

Project

Leisure Time

Key Answers

Cultural Corner

Project 2

Leisure Time

Test 1

Irregular verbs



PROJECT

Write a report comparing the educational system in Algeria and that of France or any other country.

- 1- Select which educational system you are going to describe (the country).
- 2- Gather information about that educational system.
- 3- Collect information about the educational system in Algeria.
- 4- Compare: what do both educational systems have in common?
What are the differences?

.....

.....

.....

.....

.....

Leisure Time

The Many Meanings of “O.K”

OK constitutes one of the most frequent comments after students responses in classes in the English-speaking world. The origin of “O.K” stands for “all correct” spelled “oll korrekt” in nineteenth-century America. If “all” was spelled with an O and “correct” with a K in present-day classrooms, it is hard to imagine anyone saying “O.K” as a reaction.

I often wonder how people reacted to statements before 1839- the first record of “O.K” in print-because if I did, I would use their expression. I have been saying “O.K” in class, as well as out, so frequently that I wonder if it means anything, let alone what its origin suggested it once meant.

Below are listed some dialogues – containing “O.K”.
-In each dialogue are written two paraphrases of “O.K”.

1. Teacher to student in hall in school: “take off your hat”!
Student in hall to teacher: O.K
First meaning : If you say so.
Second meaning : yes, Sir.
2. Teacher: How many elements are there in water?
Student: Two?
Teacher: O.K
First, meaning : I heard you.

Second meaning: I'm going to the next student.

3. Wife to husband: I got the mail.

Husband to wife: O.K

First meaning: I heard you.

Second meaning: I'm busy and I don't want to look at it now.

4. Son to mother: I'm going out now, O.K?

First meaning: Can I go?

Second meaning: What time should I be back?

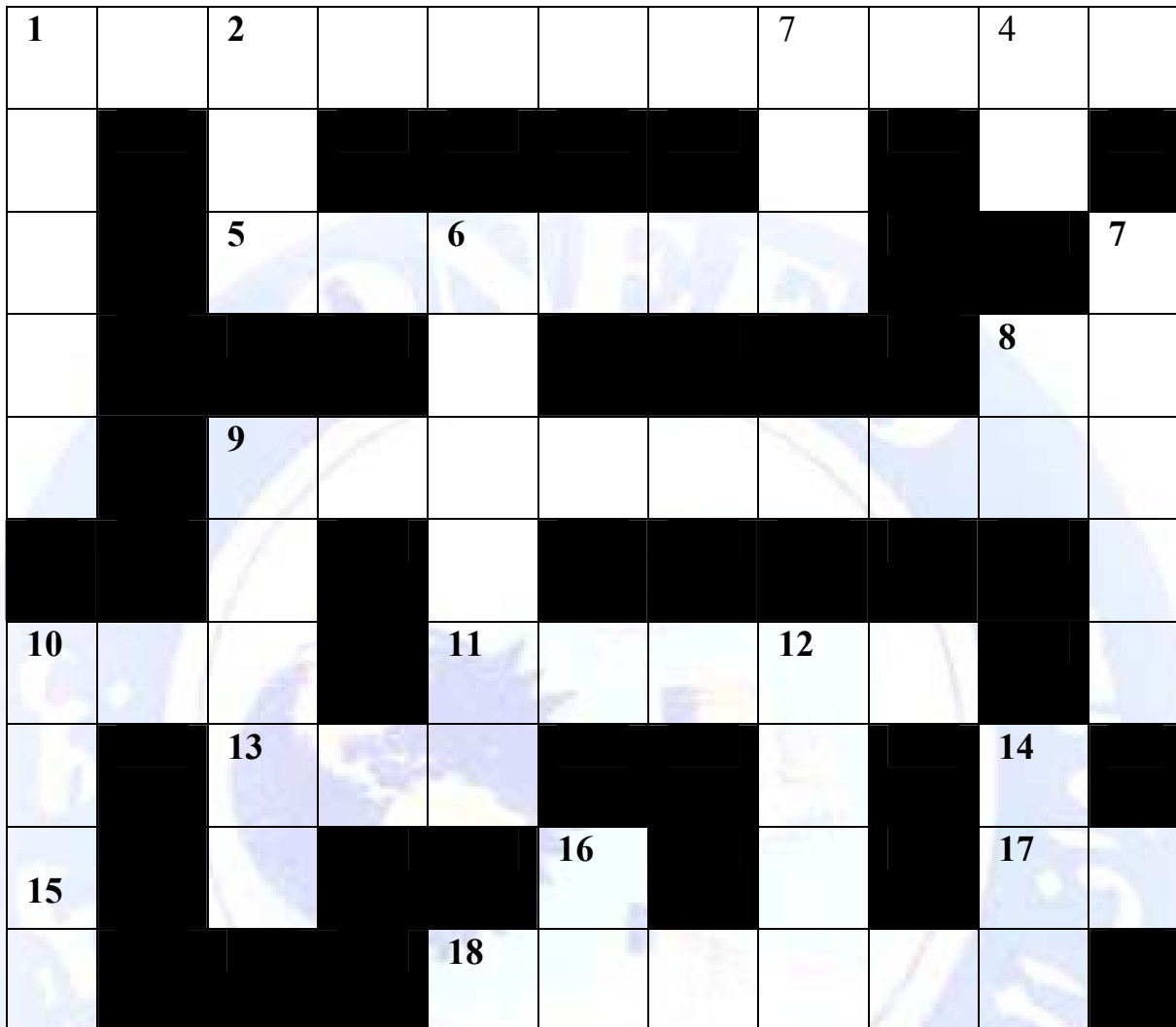
Perhaps one of the reasons that "O.K." is used so often is that it can mean so many different things; often it has little to do with approving, or indicating correctness. It may simply close a conversation, indicating we are not sure what to say.

