discovery (n) Arab sailor's discovery of a sea route made the journey to China much faster.

diver (di ver) (n) a person who swims under water.

Divers may find many beautiful shells on the floor of the sea.



diver

drainage (drai nage) (n) a system which allows (or helps) water to flow off the land.

All modern cities have drainage under the streets for carrying off rain water.

dugong (du gong) (n) a rare marine animal.

Dugongs are found in the red Sea, but not usually in colder seas further north.

edible (ed ible) (adj) able to be eaten; good for food.
A few wild plants are edible. Others cannot be used as food. Some are even poisonous.

effect (ef fect) (n) a result.

Eating junk food can have a bad effect on our health.

environment (en vi ronment) (n) The people and things around us are our environment.
He comes from a poor environment.

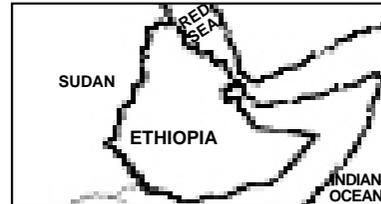
There are many poisons in our environment, especially in the air and the water.

estimate (est imate) (v-reg.) to guess the size, weight, amount or value of something without measuring it.

I did not have a ruler, so I estimated the size of the room.

Ethiopia (Ethi op ia) (n) a country in eastern Africa.

Ethiopia is to the southwest of the Red Sea.



dugong

expert (ex pert) (n) a person with special skill or training in something.

He is an expert on the English language.

Before you buy a computer, get the advice of an expert.

fact (n) Something which is known or believed to be true.

The Earth orbits the sun. This is a fact which most people believe.

factor (fac tor) (n) A factor is something which helps to produce a result.

There are many factors in success in English. Hard work is one of them.



fertile / marine

fertile (fer tile) (adj) producing a lot; able to produce plants, etc.

Most desert land is not fertile enough for growing plants.

The land around a river is usually very fertile.

figure (fig ure) (n) a number, especially one used in statistics.

Do you have any figures on egg production in the Saudi Arabia from 1981 to 1990?

float (v-reg.) to stay on the surface of water or other liquid.

Ships are very heavy and are made of metal, but they float because they contains air.

form (n) kind, type, variety.

There are thousands of forms of marine life in the mediterranean.

form (v-reg.) to make.

I planted the flowers to form a circle.

get out of (get out of) (v-irreg: got out of-got out of) to leave.

He got out of his car to look at the accidents.

They got out of bed when they heard the noise.

Great Lakes (n) a group of lakes in central North America.

The Great Lakes are between Canada and the U.S.A.



growth (n) getting bigger. (Growth is the noun from the verb grow.)

The growth of Islam in the eight and ninth centuries was very fast.

huge (adj) extremely big.

ideal (i deal) (adj) extremely good.

This house is ideal for our family. It has plenty of space and is very comfortable.

include (in clude) (v-reg.) to treat something or someone as part of a group or set.

Our library includes several English dictionaries.

influence (in fluence) (n) power to change things.

Islam had a great influence in the history of Asia.

injure (in jure) (v-reg.) to hurt.

Ahmad injured his arm when he fell off the roof.

The two men were injured in the car crash.

introduction (intro duc tion) (n) a short section at the beginning of a book or a reading passage which introduces and explains it to the reader.

irrigation (irri ga tion) (n) supplying water to
Egypt has a great irrigation project in the Nile River Valley.

less and less (adj) in an amount that is becoming smaller.

Youssef is very busy this year. He has less and less time for his hobbies.

loyal (lo yal) (adj) A loyal friend is one who always likes you and helps you, even when other people are against you.

Adnan had many enemies when he was a young man. Fortunately, he had many loyal friends to help him.

luxury (lux ury) (n) something very comfortable and very expensive, usually not really needed.

Layla bought another beautiful new gold watch. Her father said it was a luxury.



make the headlines (make the head lines) (v-irreg: made-made) to be important or big news.

