

اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر  
د/ فهد بن دهيش  
fbenduhaish@gmail.com



جامعة الملك فيصل  
عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة الأولى

## Chapter 1 The Cycle of Life



# Reading topics in this chapter:

---

## Reading 1:

Naming Ceremonies

## Reading 2:

The People of Malawi Were Kind to Her Son

## Reading 3:

Papa Who Wakes Up Tired in the Dark



# Getting Started

Group the words and phrases by writing them under the appropriate headings.

College	Having children	Retirement
First day of school	Learning to walk	Secondary school
First job	Losing first tooth	Sixtieth birthday
Grandchildren	Marriage	

Childhood

\_\_\_\_\_

Adulthood

\_\_\_\_\_

Adolescence

\_\_\_\_\_

Old Age

\_\_\_\_\_



# Vocabulary Check

aloft	ember	radiance
altar	horizontal	ritual
ancient	precise	society
bestow	purify	tribe
diverse		



# Vocabulary Definitions

**The !Kung people of Namibia:** a tribe native to southern Africa

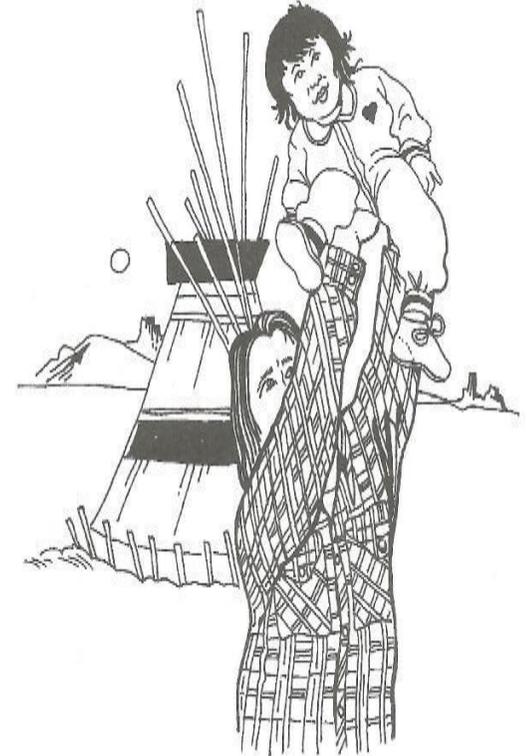
**To live up to:** to achieve a goal or value in one's personal life

**Ochre:** a kind of clay or mineral that is orange-yellow in color

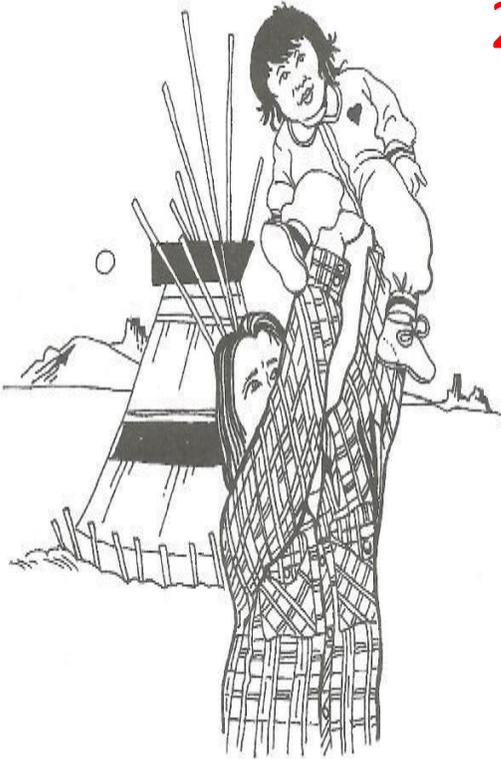


# Reading 1: Naming Ceremonies

1 Raised to the sky by an elder, this newborn baby receives his name. By this name, he is identified both as an individual and as an accepted member of his community – a Blood Indian of the Blackfoot federation.

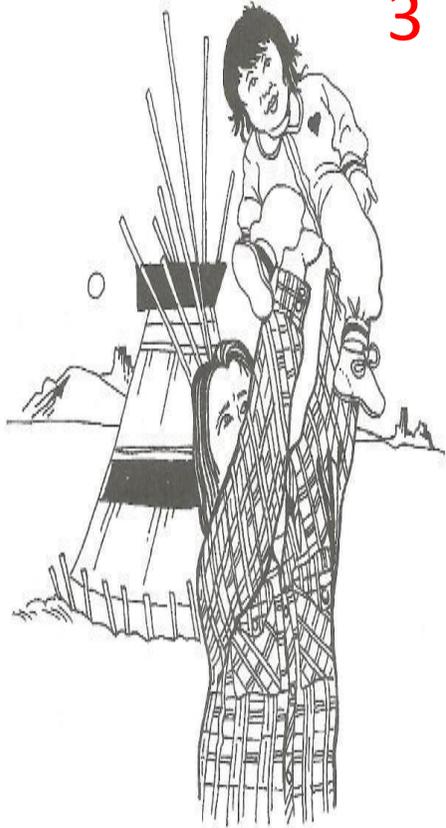


# Reading 1: Naming Ceremonies



- 2 So it's in different ways, for all of us. In [...] **societies**, babies are often named for their parents or grandparents, while groups as **diverse** as [...] the **kung people of Namibia**, will never give a child the name of a living parent. The Lakota Sioux **bestow** names that they hope will guide their children's lives, names **to be lived up to**.

# Reading 1: Naming Ceremonies



3 This Blood Indian elder follows a **précis** and **ancient ritual**. First, he purifies himself with burning sweet grass on an **altar** of clay and glowing **embers**. He marks the palm of his hand with red **ochre** dye, and then paints the baby's face with the sign of the tribe on **horizontal** line below the eyes, another above the mouth. Finally, the baby is held **aloft** and shown to the sun so that its **radiance** will follow this new being through the circle of his life.

# Comprehension Questions

1. Why is the baby held up to the sky?
2. What markings does the elder put on himself and on the baby?
3. How does the elder purify himself for this ritual?





مَشْرِفٌ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر  
د/ فهد بن دهيش  
fbenduhaish@gmail.com



جامعة الملك فيصل  
عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة الثانية

## Chapter 1 The Cycle of Life



# Reading 2

## The People of Malawi Were Kind to Her Son



# Vocabulary Check

Accomplish	Needy
Gratify	Postage
Heroine	Respected



# Vocabulary Definitions

**The Peace Corps** is a volunteer organization created by U.S. President John F. Kennedy. Peace Corps volunteers go to developing countries to do volunteer work in the fields of education, health, agriculture, and technology.



## Reading 2:

# The People of Malawi Were Kind to Her Son

- 1 One of the most **respected** persons in the Beacon Hill community of Boston is Dorothy. She was born on December 3, 1908, in Providence, Rhode Island, and moved to the old West End in 1941, then to Beacon Hill in 1953. By then; Dorothy had a husband and three sons.
- 2 Each year, Dorothy sends from 38 to 40 packages full of clothing to a small country in Africa called Malawi. It all began 23 years ago when her youngest son, Jordan, was in Malawi in the **Peace Corps**. There Jordan met a family that came to be known as his “[...] parents.”



## Reading 2:

# The People of Malawi Were Kind to Her Son

3 Dorothy had been renting out some of her rooms in her house. A man left a suitcase there and she wrote him about it. After waiting a year for a reply from him, she opened it and decided that those clothes could be used by some of the **needy** people in Malawi. So she sent them to her sons “{...} parents.” That was just the beginning.



## Reading 2:

# The People of Malawi Were Kind to Her Son

4 Dorothy spends about \$2,000 a year on **postage** and sends away clothes collected from neighbors and family. The number of families she is providing for has grown to 70. In a small book, Dorothy keeps track of all 70 families. She sorts the clothing according to size and packs them based on each family's needs. Dorothy brings the package to the post office and off it goes.



## Reading 2:

# The People of Malawi Were Kind to Her Son

- 5 One of the high points of her project was for her to send 76 boxes the year she turned 76. She **accomplished** this task, and it shows just how much difference one person can make.
- 6 “It is so **gratifying** to me when a neighbor comes by with an armful of clothes. I would rather have that than a thousand dollars.” These are words of an 88-year-old woman; a **heroine**. She is a woman who places importance on doing for others, even those she never met. The people of Malawi were kind to her son when he was in the Peace Corps, and she has returned the favor many times more.