Puzzle it out

Read the clues for the puzzle. When a clue contains an underlined pronoun or adverb decide which word (s) this pronoun or adverb stands for.

Write the word (s) in the puzzle.

If a pronoun refers to more than one word, write both words and any word that may come between them.



Across

1. Molly and I waited with Tim and Maria until they got on the bus.
5. They were going to the museum and hoped it was open on Tuesdays.
8. An informal greeting.
9. The bus driver called out the stops. "She has a loud voice" said Tim.
10. Rob bought himself a poster.
11. Elise visited the museum last week, and she really enjoyed it.
13. As the bus slowed to a stop, it made a grinding sound.
15. A word that has the same sound as weigh
17. The two letter abbreviation for Alabama.

18. Let's all sit in those two booths since no one sitting in them.

Down

1. Tanya ran around the track while the coach timed her.
2. Mom and dad both left at noon, but she arrived first.
3. Your hand is connected to this.
4. The opposite of out.
6. This is Susie's book, and this pencil is hers, too.
- 7.- "Girls win!" shouted the coaches. "The trophy is theirs".
8. In this sentence-Butch tried to run, but he tripped and fell- the noun butch is replaced with ...
9. Bobby went to the fair, where he won a teddy bear.
10. Sit in Row C; we'll sit there, too
12. He took a seat and stayed there.
14. Fuel for a car.
16. The opposite of stop.

III- Quotation

- In Boston (U.S.A.) they ask: How much does he know?
- In New York: How much is the worth?
- In Philadelphia: Who were his parents?

IV- Word plays and double meanings

- 1- Which two words have more than 100 letters in them?

.....

- 2- What gets wetter and wetter the more it dries?

.....

- 3- Where was Noah when the lights went out?

.....

V- Read each riddle. Draw a line from the riddle to the word at the right that answers it.

- 1- It is something to sit on

a- loose

2- This is the opposite of tight

b- noon

3- You may use this to sweep

c- stool

4- This is a time of day

d- broom

5- Children go here to learn

e- pool

6- You may swim in this

f- school.