He made the headlines when he won the race.

marine (ma rine) (adj) of the sea.

These scientists are interested in all forms of marine life, especially sea plants.

market / preserve

market (mar ket) (*v-reg.*) to sell; to put in the market.

This company is trying to market a new kind of computer in Saudi Arabia.

mention (men tion) (*v-reg.*) to talk (or write) about something for a short time.

This newspaper articles only mention the problems of farmers; for more information you must read these books.

merchant (mer chant) (*n*) A merchant is a man who buys and sells things.

There is a street in Dammam which is full of gold merchant's shops.

might (*v-irreg.*) means about the same as *may*.

you might make a good mark on the English exam if you study very hard.

mild (*adj*) not too hot and not too cold.

Most of Europe has amild climate.

monsoon (mon soon) (*n*) Monsoon is the name of a wind that blows across the Arabian Sea.

The monsoon brings India a lot of rain.

moreover (more over) (*adv*) also, in addition.

I do not like his idea; moreover, I know it cannot be successful.

mouth (of a river) (*n*) The place where a river joins the sea is called the mouth of a river.

Alexandria is near the mouth of the Nile.

muscle (mus cle) (*n*)

Muscles are a part of the body which help us to move and do work.

Uthman trains everyday because he wants to develop strong muscles.



muscles

navigation

(navi ga tion) (*n*)

Navigation is the skill of guiding a ship or plane.

Airline pilots must study navigation so that they can find the best and safest routes.

network (net work) (*n*)

a group of things or people which are joined together and work together, usually over a great distance.

In the U.S.A. there are many radio and television networks.

Saudi Arabia has a big network of highways.

nursery ground (nur sery ground) (*adj+n*)

A special place where children (or young animals, etc.) may grow, play and learn.

Some parts of the Gulf are an ideal nursey ground for marine life.

nutritional (nu tri tional) (*adj*) connected with healthy eating.

Milk has a lot of nutritional value.

on purpose (on pur pose) (*n*) not by accident.

You sometimes hurt yourself by accident but you do not hurt yourself on purpose.

overfishing (over fish ing) (*n*) fishing too much in a particular area of the sea, with the result that the fish populations are reduced there.

Overfishing has greatly reduced the fish population in this lake.

overland (o verland) (*adv*) Overland means by land (not by sea or by air).

The camel caravans brought incense overland from southern Arabian to Egypt.

palm (also palm tree) (*n*)

A kind of tall tree with wide, spreading leaves, which grows in hot countries.

The oasis is full of beautiful palms.

plankton (plank ton) (*n*)

very small creatures which live in the sea.

Plankton are an important part of the diet of most fish.

pleased (*adj*) happy.

I was pleased to hear the good news.

I was very pleased to meet your teacher yesterday.

pollutant (pol lu tant) (*n*) a substance which makes air or water dirty.

The Mediterranean Sea is full of chemical pollutants.

The air over most cities contains dangerous pollutants from automobiles and trucks.

port (*n*) a town or city which is near the sea and has places for ships to stop.

Jeddah is a great port city.

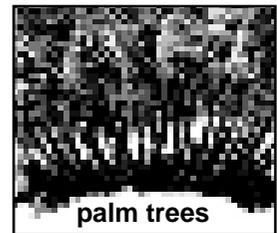
power (pow er) (*n*) A power is a strong or powerful country.

China is a great world power.

preserve (pre serve) (*v-reg.*) to preserve something is to protect it from changing.

You can preserve meat for about a week in your fridge.

Fish is often preserved in tins.



palm trees



prohibit / shipwreck

prohibit (pro hi bit) (v-reg.) to ban.

Smoking in this building is prohibited.

project (pro ject) (n) A project is work that you do with a special aim. Building a house is a project. Writing a book is also a project.