# Comprehension Questions

1. What are some important events and dates from Dorothy's life?
2. How did Dorothy begin sending packages to Malawi?
3. What is the greatest number of packages Dorothy has ever sent to Malawi? Why was that number special to her?





مَشْرِفٌ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر  
د/ فهد بن دهيش  
fbenduhaish@gmail.com



جامعة الملك فيصل  
عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة الثالثة

## Chapter 1 The Cycle of Life



# Reading 3

## Papa Who Wakes Up Tired in the Dark



# Vocabulary Check

Brave	Crumple
Spears	Tomb



# Vocabulary Definitions

**Abuelito** = grandfather for Spanish

**Esta muerto** = Spanish for “He is dead”

**Spears** = The author is probably referring to calla lilies. These long, white, slender flowers are often used in death ceremonies in Mexico.



## Reading 3:

# Papa Who Wakes Up Tired in the Dark

- 1 "Your **abuelito** is dead" papa says early one morning in my room. **Esta muerto**, and then as if he just heard the news himself, **crumples** like a coat and cries, my **brave** papa cries. I have never seen my papa cry and don't know what to do.
- 2 I know he will have to go away, that he will take a plane to Mexico, all the uncles and aunts will be there, and they will have a black and white photo taken in front of the **tomb** with flowers shaped like **spears** in a white vase because this is how they send the dead away in that country.



## Reading 3:

# Papa Who Wakes Up Tired in the Dark

- 3 Because I am the oldest, my father has told me first, and now it is my turn to tell others. I will have to explain why we can't play. I will have to tell them to be quiet today.
- 4 My papa, his thick hands and thick shoes, who wakes up tired in the dark, who combs his hair with water, drinks his coffee, and is gone before we awake, today is sitting on my bed.
- 5 And I think if my own papa died what would I do. I hold my papa in my arms. I hold and hold and hold him.



# Comprehension Questions



1. How does the narrator of this story find out that her grandfather is dead?
2. What preparation must be made for the grandfather's death ceremony?
3. The narrator of this selection is the oldest child in her family. What are her responsibilities now that her grandfather has died?
4. What details does the girl give that show she cares deeply about her father and knows him very well?





مَشْرِفٌ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر  
د/ فهد بن دهيش  
fbenduhaish@gmail.com



جامعة الملك فيصل  
عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة الرابعة

## Chapter 2 Jobs, Occupations, and Careers



# Reading topics in this chapter:

---

## Reading 1:

Police Officer

## Reading 2:

Physician



# Reading 1

## Police Officer



# Vocabulary Check

arrest (verb)	criminal	murderer
burglar	dedicated	professional
career	disabled	sacrifice (verb)
client	division	sensitive
cop	liaison	



# Reading 2:

## Police Officer

- 1 I joined the Boston Police Department seven years ago, and as of now I am still with the department as a police officer. I'm assigned to the mayor's office. I'm the Mattapan/Dorchester liaison to the Mayor's office.



## Reading 2: Police Officer

- 2 Being a police officer is a very exciting and **sensitive** job. I do not like to call it a job. I call it a **career**. To be a police officer, you have to be a **professional**. You have to carry yourself as a professional, and you have to be able to **sacrifice**, because being a police officer you are a public servant. You help the public. You have to be able to spend an awful lot of time with people. You have to be able to know all the people's names in order to help them. You have to be very **dedicated**. I take my job very seriously. To me, for anyone to become a police officer is not to come to the job because of the money aspect of it. If you love it, you're going to be a good police officer; if you don't, and you just come for the money, you have a lot of surprises ahead of you.



# Reading 2:

## Police Officer

- 3 The greatest reward you get in the Police Department is what you do with the people you work with. That's where I get my satisfaction out of it. When I get out there and I help an old woman, or a **disabled** person, or if I **arrest** a **burglar** or I arrest a **murderer**, I feel good about it. There are people who see the police officers as only one way: we are **cops** who go after **criminals**. It's not true. It depends on what part of the city you are working in, because each **division** has a different type of **client**, and our job is to respond to any type of emergency. It can be a woman who's having a child, and we've been trained to help with the birth of a child. Somebody could have mice in the house and they call us. Somebody might have a barking dog and they call us. Anything you can imagine! [ . . . ] You never know when you're going to get a call and what situation you're going to be dealing with. This is not a boring job, because every day—and every minute—you'll be dealing with a different type of thing.



# Comprehension Questions

1. How does this police officer feel about his job?
2. What are some of his duties?
3. According to this police officer, how do many people see police officers?



# Multiple Choice Questions

**1- Being a police officer is very:**

- a- bad
- b- exciting
- c- terrible
- d- boring

**2- When did the narrator joined the police?**

- a- 6 years ago
- b- 7 years ago
- c- 2 years ago
- d- 8 years ago





مَشْرِفٌ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر  
د/ فهد بن دهيش  
fbenduhaish@gmail.com



جامعة الملك فيصل  
عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة الخامسة

## Chapter 2 Jobs, Occupations, and Careers



# Reading 2

## Physician



# Vocabulary Check

barrier	embroidery	rural
clinic	medical	sew
determination	recall	



# Vocabulary Definitions

**in the long run:** over a long period of time

**primary care:** general, or non-specialized medical care

**to stick to:** persist or commit to doing something for a long period of time



## Reading 2: Physician

1 Dr. Marie Louise Baptiste decided to become a doctor when she was about to graduate from college in Haiti 10 years ago. Her **medical** training there lasted another six years. While she was a medical student, she also taught math and science in the high school. She **recalls** that her own studying “took a lot of energy. There was a lot of material to cover. Sometimes it took hours and hours, sometimes nights and nights.”



## Reading 2: Physician

- 2 As a young girl, she loved to read, to dance, to go to the movies, and to **sew**. She did **embroidery** and she made her own dresses. She remembers her childhood as a happy time because she was living with her family. Someday she will go back to Haiti to live.
- 3 In 1982, Dr. Baptiste left Haiti to come to the U.S. to receive more advanced medical training. She lived in New York for two years, and then came to Cambridge City Hospital.



## Reading 2: Physician

- 4 “In the beginning it was difficult, because of the language **barrier**, and because it is a different society. But **in the long run**, it was a very good experience, for myself and for the people around me. And for the Haitian community also”.
- 5 Her field is **primary care** medicine. When she sees patients, she listen to the chest, looks at the skin, and examines the belly and the legs. Next year she will be helping to start a **clinic** for Haitian patients two days a week. In five years or so, after her training is complete, Dr. Baptiste would like to return to Haiti to practice medicine in the **rural** areas, to help people and to help the community.



## Reading 2: Physician

- 6 When we asked her if she had advice for us, she said, “Yes, I do have advice for you. The advice I will leave you with is for you to have a lot of **determination**, and to know what you want to do, and **to stick to** what you want to do.”



# Comprehension Questions



1. How long did Dr. Baptiste's training last while she was in Haiti? Where else did she study, and for how long? How many more years of training must she complete?
2. What were Dr. Baptiste's hobbies as a young girl?
3. What kind of medicine does Dr. Baptiste practice? Where does she work?
4. What are Dr. Baptiste's plan for the future?



# Multiple-Choice Questions

1- Dr. Baptiste decided to become a doctor .....

- a. 8 years ago
- b. 11 years ago
- c. 20 years ago
- d. 10 years ago

2- In 1982, Dr. Baptiste left Haiti to go to the .....

- a. US
- b. Mexico
- c. UK
- d. Haiti

3- “in the long run” means:

- a. general
- b. to be committed
- c. over a long period of time
- d. over a short period of time





مَشْرِفٌ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر

د/ فهد بن دهيش

fbenduhaish@gmail.com



جامعة الملك فيصل

عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة السادسة

## Chapter 3 The Spirit of Competition



# Getting Started

Read the list of games and sports. Then, connect the names of these activities to the appropriate label.

Basketball

Chess

Jogging

Checkers

Gymnastics

Soccer

Board Games

Team Sports

Individual Sports



# Reading 1

## The World's Fastest Woman

Wilma Rudolph

<https://www.youtube.com/watch?v=BYQXYVwa4YE>



# Vocabulary Check

beloved	medal	sprain
brace (noun)	qualifying	swelling
glorious	remarkable	triumph
hardship	severely	victorious



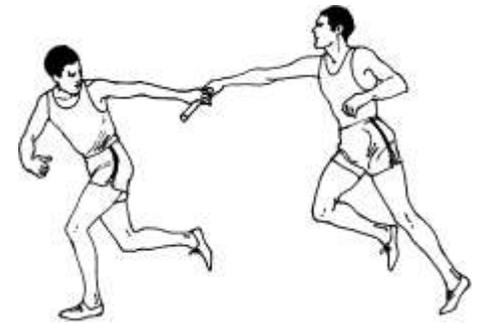
# Vocabulary Definitions

**The 100 meter event:** A foot race of a short distance

**To top of:** To accomplish a goal in a way that exceed minimum requirement

**The anchor leg:** A position on a relay race

**A relay race:** A race in which runners pass a baton to another runner who then continues the race



# Reading 1: The World's Fastest Woman

- 1 Perhaps no Olympic champion had greater childhood **hardships** than Wilma Rudolph. When she was very young, Wilma had to walk with a **brace** on her left leg until she was 11 years old. Nine years later, she would win three gold **medals** at the 1960 Rome Olympics becoming one of America's most **beloved** athletes.



# Reading 1: The World's Fastest Woman

2 But Wilma's **triumph** in Rome did not begin well. The day before her **qualifying** race in **the 100 meter event**, she tripped over a water pipe and **severely sprained** her ankle. But that night, the **swelling** went down. Wilma would make it to the starting line, but she had to keep her ankle taped throughout the Olympics.

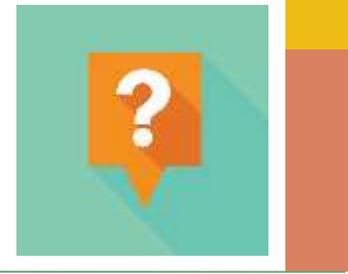


# Reading 1: The World's Fastest Woman

3 Despite the injury, Rudolph won the gold medal in the 100-meter race. Even more **remarkable**, she won another in the 200 meters. Then **to top off** her **glorious** day, Wilma ran **the anchor leg** on the **victorious** 4 x 10 **relay team**. Rudolph became the star of the 1960 Olympic Games as newspapers all over the world called her "the fastest woman in the world".



# Comprehension Questions



- 1. What was one of the hardships Rudolph had to deal with as a child?**
- 2. What happened the day before Rudolph's first event at the Olympics?**
- 3. For which three events did Rudolph win gold medals at the 1960 Olympics?**



# Multiple-Choice Questions

1- The first race that Wilma participated in the 1960 Olympics is the .....

- a. 100-meter race
- b. 150-meter race
- c. 200-meter race
- d. Relay team race.

2- The 1960 Olympic games happened in .....

- a. Barcelona
- b. Rome
- c. New York
- d. Milan

3- Wilma won ..... in the 1960 Olympics.

- a. Two gold medals
- b. Three gold medals
- c. Three silver medals
- d. Four gold medals





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر

د/ فهد بن دهيش

fbenduhaish@gmail.com



جامعة الملك فيصل

عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة السابعة

## Chapter 3 The Spirit of Competition



# Reading 2

## Wheelchair Basketball

[www.youtube.com](http://www.youtube.com)



# Vocabulary Check

award (verb)	hoop	paraplegic
boundary	incur	score (verb)
depend	lightweight	violation
disability	modification	wheelchair
dribble	pace	A lap: one trip around a basketball court



## Reading 2: Wheelchair Basketball



- 1 The game of basketball is enjoyed by many people around the world. It is perhaps the most popular indoor sport in the United States. The object of the game is to **score** points by shooting a ball through a **hoop**. The game is played by two teams, each consisting of 12 players and a coach, with five players from each team on the court at one time.
- 2 In the past, people with **disabilities** were not able to play basketball, but in the late 1930s, **modifications** were made to the game so that **paraplegics** could play as well. Most paraplegics **depend** on **wheelchairs** to be able to move around. Since paraplegics still have use of their arms , they are able to go up and down the length of the basketball court in their wheelchairs and shoot baskets.



## Reading 2: Wheelchair Basketball



3 In ordinary basketball, the ball can be moved by "passing" it from one player to another, or by "**dribbling**", in which the player bounces the ball as he or she moves. The ball may not be held for more than one **pace**. There are several modifications to this in wheelchair basketball. A wheelchair player can dribble by placing the ball on his or her lap. The player then pushes the wheels of the chair once or twice to move forward. After two pushes, the player must then bounce the ball on the floor. If the player moves the wheel three times in a row without dribbling, the player breaks the rules of the game in what is known as a traveling **violation**. Another way a wheelchair player can dribble is by bouncing the ball with one hand while pushing the wheels of the chair with the other. In this way, the player can move and bounce the ball at the same time.



## Reading 2: Wheelchair Basketball

- 4 Another modification to the rules of ordinary basketball involves lane violations. A player with the ball is ordinarily allowed to stay in the dark, rectangle-shaped lane in front of the basket for only three seconds. In wheelchair basketball, players are given an extra second. This extra second gives them a little more time to move around other wheelchairs. If a player stays in the lane for more than four seconds, he or she **incurs** a lane violation and the ball is given to the other team.



## Reading 2: Wheelchair Basketball



- 5 Other violations include the out of bounds violation and a physical advantage violation. In an out-of-bounds violation, a player's wheelchair touches the **boundary** lines around the outside of the basketball court. A physical advantage violation is one in which a player rises from his or her chair. In this case, the opposing team is **awarded** two free throws.
- 6 Perhaps the biggest difference in wheelchair basketball is the wheelchair itself. These wheelchairs are designed especially for basketball. The rear wheels are about the size of a bicycle's wheels, and there are one or two small front wheels called casters. Basketball wheelchairs are made from material's that are **lightweight** but strong. Because they are specially designed, they can be quite expensive.



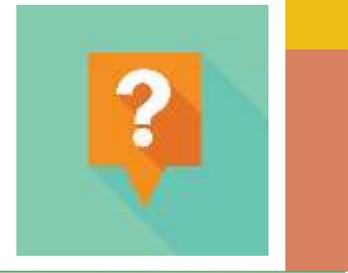
## Reading 2: Wheelchair Basketball



- 7 Wheelchair players must train and practice as hard as any other players does. When they arrive at training sessions, basketball players first put their feet on the rests at the front of the chairs, then strap their legs in place. They will probably begin a training session by taking several **laps** around the basketball court. Afterward, they will practice passing, dribbling, and shooting baskets.
- 8 The game of wheelchair basketball can be exciting to watch. Since they use their upper bodies so much, wheelchair basketball players often develop into powerful shooters, and they are capable of some amazing shots.



# Comprehension Questions



- 1. What are the object of basketball?**
- 2. How many players from each team can be on the court at any time?**
- 3. What are the two ways that wheelchair basketball players can dribble the ball?**
- 4. Describe two violations in wheelchair basketball.**
- 5. What are the main features of basketball wheelchairs?**





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر  
د/ فهد بن دهيش  
fbenduhaish@gmail.com



جامعة الملك فيصل  
عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة الثامنة

## Review Helpful Tips



# Helpful Tips: Wheelchair Basketball



# Helpful Tips for Reading



1. Use context to help you.
2. Save unfamiliar passages for last.
3. Really understand what the question is asking.
4. Do not bring in outside knowledge.
5. Underline as you read.
6. Avoid extreme answers.
7. Don't make assumptions.



## Reading 2: Wheelchair Basketball



- 1 The game of basketball is enjoyed by many people around the world. It is perhaps the most popular indoor sport in the United States. The object of the game is to **score** points by shooting a ball through a **hoop**. The game is played by two teams, each consisting of 12 players and a coach, with five players from each team on the court at one time.
- 2 In the past, people with **disabilities** were not able to play basketball, but in the late 1930s, **modifications** were made to the game so that **paraplegics** could play as well. Most paraplegics **depend** on **wheelchairs** to be able to move around. Since paraplegics still have use of their arms , they are able to go up and down the length of the basketball court in their wheelchairs and shoot baskets.