Sami is always very busy; he has lots of projects, such as learning tennis, building a model airplane, etc.

quantity (quan tity) (n) the size, weight or number of something.

Ahmad eats only small quantities of food.

realize (re alize) (v-reg.) to understand something suddenly.

He woke up and realized that the house was on fire.

After he had finished the test, he realized that he had answered the wrong questions.

roll around (roll a round) (v-reg.) to lie on the ground and turn over and over.

The two children rolled around on the ground.

rot (v-reg.) to become bad (usually said of food).

Fruits that falls from the tree usually rots on the ground.

route (n) A route is a road or way on land, on water or in the air.

A good map will help us find the best route from here to there.

sample (sam ple) (n) a part of something which is used for judging all of it.

Before buying a box of grapes, I usually eat one or two as a sample.

sand (n) very small pieces of earth (about the size of grains of salt or sugar) found in deserts or near the sea.

The Empty Quarter has millions of tonnes of sand.

scuba diver (scu ba di ver) (adj+n) a person who swims under water and breathes air from tanks tied to his back.

Scuba divers can find many interesting things on the floor of the sea.

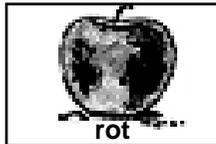
search (n) the act of looking for something.

Our search for a good apartment lasted several weeks.

self-sufficiency (self-suf fi ciency) (n) the ability to live without depending on other people, countries, etc.



prohibited



rot

No modern country can achieve complete self-sufficiency. Every country needs goods and services from other parts of the world.

service (ser vice) (n) a religious meeting for believers. Some religious meetings are regular (e.g., every week), and others are only for special occasions (e.g., births).

In many parts of the world, religious services are given for the dead.

sewer (sew er) (n) an underground pipe which carries waste water from homes and other buildings.

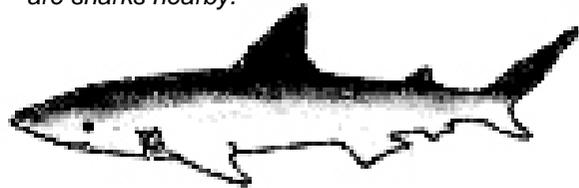
Waste from sewers sometimes goes into rivers and oceans. This is very unhealthy for marine life.

shallow (shal low) (adj) not deep.

This river is too shallow. We cannot sail our boat there.

shark (n) a big fish which can be very dangerous to humans.

Swimmers must be very careful when there are sharks nearby.



shark

shell (n) the hard covering of some marine animals.

When we swim in the gulf, we always like to see the beautiful shells.



shells

shellfish (shell fish) (n) sea animals which have a hard shell.

We are going to cook some shellfish for dinner.

shipwreck (ship wreck) (n) A shipwreck occurs when a ship hits something (a rock, another ship, etc.) and can no longer float.

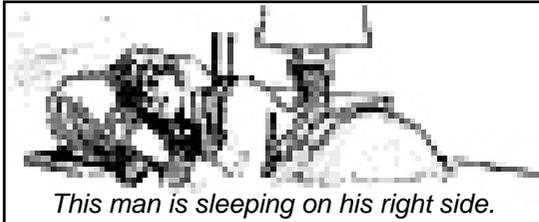
There are hundreds of shipwrecks on the floor of the Mediterranean Sea. Divers can often find interesting and valuables things in or near them.

shown / suitable

shown (v) the past participle of the irregular verb *show*. (**show–showed–shown**)

Has he shown you his stamp collection?

side (n) the right or the left part of the body.



This man is sleeping on his right side.

simply (sim ply) (adv) in a way that cannot be argued about.

Most desert soil is simply not fertile enough for growing crops.

situation (situ a tion) (n) the way things are at a particular time or place.

Umar's situation in school is very good at present; he likes his courses and his teachers, and he is getting excellent marks.

skeleton (skel e ton) (n) all of the bones of the body which are joined together.

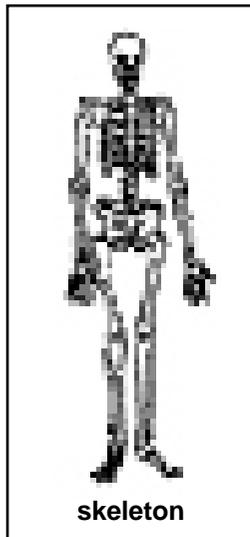
Medical students must learn all the parts of the human skeleton, as many of their patients will come to them with broken bones.

skin (n) the covering of the body. hair grows through the skin.

A person's skin gets wet when he is swimming.

The human skin is important for two reasons. It protects the body and it helps to keep it at the right temperature.

skin diver (skin diver) (n) a person who swims under water but does not carry air tanks on

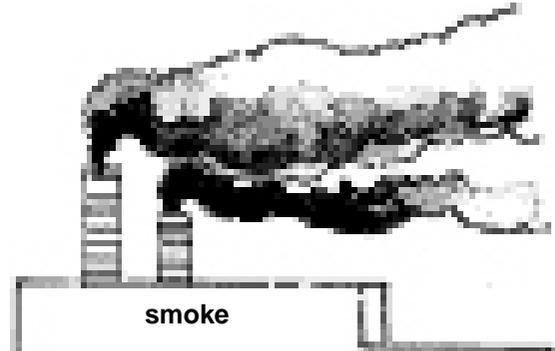


skeleton

his back. (He may breathe air through a tube that reaches above the surface of the water.) *Skin divers usually do not swim very deep, but they can find many beautiful coral reefs near the surface.*

smoke (n) a grey or black mixture of gases which rises when something is burned.

The smoke from his cigarette filled the room. The fire sent thick, black smoke into the sky.



smoke

source (n) a place where something comes from. *Milk is a good source of calcium. Palm trees are the source of dates.*

stand still (stand still) (v–irreg: **stood–stood**) not move. *The traffic all stood still until the light changed to green.*

He shouted, "Stop running around and stand still!" to his children.

structure (struc ture) (n) the way in which something is arranged or built.

After studying a language for many years, you will begin to understand its structure.

such (adj) like the one (or ones) described. *Merchants like to sell frozen and tinned vegetables. Such vegetables are easier to store.*

Suez Canal (Suez Ca nal) (n) the canal that joins the Red Sea to the mediterranean. (See canal.)

Ships sailing between Europe and Saudi Arabia sail through the Suez Canal.

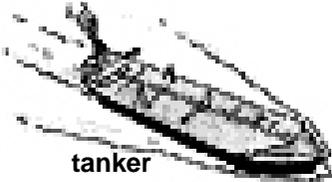
suitable (suit able) (adj) correct for a purpose or an occasion.



survive / work out

survive (sur vive) (*v-reg.*) to continue to live even in difficult conditions or after a bad accident.
The winter this year was so cold that few birds survived.

tanker (tan ker) (*n*) a large ship that carries oil.
The Arabian gulf is full of tankers carrying oil from Saudi Arabia.



tanker

technology (tech nol ogy) (*n*) Technology is the use of science to produce, build or repair things.
They reach television technology at our technical training institute.

throughout (through out) (*prep*) during the whole (period of time).

Ali's vacation lasted throughout the summer. In the Autumn he returned to school.

thus (*adv*) in this way.

Ahmad worked throughout the night. Thus, he was able to finish his work before leaving home the next morning.

tide (*n*) the regular rising and falling of the sea, usually twice a day.

The tide often leaves many beautiful and colourful shells on the sand.

tiny (ti ny) (*adj*) very small.

Which of these two birds is tiny?



trade (*n*) the activity of buying and selling things.
Japan does a lot of trade with Saudi Arabia; Saudi Arabia sends oil to Japan, and Japan sends cars to Saudi Arabia.

trader (*n*) a person who trades.