## Reading 2: Wheelchair Basketball



3 In ordinary basketball, the ball can be moved by "passing" it from one player to another, or by "**dribbling**", in which the player bounces the ball as he or she moves. The ball may not be held for more than one **pace**. There are several modifications to this in wheelchair basketball. A wheelchair player can dribble by placing the ball on his or her lap. The player then pushes the wheels of the chair once or twice to move forward. After two pushes, the player must then bounce the ball on the floor. If the player moves the wheel three times in a row without dribbling, the player breaks the rules of the game in what is known as a traveling **violation**. Another way a wheelchair player can dribble is by bouncing the ball with one hand while pushing the wheels of the chair with the other. In this way, the player can move and bounce the ball at the same time.



## Reading 2: Wheelchair Basketball

- 4 Another modification to the rules of ordinary basketball involves lane violations. A player with the ball is ordinarily allowed to stay in the dark, rectangle-shaped lane in front of the basket for only three seconds. In wheelchair basketball, players are given an extra second. This extra second gives them a little more time to move around other wheelchairs. If a player stays in the lane for more than four seconds, he or she **incurs** a lane violation and the ball is given to the other team.



## Reading 2: Wheelchair Basketball



- 5 Other violations include the out of bounds violation and a physical advantage violation. In an out-of-bounds violation, a player's wheelchair touches the **boundary** lines around the outside of the basketball court. A physical advantage violation is one in which a player rises from his or her chair. In this case, the opposing team is **awarded** two free throws.
- 6 Perhaps the biggest difference in wheelchair basketball is the wheelchair itself. These wheelchairs are designed especially for basketball. The rear wheels are about the size of a bicycle's wheels, and there are one or two small front wheels called casters. Basketball wheelchairs are made from material's that are **lightweight** but strong. Because they are specially designed, they can be quite expensive.



## Reading 2: Wheelchair Basketball



- 7 Wheelchair players must train and practice as hard as any other players does. When they arrive at training sessions, basketball players first put their feet on the rests at the front of the chairs, then strap their legs in place. They will probably begin a training session by taking several **laps** around the basketball court. Afterward, they will practice passing, dribbling, and shooting baskets.
- 8 The game of wheelchair basketball can be exciting to watch. Since they use their upper bodies so much, wheelchair basketball players often develop into powerful shooters, and they are capable of some amazing shots.



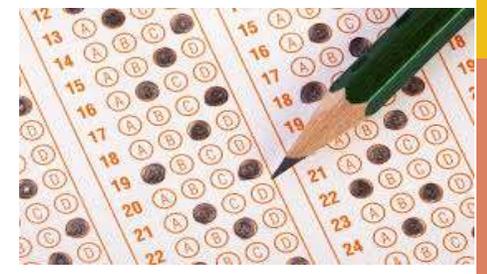
# Comprehension Questions



- 1. What are the object of basketball?**
- 2. How many players from each team can be on the court at any time?**
- 3. What are the two ways that wheelchair basketball players can dribble the ball?**
- 4. Describe two violations in wheelchair basketball.**
- 5. What are the main features of basketball wheelchairs?**



# Multiple-Choice Questions



**1- When a player's wheelchair touches the boundary lines around the outside of the court, this violation is considered as .....**

- a. A Physical advantage violation
- b. A traveling violation
- c. an out-of-bounds violation
- d. a no violation

**2- The meaning of the word *Pace* is ....**

- a. speed
- b. step
- b. pass
- d. peace

**3- The most popular indoor sport in the United States is ...**

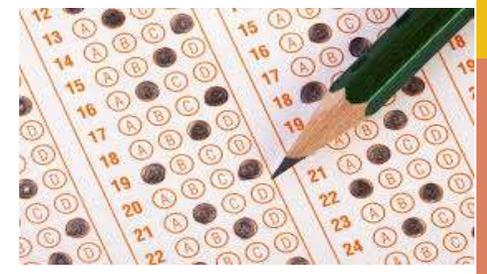
- a. basketball
- b. wheelchair basketball
- c. football
- d. Hockey

**4- The opposite of the word *heavyweight* is ...**

- a. heavy
- b. lightweight
- c. Small
- d. extra-weight



# Multiple-Choice Questions



**5- Wheelchair basketball players depend on their ..... to play.**

- a. Lower bodies
- b. heads
- c. Upper bodies
- d. legs

**6. based on the reading passage, basketball is a game played by...**

- a. two teams
- b. three teams
- c. six teams
- d. four teams

**7. People with disabilities were not able to play basketball before the late .....**

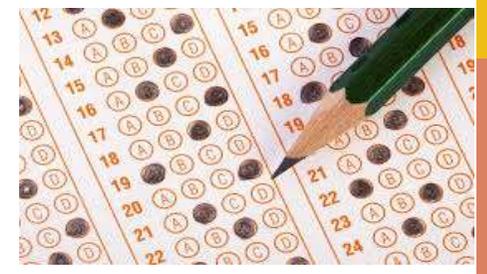
- a. 1940s
- b. 1950s
- c. 1930s
- d. 1030s

**8. In the game of basketball, the ball may not be held for more than ..... pace.**

- a. one
- b. four
- c. two
- d. three



# Multiple-Choice Questions



**9. The rear wheels of a wheelchair are about the size of a .....**

- a. Bicycle's wheels
- b. board's wheels
- c. motor-cycle's wheels
- d. car's wheels

**10. The object of basketball game is to score points by shooting a ball through a ....**

- a. Goal
- b. b. Bag
- c. Hoop
- d. Net

**11. Most paraplegics depend on ..... to be able to move around.**

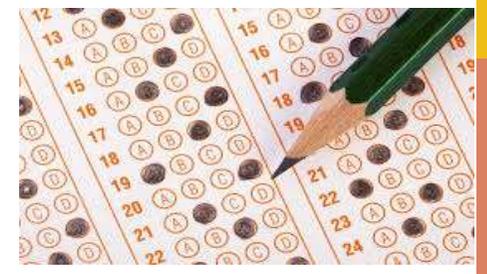
- a. the rests of the chairs
- b. wheelchairs
- c. chairs
- d. ankle supporters

**12. When a player rises from his chair, this violation is considered as.....**

- a. a traveling violation
- b. a out of bounds violation
- c. a lane violations
- d. a physical advantage violation.



# Multiple-Choice Questions



**13. The closest meaning to the word *modify* is to.....**

- a. close
- b. shoot
- c. change
- d. keep

**14. A wheelchair player can dribble the ball by bouncing it with.....**

- a. Both hands
- b. one hand
- c. his leg
- d. the wheelchair

**15. The wheelchair player must bounce the ball on the floor after ..... pushes.**

- a. Three
- b. Two
- c. One
- d. Five

**16. The basketball wheelchair are specially designed and that is why they are.....**

- a. very expensive
- b. inexpensive
- c. extra heavy
- d. are quite cheap





مَشْرِفٌ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر  
د/ فهد بن دهيش  
fbenduhaish@gmail.com



جامعة الملك فيصل  
عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة التاسعة

## Chapter 3 The Spirit of Competition



# Reading 3

## Twelve-Year-Old Spelling Champ



# Vocabulary Check

atmosphere	corporate	marvelous
benefit (noun)	depth	mount
billboard	dreaded	perspiration
champ	drill (verb)	scholarship
championship	eliminate	trophy
coach (noun)	illusion	via
congratulate	graduate school	workshop



# Reading 3: Twelve-Year-Old Spelling Champ

- 1 It was the end of the second day of competition at the Scripps Howard national Spelling Bee. All the other spellers had been **eliminated**. Jody-Anne Maxwell, age twelve, was the last one left. But the **championship** was not hers yet. She still had to spell one more word. The spelling bee official read the word, and then the definition: “An artist who uses the treatment of light and shade in a painting or drawing to produce the **illusion** of **depth**”.
- 2 Jody-Anne repeated the word and spelled, “c-h-i-a-r-o-s-c-u-r-i-s-t.” No **dreaded** bell for misspelled words rang after she was done. She had won! And it was the first time she had ever entered the contest.