The traders of southern Arabia sent incense to Egypt by camel.

transport (trans port) (*v-reg.*) to carry things or passengers from one place to another.
This bus transports passengers from the airport to the city.

transportation (transpor ta tion) (*n*) The activity of transporting things or people.
Airline transportation has become faster and more comfortable since 1950.

turtle (tur tle) (*n*) a kind of marine animal which is covered with a shell.



turtle

type (*n*) kind.

This market has many different types of fruit and vegetables.

valley (val ley) (*n*) a long, low area of land that lies between mountains or hills.

A great river runs through the Nile valley. It brings water to thousands of farms.

valuable (val uable) (*adj*) having value.

English can be very valuable to you if you plan to travel abroad very often.

vulnerable (vul nerable) (*adj*) easily injured; unprotected.

Without the care and attention of his parents, a small child is very vulnerable.

warn (*v-reg.*) to tell someone about a danger.

The smell of smoke warned us that there was a fire.

The weather forecast warned us to expect strong winds.

warning (*n*) something which warns you.

The headmaster gave the pupil a warning and told him not to come to school late again.

The policeman gave him a warning not to drive so fast.

willingness (will ingness) (*n*) readiness to agree to do something.

Ali's teachers always liked him because of his willingness to learn.

work out (work out) (*v-reg.*) to calculate or decide.

Ahmad and I used a map to work out the best way to drive to Riyadh.

IRREGULAR VERBS

<p>[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 feel, felt, felt fight, fought, fought find, found, found.</p>	<p>fly, flew, flown forget, forgot, forgotten get, got, got give, gave, given go, went, gone grow, grew, grown have, had, had hear, heard, heard hold, held, held hurt, hurt, hurt keep, kept, kept know, knew, known lead, led, led leave, left, left lend, lent, lent let, let, let light, lit, lit lose, lost, lost make, made, made may, might, — mean, meant, meant meet, met, met must, had to, had to pay, paid, paid put, put, put read, read, read ride, rode, ridden ring, rang, rung rise, rose, risen</p>	<p>run, ran, run say, said, said see, saw, seen sell, sold, sold send, sent, sent set, set, set shake, shook, shaken shine, shone, shone shoot, shot, shot show, showed, shown sit, sat, sat sleep, slept, slept speak, spoke, spoken spend, spent, spent spread, spread, spread stand, stood, stood steal, stole, stolen swim, swam, swum take, took, taken teach, taught, taught tell, told, told think, thought, thought throw, threw, thrown understand, understood, understood wake, woke, woken wear, wore, worn win, won, won write, wrote, written</p>
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DEFECTIVE VERBS