# Reading 3: Twelve-Year-Old Spelling Champ

- 3 And that's not the only first- Jody-Anne, an eighth-grader from Kingston, Jamaica, is also the first speller from her country and the first speller from outside the U.S. to win the contest. She competed against 248 spellers, aged nine to fifteen, from the U.S., Mexico, the U.S. virgin Islands, the Bahamas, American Samoa, Guam, and Europe.
- 4 Jody-Anne began preparing for her big day in late 1996. she and her spelling **coach**, [...] Glen O.J. Archer, studied using an entire dictionary, the root words, and their original meanings. The long hours of studying paid off. She won the spelling bee in her school [district] (similar to a country spelling bee). About 3,000 to 4,000 kids competed in the Jamaican national spelling bee in August 1997. And Jody-Ann won!



# Reading 3: Twelve-Year-Old Spelling Champ

- 5 After a two-month break, Coach Archer started **drilling** her and the other two girls who also went to the 71st Scripps Howard bee in Washington, D.C. they had to meet together every two to three weeks in special **workshops** because they lived far apart. Haydee (pronounced Heidi) Lindo, 11, traveled from Montego Bay, and Bettina Mclean, 11, came from Ocho Rios .For eight months they studied Webster's Third New International Dictionary and the Official word list for the spelling bee.
- 6 Then came the big trip in May to the bee in D.C. not only did Jody-Anne win the bee, but Bettina came in sixth place and won \$750. Two of the ten spellers came from Jamaica! For her spelling perfection , Jody-Anne won \$10,000 in cash, a beautiful **trophy** , a spelling bee watch, a set of encyclopedias ,and a trip for two from U.S Airways to any destination in the U.S.



# Reading 3: Twelve-Year-Old Spelling Champ

- 7 When interviewed afterwards Jody-Anne said that there were several words in the bee that she did not know how to spell, but that “God gave me the words that I knew.” Her advice to other spellers? “Trust God, work hard, and never lose sight of your goal.” Coach Archer agrees, “We believe that inspiration plus **perspiration** is a **marvelous** formula,” he says.
- 8 One of her four sisters, Janice, was also an inspiration .She was the 1990 All-Island Spelling **champ** of Jamaica. “She was the one who encouraged me to enter and helped me, too” says Jody-Anne. Her favorite part about the spelling bee was “the sitting down part” she says. “Because at the national finals in Jamaica, we had to stand for 7 hours.” She also liked the fun, relaxed **atmosphere** at the spelling bee.



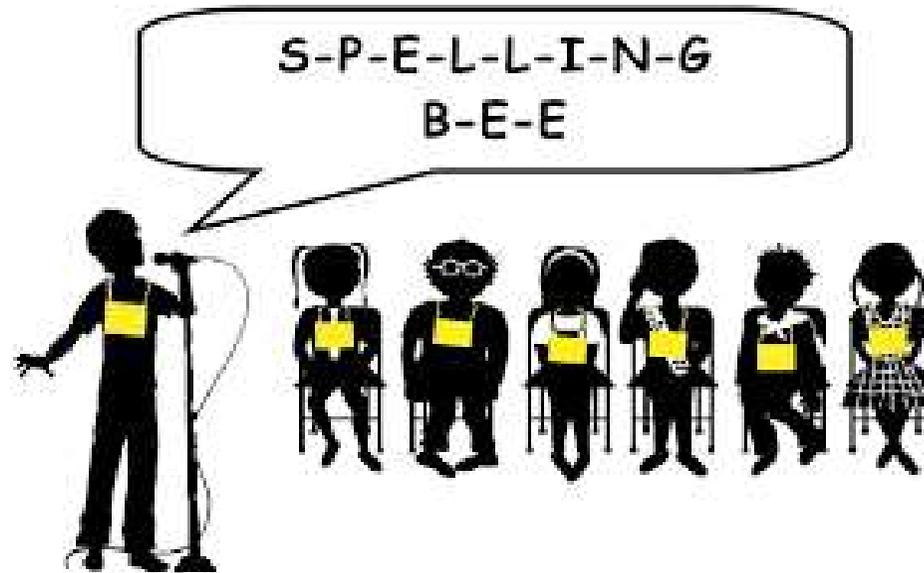
# Reading 3: Twelve-Year-Old Spelling Champ

9 When Jody-Anne came home, she got a royal welcome. The government of Jamaica **congratulated** her **via** a **billboard mounted** on the grounds of the prime minister's home. It also promised to pay for the rest of her schooling At Ardenne High school in Kingston. The University of Jamaica gave her a full college **scholarship** to study anything she likes. Other universities in the U.S. have talked about giving her a scholarship to study **corporate** law in **graduate school**, too. She has been thinking about becoming a lawyer for a couple of years now, she says, and her aunt is also a corporate lawyer. The Caribbean Hotel Association and another group were so proud of her, said Coach Archer, that they gave her a combined award of \$11,000.



# Reading 3: Twelve-Year-Old Spelling Champ

10 Jody-Anne did get one other **benefit** from being a spelling champion. Because she was busy after the spelling bee, her school excused the straight -A student from her final exams. It doesn't get much better than that!



# Comprehension Questions



1. What was the word which Jody-Anne won the spelling bee? What does it mean?
2. How did Jody-Anne prepare for the spelling bee?
3. What are the prizes that Jody-Anne won?
4. What are Jody-Anne's future plans?



# Multiple Choice Questions

1- The closest meaning to the word **Drill** is .....

- a. win
- b. train
- c. coach
- d. play

2- The closest **synonym** to the word **marvelous** is .....

- a. ugly
- b. good
- c. wonderful
- d. pretty

3- To **eliminate** someone is to.....him.

- a. train
- b. play with
- c. defeat
- d. win





مَشْرِفٌ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر  
د/ فهد بن دهيش  
fbenduhaish@gmail.com



جامعة الملك فيصل  
عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة العاشرة

## Chapter 3 The Spirit of Competition



# Reading 4

## Rules of the Game



# Vocabulary Check

admirer	graciously	opponent
avoid	grin (verb)	retort
benevolently	hiss	rustle
bound	humility	slit
defeat	hurl	tablet
desperately	jade	tournament
detour (verb)	leap	vanity
diminish	lest	well-tended
distract	murmur	
etiquette	observe	



# Vocabulary Definitions

**Vincent:** The narrator's brother

**Life Savers:** A kind of candy



**Captured men:** In chess, when a player takes the opponent's piece, that piece is called a "captured man"

**Check:** When a person wins a game of chess, he say "check"

**Exhibition games:** Practice games before the real tournament

**To bite back one's tongue:** to keep quiet when one wants to speak



# Reading 4: Rules of the Game



- 1 On a cold spring afternoon, while walking home from school, I **detoured** through the playground at the end of our alley. I saw a group of old men, two seated across a folding table playing a game of chess, other smoking pipes, eating peanuts, and watching. I ran home and grabbed **Vincent's** chess set, which was **bound** in a cardboard box with rubber bands. I also carefully selected two prized rolls of **Life Savers**. I came back to the park and approached a man who was **observing** the game.
- 2 “Want to play?” I asked him. His face widened with surprise and he **grinned** as he looked at the box under my arm.
- 3 “Little sister, been a long time since I play with dolls,” he said, smiling **benevolently**. I quickly put the box down next to him on the bench and displayed my **retort**.



# Reading 4: Rules of the Game



- 4 Lau Po, as he allowed me to call him, turned out to be a much better player than my brother's. I lost many games and many life Savers. But over the weeks, with each **diminishing** roll of candies, I added new secrets. Lau Po gave me the names. The Double Attack from the East and the West Shores. Throwing stones on the Drowning Man. The sudden Meeting of the Clan. The surprise from the Sleeping Guard. The Humble Servant Who kills the King. Sand in the Eyes of Advancing Forces. A Double killing Without Blood.
- 5 There were also the fine points of chess **etiquette**. Keep **captured men** in neat rows, as **well-tended** prisoners. Never announce "**check**" with **vanity**, **lest** someone with an unseen sword **slit** your throat. Never **hurl** pieces into the sandbox after you have lost a game, because then you must find them again, by yourself, after apologizing to all around you. By the end of the summer, Lau Po had taught me all he knew, and I had become a better chess player.



## Reading 4: Rules of the Game



- 6 A small weekend crowd of Chinese people and tourists would gather as I played and **defeated** my **opponents** one by one. My mother would join crowds during these outdoor **exhibition games**. She sat proudly on the bench telling my **admirers** with proper Chinese **humility**, “Is luck.”
- 7 A man who watched me play in the park suggested that my mother allow me to play in local chess **tournaments**. My mother smiled **graciously**, an answer that meant nothing. I **desperately** wanted to go, but I **bit back my tongue**. I knew she would not let me play among strangers. So as we walked home I said in a small voice that I didn't want to play in the local tournament. They would have American rules. If I lost, I would bring shame on my family.
- 8 “Is shame you fall down nobody push you,” said my mother.



## Reading 4: Rules of the Game



- 9 During my first tournament, my mother sat with me in the front row as I waited for my turn. I frequently bounced my legs to unstick them from the cold metal seat of the folding chair. When my name was called, I **leapt** up. My mother unwrapped something in her lap. It was her *chang*, a small **tablet** of red **jade**, which held the sun's fire. "Is luck," she whispered, and tucked it into my dress pocket. I turned to my opponent, a fifteen-year-old boy from Oakland. He looked at me, wrinkling his nose.
- 10 As I began to play, the boy disappeared, the color ran out of the room, and I saw only my white pieces and his black ones waiting on the other side. A light wind began blowing past my ears. It whispered secrets only I could hear.



# Reading 4: Rules of the Game



- 11** “Blow from the South,” it murmured. “The wind leaves no trail.” I saw a clear path, the traps to avoid. The crowd rustled. “shh! shh!” Said the corners of the room. The wind blew stronger. “Throw sand from the East to distract him.” The knight came forward ready for the sacrifice. The wind hissed, louder and louder. “Blow, Blow, Blow. He cannot see. He is blind now. Make him lean away from the wind so he is easier to knock down.”
- 12** “Check,” I said, as the wind roared with laughter. The wind died down to little puffs, my own breath.



# Comprehension Questions

1. Who was the narrator's chess teacher?
2. What are some of the rules of "chess etiquette" that the young narrator learns?
3. How did the narrator's mother convince her to enter the tournament?



# Vocabulary Building

page. 40

Circle the word that means the **opposites**:

Humility	a. pride b. shame c. fear
Murmur	a. cry b. whisper c. Shout
Diminish	a. soften b. increase c. distract
Grin	a. frown b. smile c. hiss
Avoid	a. connect b. confront c. arrange



# Multiple Choice Questions

1- To **bite back one's tongue** means to .....

- a. talk                      **b. keep quiet**                      c. argue                      d. leave

2- The boy didn't want to play in the local tournament because they have .....

- a. American rules**    b. Spanish rules                      c. Asian rules                      d. Chinese rules

3- The boy played in the park against a man called .....

- a. Vincent                      **b. Lau Po**                      c. Paul                      d. Jack

4- When a person **wins** a game of chess, he or she says :

- a. Captured men                      **b. check**                      c. lose                      d. die

5- The opposite of the word **Avoid** is .....

- a. connect                      b. arrange                      **c. confront**                      d. get away

6- The word **Slit** means .....

- a. burn                      **b. Cut**                      c. cheat                      d. fry

7- The opposite of the word **Humility** is ....

- a. Pride**                      b. Modesty                      c. challenge                      d. Shame





مَشْرِفٌ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر

د/ فهد بن دهيش

fbenduhaish@gmail.com



جامعة الملك فيصل

عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة الحادية عشرة

## Chapter 4 Lawmakers and Lawbreakers



# Reading 1

## Private Detectives and Investigators



# Vocabulary Check

agent	database	range
aggressive	evidence	seedy
apprehend	inconsistency	shoplifter
assemble	injury	surveillance
assertive	litigation	trial
assist	personnel	vandalism
attorney	plush	verification
boardroom	probate	witness
confrontational		



# Reading 1: Private Detectives and Investigators (Duties)



- 1 Private detectives and investigators help **attorneys**, businesses, and the Public with a variety of problems. Their services include protecting businesses from theft and **vandalism**. They may also gather **evidence** for **trials** and conduct background investigations. While detectives concentrate on providing protection and investigators specialize in gathering information, many do some of each.
- 2 Most detectives and investigators are trained to perform physical **surveillance**, often for long periods of time, in a car or van. They may observe a site, such as the home of a subject, from a hidden location. The surveillance continues using cameras, binoculars, and a car phone, until the desired evidence is obtained. They also search on – line computer **databases** containing **probate** records, **motor –vehicle registrations**, credit reports, and other information.



# Reading 1: Private Detectives and Investigators (Duties)



3 Private detectives and investigators obtain information by interviewing **witnesses** and **assembling** evidence and reports for **litigation** or criminal trials. They get cases from clients or are assigned to cases by the manager or firm they work for. Many spend considerable time conducting surveillance, seeking to observe **inconsistencies** in a subject's behavior. For example, a person who has recently filed a **worker's compensation claim** stating that an **injury** has made walking difficult should not be able to jog or mow the lawn. If such behavior is observed, the investigator takes video or photographs to document the activity and reports back to the supervisor or client.



# Reading 1: Private Detectives and Investigators (Duties)



- 4 Some investigations involve **verification** of facts, such as an individual's place of employment or income. This might involve a phone call or a visit to the workplace in other investigations, especially in missing persons cases and background checks, the investigator interviews people to gather as much information as possible about an individual.
- 5 Private detectives and investigators who work for retail stores or malls are responsible for theft control. Store detectives protect store merchandise by **apprehending** anyone attempting to steal merchandise or destroy store property. They detect theft by **shoplifters**, delivery **personnel**, and even store employees. Store detectives sometimes conduct inspections of stock areas, dressing rooms, and rest rooms. They may also **assist** in the opening and closing of the store.



# Reading 1: Private Detectives and Investigators

## (Work conditions)



- 6 Private detectives and investigators often work irregular hours because of the need to conduct surveillance and contact people who may not be available during normal working hours. Early morning, evening, weekend, and holiday work is common.
- 7 Many detectives and investigators spend much time away from their offices conducting interviews or doing surveillance, but some work in their office most of the day conducting computer searches and making phone calls. Some split their time between office and field. Those who have their own agencies and employ other investigators may work primarily in an office and have normal business hours.



# Reading 1: Private Detectives and Investigators

## (Work conditions)



- 8 When working a case away from the office, the environment might **range** from **plush boardrooms** to **seedy** bars. Store and hotel detectives work mostly in the businesses they protect. Investigators generally work alone, but sometimes work with others during surveillance or when following a subject.
- 9 Much of the work detectives and investigators do can be **confrontational** because the person being observed or interviewed may not want to be. As a result, the job can be stressful and sometimes dangerous. Some detectives and investigators carry handguns. In most cases, a weapon is not necessary because the purpose of their work is the gathering of information and not the apprehension of criminals.



# Reading 1: Private Detectives and Investigators

## (Qualifications and Training)



10 There are no formal education requirements for private detective and investigator jobs, although most employers prefer high school graduates; many private detectives have college degrees. Almost all private detectives and investigators have previous experience in other occupations. Some work at first for insurance companies. Many investigators enter the field after serving in military or law enforcement jobs.



# Reading 1: Private Detectives and Investigators (Qualifications and Training)



- 11 Retired law enforcement officers, military investigators, and government **agents** frequently become private detectives and investigators as a second career. Others enter from such fields as finance, accounting, investigative reporting, insurance, and law. These individuals often can apply their prior work experience in a related investigation specialty. A few can enter the occupation directly after graduation from college, generally with majors in such fields as criminal justice or police science.
- 12 For private detective and investigator jobs, most employers look for individuals who are curious, **aggressive** and **assertive**. A candidate must not be afraid of confrontations, should communicate well, and should be able to think quickly.



# Comprehension Questions

1. What is the main difference between a detective and an investigator?
2. Where do detectives and investigators work?
3. What are some of the duties of a detective or investigator?
4. Why do many detectives and investigators work in the evening and on the weekend?



# Multiple Choice Questions

1- Detectives concentrate on .....

- a. **providing protection**
- b. gathering information
- c. catch thieves
- d. investigating

2- Private detectives and investigators obtain information by interviewing .....

- a. criminals
- b. **witnesses**
- c. thieves
- d. shopkeepers

3- The word **Aggressive** means .....