can	could
shall	should
will	would

WORD LIST FOR FIRST SECONDARY TERM 1 AND 2

<p>A</p> <p>ability about (about four weeks) Abu Dhabi accommodation activity adjective advanced advantage Afghanistani afterwards agent agricultural agriculture aim air fare air-conditioning airline airways Al-Aqsa Algeria Algerian almost amateur and so on apostrophe appear application apply appointment appreciate approximately area aren't you? armchair around (around \$15) arrangement arts (subjects) as soon as as well as Asia at least attend average</p> <p>B</p> <p>back (of something) Bangkok</p>	<p>bank banking banknote barbecue barbecued base basic beat (eggs) (<i>v-irreg.</i>) beat (a team) (<i>v-irreg.</i>) beginning below billion biology biscuit block capitals board (<i>v</i>) boarding pass body boiled bookcase box-shaped Brazilian brick-built Brussels business busy by (time)</p> <p>C</p> <p>calculator called (named) cameraman Canada care carpentry carpet cash cashier cave cavemen ceiling centre certainly certificate chance change (the question) check (luggage check) check-in</p>	<p>chemistry cheque China Chinese circle (<i>v</i>) citizen class-mate clerk climate clinic club coin collect come (<i>v-irreg.</i>) commentary commerce company compare compete competition complain complaint compulsory concrete consist of continue cooking cost (<i>n</i>) costly couch cough counter course (of study) course (in a meal) cover credit crowd currency customer</p> <p>D</p> <p>danger Dear Sir decorate delicious department</p>	<p>departure description design designer dessert detail dinar dine diploma director discuss discussion disease divide division Doha dollar draw (<i>v-irreg.</i>) dribble Dubai</p> <p>E</p> <p>e.g. earn easy Education Egyptian either ... or elementary school end (<i>v</i>) enroll in especially etc. Europe ever everything exactly exchange rate exciting excursion exercise except</p> <p>F</p> <p>facility factory far farming female</p>
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<p>fibre-glass fill in (a form) find out about first of all flat flight fluent for example for instance foreigner forget (<i>v-irreg.</i>) form (short form) franc free (at no cost) French French fries fried friendly front fun furniture further furthest</p> <p>G</p> <p>general gentlemen gift go ahead with go on (take place) goal God God be praised! gold graduate grant graph grass grey grilled guest</p> <p>H</p> <p>habbit had better Hajj hand luggage hasten hate</p>	<p>head (head a ball) health healthy heart helmet high school hill Holy home ground HongKong horse-riding host hostess How do you do?</p> <p>I</p> <p>important improve in addition in general in order to in-patient industrial industry instead institute intend intensive interest (<i>n</i>) interested in interview interviewer introduce (a person) introduce (a new thing) Iran Iranian irregular</p> <p>J</p> <p>Japanese jogging join (take part) Jordanian junior high school</p> <p>K</p> <p>Ka'aba keen</p>	<p>keep fit key (important) Khartoum kidney Kiswah</p> <p>L</p> <p>laboratory lamp large lead (<i>v-irreg.</i>) league leaves (of a tree) Lebanese Lebanon length Libya Libyan life light (<i>v-irreg.</i>) local look forward to lounge love low lungs</p> <p>M</p> <p>make something longer/shorter male man-made marble material maths meal mechanics medicine member memo mercy metal mid-week million minimum ministry minus mix mixture</p>	<p>model moment money exchanger's Moroccan Morocco multiply</p> <p>N</p> <p>Nablus native language natural necessary need (<i>n</i>) negative newspaper nice no. (number) note (money) notes (writing) noun nowadays</p> <p>O</p> <p>of all time offer on (about a subject) on time once one day (in future) operate opinion ornament out-patient over (finished) over (more than) own (his own)</p> <p>P</p> <p>P.E. Pakistani Palestinian past participle pepper permission physics pilgrim</p>
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<p>pilgrimage pillar place (at a school) place (v) plan player plenty of plus point (one point five) polite poor popular population possibility possible pound pre- prepare present perfect prevent primary school private produce production professional programme Prophet protect pulse puzzle</p> <p>Q</p> <p>Qatar Qatari question queue quite</p> <p>R</p> <p>radio rarely real really (I would really like...) reason recognize refrigeration register registration</p>	<p>regular replace request result return ticket rich roof round row royal Russia</p> <p>S</p> <p>sacred sacrifice sailing salad salary Sana'a save up scales scrambled screen secondary school secretary select serial number series serious serve set several shape shelter shoot (v-irreg.) sickness side by side silver Singapore single skill sloping so (I think so) soccer sore sounds like Spanish specialist specialize specialized</p>	<p>specially speed training spread (v-irreg.) stadium steak steel step sterling stir stone-built studio subtract Sudan Sudanese sum sunset support supporter sure surrounded Swiss Switzerland symbol Syrian</p> <p>T</p> <p>table (of information) tackle take (study) take place team team-mate technical tense terminal There you are thick think of (What do you think of this?) throat throw (v-irreg.) tourist trainee traveller's cheque treat treatment tree trip trophy try</p>	<p>Tunisia Tunisian Turkey Turkish twice typing</p> <p>U</p> <p>unexpected university useful utensil</p> <p>V</p> <p>value various verb viewers visa vocational volleyball</p> <p>W</p> <p>wedding weekday weekend weld width wooden workshop wrist writing</p> <p>X</p> <p>X-ray</p> <p>Y</p> <p>Yellow pages Yemen Yemeni yen yet Yours faithfully</p>
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WORD LIST FOR SECOND SECONDARY TERM 2