- a. **strong**
- b. weak
- c. lazy
- d. friendly

4- Private detectives and investigators get their cases from:

- a. only clients
- b. **clients and their managers**
- c. only their managers
- d. none of the following.





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر  
د/ فهد بن دهيش  
fbenduhaish@gmail.com



جامعة الملك فيصل  
عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة الثانية عشرة

## Chapter 5 Beyond Science



# Reading 1

## A Close Encounter with a UFO



# Vocabulary Check

apprehension	faint	reverse (verb)
cab	frustrated	roommate
considerable	pickup truck	
dim (verb)	recount	



# Reading 1: A Close Encounter with a UFO

- 1 Tom Page and his two college **roommates** were on their way to Canada in a **pickup truck**. Page was driving; his two friends were asleep in the back of the truck.
- 2 Alone, he had seen a white light ahead of him which suddenly shot straight up into the night sky. It could not have been an automobile. Somewhat later, he stopped and **pulled over** because the light (or a similar one) had reappeared and he wanted his friends to see it. One of his friends, Bob, got up and sat in the **cab** with Tom. He turned all of his lights off and then attempted to roll slowly down the hill toward the UFO ahead of them. *“But as the truck moved forward, the light backed up, keeping the same distance from us,”* Page said. Then Jim, the third roommate, knocked on the window and Tom stopped again to let him into the cab.



# Reading 1: A Close Encounter with a UFO

3 The white light **dimmed** and then they could see a **faint** object in its place as wide as the roadway and shaped like an “upside-down cereal bowl.” A separate, tiny red light was seen above the object. All three witnesses felt “a **considerable** amount of **apprehension**.” *Once again, Page let the truck roll toward the object and it became much brighter again, moving slowly away from their truck.* Then, Page noticed another white light about 50 yards behind them, so he stopped and all three got out of the cab. No sound could be heard of any kind. Page **recounts** what happened next.



# Reading 1: A Close Encounter with a UFO

- 4 “I was frightened , but also **frustrated** at not understanding what was going on. I started running toward the light [in front of the truck] to get closer to see what it was. *As I started running towards the light, it started moving toward me.... The light was still moving towards me so I raised my hands, not knowing what else to do. The light dimmed **reversed** direction and went back up and over the hill out of sight.*”



# Comprehension Questions



1. **Why** were Page and his friends driving at night?
2. **What** did Page see and why was he sure that it wasn't an automobile?
3. **What** did the light do as the car rolled forward?
4. **What** did the three men see when the light dimmed? Why do you think they felt "considerable apprehension"? How would you have felt?
5. **What** happened when Page ran toward the light? What happened after that?
6. **Do** you believe that this was a UFO? If it wasn't a UFO, what else could it have been?



# After You Read

Page 60

The SETI (search for extraterrestrial intelligence) program at Ohio State University in Columbus, Ohio, has searched the universe for radio signals from other planets since 1973.

**None have been detected yet.**





مَشْرِفٌ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر  
د/ فهد بن دهيش  
fbenduhaish@gmail.com



جامعة الملك فيصل  
عمادة التعلم الإلكتروني والتعليم عن بعد

كلية الآداب

# المحاضرة الثالثة عشرة

## Chapter 6 Language, Literacy, and Bilingual Education



# Reading 1

## Antonio's First day of School



# Vocabulary Check

auditorium	gnaw	shame (verb)
band (verb)	grounds	soul
cavernous	menacing	swarm
crumble	outcast	trek (verb)
fascinated	regards	union



# Vocabulary Definitions



**Yawning:** large and open

**Foreign tongue:** a foreign language

**Sounds that seemed to gurgle from its belly:** low bubbling sounds came from deep inside the school

**¿cómo te llamas?:** Spanish for *What's your name?*

**Tortilla:** a kind of bread commonly used in Mexico

**La tristeza de la vida:** Spanish for *the sadness of life*



# Reading 1: Antonio's First Day of School

- 1 On the first day of school I awoke with a sick feeling in my stomach. It did not hurt; it just made me feel weak. The sun did not sing as it came over the hill. Today I would take the goat path and **trek** into town for years and years of schooling. For the first time I would be away from the protection of my mother. I was excited and sad about it.
- 2 Somehow I got to the school **grounds**, but I was lost. The school was larger than I had expected. Its huge, **yawning** doors were **menacing**. I looked for my sisters, but every face I saw was strange. I looked again at the doors of the scared halls, but I was too afraid to enter. My mother had said to go to Miss Maestas, but I did not know where to begin to find her. I had come to the town, and I had come to school, and I was very lost and afraid in the nervous, excited **swarm** of kids.



# Reading 1: Antonio's First Day of School

- 3 It was then that I felt a hand on my shoulder. I turned and looked into the eyes of a strange red-haired boy. He spoke English, a **foreign tongue**.
- 4 “First grade,” was all I could answer. He smiled and took my hand, and with him I entered school. The building was **cavernous** and dark. It had strange, unfamiliar smells and **sounds that seemed to gurgle from its belly**. There was a big hall and many rooms, and many mothers with children passed in and out of the rooms.
- 5 I wished for my mother, but I put away the thought because I knew I was expected to become a man. A radiator snapped with steam and I jumped. The red-haired boy laughed and led me into one of the rooms. This room was brighter than the hall. So it was that I entered school.



# Reading 1: Antonio's First Day of School

- 6 Miss Maestas was a kind woman. She thanked the boy whose name was Red for bringing me in and then asked my name. I told her I did not speak English.
- 7 “¿cómo te llamas?” she asked.
- 8 “Antonio Marez,” I replied. I told her my mother said I should see her and that my mother send her **regards**.
- 9 She smiled. " Anthony Marez," she wrote in a book . I drew closer to look at the letters formed by her pen. "Do you want to learn to write?" she asked. "Yes,"I answered.
- 10 "Good," she smiled.



# Reading 1: Antonio's First Day of School

- 11 I was **fascinated** by the black letters that formed on the paper and made my name. Miss Maestas gave me a crayon and some paper and I sat in the corner copying my name over and over. She was very busy the rest of the day with the other children that came to the room .Many cried when their mothers left. I sat in my corner alone and wrote. By noon I could write my name, and when Miss Maestas discovered that, she was very pleased.
- 12 She took to the front of the room and spoke to the other boys and girls. She pointed at me but I did not understand her. Then the other boys and girls laughed and pointed at me. I did not feel so good. Thereafter, I kept away from the groups as much as I could and worked alone. I worked hard. I listened to the strange sounds. I learned new names, new words.



# Reading 1: Antonio's First Day of School

- 13 At noon, we opened our lunches to eat. Miss Maestas left the room and a high school girl came and sat at the desk while we ate. My mother had packed a small jar of hot beans and some good, green chile wrapped in **tortillas**. When the other children saw my lunch, they laughed and pointed again. Even the high school girl laughed. They showed me their sandwiches which were made of bread. Again I did not feel well.
- 14 I gathered my lunch and slipped out of the room. The strangeness of the school and the other children made me very sad. I did not understand them. I sneaked around the back of the school building, and standing against the wall I tried to eat. But I couldn't. A huge lump seemed to form in my throat and tears came to my eyes. I yearned for my mother and at the same time I understood that she had sent me to this place where I was an **outcast**. I had tried to learn and they had laughed at me. I had opened my lunch to eat again they had laughed and pointed at me.



# Reading 1: Antonio's First Day of School

- 15 The pain and sadness seemed to spread to my **soul** and I felt for the first time what the grown-ups call, **la tristeza de la vida**. I wanted to run away, to hide, to run and never come back, never see anyone again. But I knew that if I did I would shame my family name, that my mother's dream would **crumble**. I knew I had to grow up and be a man, but oh, it was so very hard.
- 16 But no, I was not alone. Down the wall near the corner I saw two other boys who had sneaked out of the room. They were big boys. I knew they were from the farm of Delia. We **banded** together and in our **union** found strength. We found a few others who were like us, different in language and customs, and part of our loneliness was gone. When the winter set in, we moved into the **auditorium** and there, although many a meal was eaten in complete silence, we felt we belonged. We struggled against the feeling of loneliness that **gnawed** at our souls and we overcame it; that feeling I never shared with anyone again.



# Comprehension Questions

1. What are some of the details that tell you Antonio was nervous on his first day of school?
2. Why was school especially difficult for Antonio?
3. How did Antonio's feelings about school change?



# Multiple-Choice Questions

1- the word ***fascinated*** means .....

- a. **Very interested in**
- b. good
- c. not interesting
- d. decent

2- the word **outcast** means ....

- a. **rejected person**
- b. beloved person
- c. wanted person
- d. traveler

3- the **opposite** of the word **shame** is :

- a. **pride**
- b. humility
- c. swarm
- d. band





مَشْرِفٌ  
بِحَمْدِ اللَّهِ



اسم المقرر  
اللغة الإنجليزية (قراءة)  
Reading 102

استاذ المقرر

د/ فهد بن دهيش

fbenduhaish@gmail.com



جامعة الملك فيصل

عمادة التعلم الإلكتروني والتعليم عن بعد

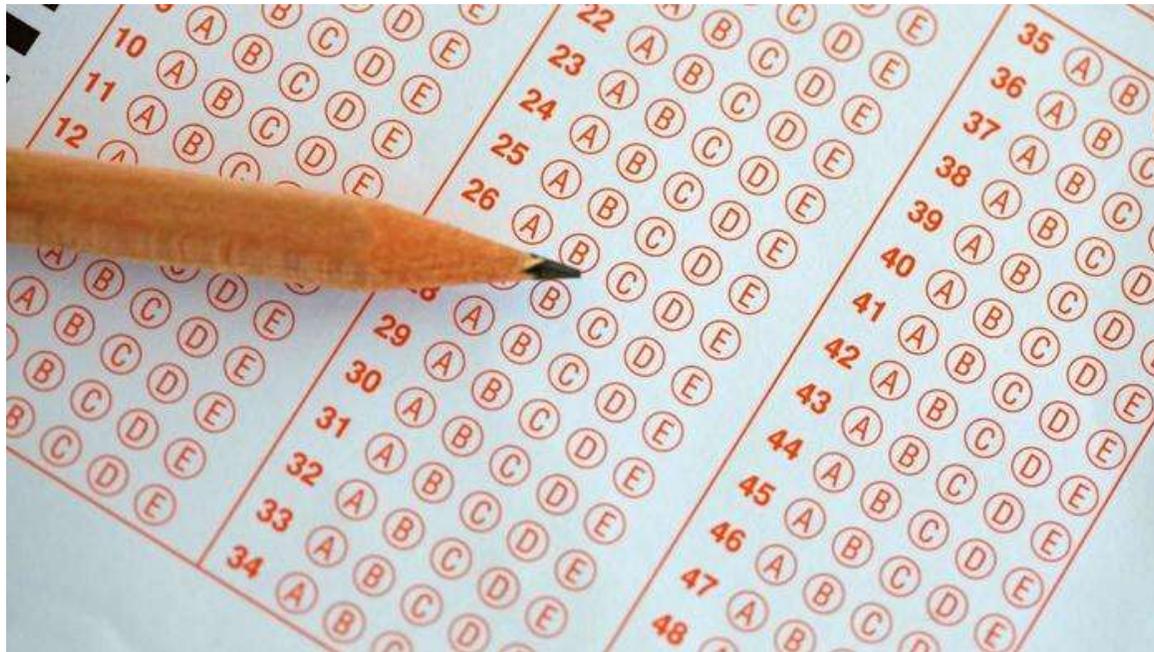
كلية الآداب

# المحاضرة الرابعة عشرة

## Review مراجعة



# Review + Sample



# Reading 2: Physician



## Vocabulary Check

barrier	embroidery	rural
clinic	medical	sew
determination	recall	



# Reading 2: Physician



## Vocabulary Definitions

**in the long run:** over a long period of time

**primary care:** general, or non-specialized medical care

**to stick to:** persist or commit to doing something for a long period of time



# Reading 2: Physician



## Comprehension Questions

1. **How** long did Dr. Baptiste's training last while she was in Haiti?
2. **Where** else did she study, and for how long?
3. **How** many more years of training must she complete?
4. **What** were Dr. Baptiste's hobbies as a young girl?
5. **What** kind of medicine does Dr. Baptiste practice?
6. **Where** does she work?
7. **What** are Dr. Baptiste's plan for the future?



# Reading 1: Private Detectives and Investigators



- 1 Private detectives and investigators help **attorneys**, businesses, and the Public with a variety of problems. Their services include protecting businesses from theft and **vandalism**. They may also gather **evidence** for **trials** and conduct background investigations. While detectives concentrate on providing protection and investigators specialize in gathering information, many do some of each.
- 2 Most detectives and investigators are trained to perform physical **surveillance**, often for long periods of time, in a car or van. They may observe a site, such as the home of a subject, from a hidden location. The surveillance continues using cameras, binoculars, and a car phone, until the desired evidence is obtained. They also search on –line computer **databases** containing **probate** records, **motor –vehicle registrations**, credit reports, and other information.



# Sample: Private Detectives and Investigators

**1- Private detectives and investigators often work .....hours.**

- a. Regular
- b. irregular
- c. Ten
- d. twelve

**2- Many detectives and investigators spend much time away from their .....**

- a. Friends
- b. Shops
- c. Clients
- d. offices

**3- An ..... searches the scene of crime for evidence.**

- a. Detective
- b. Investigator
- c. Policeman
- d. Oppressor

**4- The word aggressive means .....**

- a. Strong
- b. Coward
- c. Weak
- d. agent



# Sample: Private Detectives and Investigators

**5- The word apprehend means .....**

- a. Catch
- b. Steal
- c. Leave
- d. Escape

**6- Private investigators and detectives make surveillance by using....**

- a. Cameras only
- b. The internet
- c. Guns
- d. Cameras, binoculars and a car phone

**7- Private detectives and investigators' services include protecting business from theft and .....**

- a. Fire
- b. Thieves
- c. Breaking in
- d. Vandalism

**8- Detectives concentrate on providing .....**

- a. Money
- b. Theft
- c. Information
- d. Protection



# Sample: Private Detectives and Investigators

**9- Investigators specialize on gathering .....**

- a. Handgun taxes
- b. Money information
- c. Information
- d. Funds

**10- Most detectives and investigators are trained to perform .....**

- a. Physical surveillance
- b. Breaking in
- c. criminals' capture
- d. shopping

**11- To become a private detective or investigator, you don't need.....**

- a. Experience
- b. A gun
- c. Formal education
- d. Employment fee

**12- Private detectives and investigators help with .....**

- a. Thieves
- b. Detectives
- c. Only business
- d. Variety of problems



# Sample: Private Detectives and Investigators

**13- Private detectives and investigators obtain information by interviewing.....**

- a. Thieves
- b. Managers
- c. Employees
- d. Witnesses

**14- Some investigations involve verification of .....**

- a. Clients
- b. Facts
- c. Money
- d. Assaults

**15- Private detectives and investigators who work for retail stores are responsible for .....**

- a. The goods
- b. Store cashiers
- c. Theft control
- d. The money

**16- The word *assertive* means .....**

- a. Help
- b. Bad
- c. Confident
- d. Unconfident



# Sample: Private Detectives and Investigators

**17- The word *assist* means .....**

- a. Try
- b. Catch
- c. Slit
- d. help

**18- When you have a *proof* against someone or a criminal, that means you have....**

- a. Evidence
- b. Nothing
- c. Thieves
- d. Phone numbers

**19- The destruction of public property is called .....**

- a. Evidence
- b. Vandalism
- c. Trial
- d. Inconsistency

**20- The word *duty* means .....**

- a. Responsibility
- b. Career
- c. Evidence
- d. Gather



# Sample: Private Detectives and Investigators

**21- The word witness means .....**

- a. A person who saw a car
- b. A person who saw a crime
- c. A criminal
- d. A crime

**22- The opposite of the word *assertive* is :**

- a. Sure
- b. Positive
- c. Hesitant
- d. State

**23- The worker's compensation claim is .....made by employee**

- a. A request for money
- b. A request for vacation
- c. A request for marriage
- d. A request for departure

**24- The pronoun *They* in paragraph one refers to:**

- a. Thieves
- b. Private investigators and detectives
- c. Businesses
- d. Criminals





مَشْرِفٌ  
بِحَمْدِ اللَّهِ