<p>A</p> <p>accidental accidentally action active active (an active verb)</p> <p>adult advance adverb advice aerosol agreement AH air-conditioner Alexandria Allah amount Antarctic Antarctica appliance Arctic army arrow at the side of Atlantic atmosphere attractive</p> <p>B</p> <p>balanced Basrah beyond blood boil border brand-new bulldozer burn</p> <p>C</p> <p>calories canal cancer carbohydrates careless</p>	<p>cause (n) cause (v) century cereals chemical chlorofluorocarbon (CFC)</p> <p>chopped cigarette circular civil defence coast college commander common complete contain continent control convenient coolant copy (do the same) cycle (v)</p> <p>D</p> <p>damage deadly deal with death decrease defeat define destroy develop die diet difficult direction directly disadvantage disappear discover discovery district do's and don't</p>	<p>E</p> <p>early (old) effect electrical electrocute electrocution emergency empire energy entertain entertainment environment estimate evidence exit experiment expert extra extremely</p> <p>F</p> <p>fact fall (n) farm fast (n) fast (v) fat (n) field fighter figure (number) fire engine fire station fire-extinguisher first aid fit (adj) float flow foam follower form formal fresh fuel</p>
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G

gain
gassing
graduate
grain
grandson
great
Gregorian

H

hamburger
handle
hardly
hearing
heating
highway
Hijrah
huge

I

import
including
increase
Indian
instructor
introduction
inwards
irrigation
Islamic

J

Jerusalem
junk food
junk yard

L

lane
last (the last)
latest
Latin
layer

lean
lighting
litre
loudly
lowest

M

machinery
made of
mat
match (for fire)
medical
Mediterranean
minerals
moreover
move into
mud

N

name (v)
neighbouring
New York
non-slip
North America
note (v)

O

object (of a verb)
observe
occupy
occur
ocean
on tap
on-the-job
operator
out in the open
out of reach
outlet
overdose
ozone

P

Pacific
past perfect

past (prep)
peace
peace be upon him
permanent
permanently
Persia
Persian
phrase
plastic
poison
poisoning
pollute
pollution
populated
portugal
positive
pour
power
precaution
preposition
pronoun
protein
provide
put out (fire)

Q

quantity
Qur'an

R

rank
ray
realize
recently
reduce
release
remedy
rescue
retired
river
Roman
route
rule (n)
rule (v)

S

safety
sample
sand
scald
schooling
search
service (fire service)

sewing-machine
sharp
ship
shock
sight
simple
situation
skin
smoke
smoking
softdrinks

solve
south-east
spacious
spill
spoil
spoonful
spray (v)
spray (n)
spread (n)
stairs

statement
steam
store
stratosphere
straw
strength
strengthening
style
subject (of a verb)

substance
success
successful
suffocate
suffocation
suggestion
superlative (grammar)

supply (v)
supply (n)

surface
survive
sweets
switch

T

tanker
technology
test (v)
through (by means of)

tiny
totally
tour (v)
trade
traditional
transport
transportation
trap
type

U

ultraviolet
under (less than)
unfortunately
unsafe
unsuccessful
use (n)
used to

V

valley
valuable

W

warning
waste (time)
well (water well)
whole

Y

youth

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لوزارة التربية والتعليم
بالمملكة العربية السعودية

بترخيص من وزارة التعليم

طبعة ١٤٢٨ هـ — ١٤٢٩ هـ
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