1. ...	2.	3. ...	4.	5. f	6.
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Key Answers

SEQUENCE I:

A. Reading comprehension: Civilization

1- a 2-c 3-d 4-c 5-b

B. Pronunciation:

1. *explain* => *explanation* 2. *invent* => *invention*
3. *develop* => *development* 4. *involve* => *involvement*
5. *invade* => *invasion* 6. *communicate* => *communication*
7. *enrich* => *enrichment* 8. *achieve* => *achievement*
9. *contribute* => *contribution*
10. *acknowledge* => *acknowledgement*

C. Vocabulary Building

a)- Adjectives preposition:

Activity 1:

1. were interested 2. were good 3. good
4. were interested 5. were good

b)- Suffixes:

Activity 1:

1. explanations 2. involvement 3. invasions
4. communication 5. enrichment 6. achievement
7. contributions 8. development 9. education

Activity 2:

- Find the odd word:

1. healthy 2. experience 3. cultural 4. fail

D- Mastery of Language

Activity 1

1. was 2. was / was / were 3. was 4. Were 5. were 6. were / was
7. was / was not 9. were / were not 10. was

Activity 2:

- A: How was your vacation in Egypt?
A: How long were you there?
A: Were you in the city the whole time?
A: How was the food?
A: And how was the weather? Was it good?
A: How did you like it?

E. Writing

1. The development of irrigation was very important for settlers of Mesopotamia.)
2. There were other Mesopotamian innovations which included the control of water by dams and the use of aqueducts)
3. The Mesopotamian people were aware of the dangers of contagion.
4. The family was the basic unit of Babylonian society.
5. There was a high circular wall that /which protected the city.

SEQUENCE II : MESOPOTAMIA

A. Reading comprehension: The Mesopotamian Legacy

1. c 2. b 3. b 4. c 5. a
6. a 7. a 8. b 9. a 10. b 11. a

B. Pronunciation:

a)- Pronunciation rules:

Activity 1

- /d/: considered- appeared- measured- survived- prescribed
/id/: created- regarded- existed- recited- divided
/t/: watched- based- developed- passed- booked

b)- Spelling rules:

- | | | | |
|--------------|------------|-----------|---------------|
| 1. destroyed | 2. planned | 3. played | 4. tried |
| 5. copied | 6. helped | 7. helped | 8. worshipped |

C. Word building

Activity 1.

- a) to disagree - b) to disapprove- c) to disbelieve-
d) to disconnect e) to discredit- f) to disqualify

Activity 2:

- | | | | |
|-----------------|-----------------|----------------|---------------|
| 1. disconnected | 2. disqualified | 3. disapproved | 4. disbelieve |
| 5. discredit | 6. dislikes | 7. disagrees | |

D. Mastery of language

Activity 1:

- | | | | |
|-----------|---------|----------------|--------------|
| built | created | learned/learnt | domesticated |
| developed | were | used | was |

Activity 2:

1. *Where did writing first appear?*
2. *When was The Code of Hammurabi unearthed?*
3. *How many inhabitants were there in a city.?*
4. *Why were Songs a large part of Mesopotamian culture ?*

Activity 3:

1. used to consult
2. used to observe
3. used to worship
4. used to bury
5. What did they use to do...?

6. used to recite
7. did not use to bury/used to mummify

E. Writing

Activity 1:

1. suffers from an injustice
2. to see me as a judge
3. listen to my verdict
4. investigation may clarify
5. he feels relieved

-Now, write the full version of Hammurabi's Code.

Let any *persecuted* man who suffers from an injustice come to see me as a judge and listen to my verdict, may my investigation clarify the case to him; may he understand his case, and may he feel relieved !"

Activity 2.

- 1- Hammurabi's Code is the first legal system
- 2- **and 3.** It was created by king Hammurabi of Babylon *who* reigned over Mesopotamia from 1792 to 1750.
- 4- It protected all classes of Babylonian society including slaves.
- 5- It is significant because it allowed everyone to understand the laws.

SEQUENCE III Ancient Times

A. Reading comprehension: History of Mesopotamia

Activity 1.

1. (F) Between the 16th and the 12th century BC the Kassites and the Assyrians had ruled Mesopotamia before Nebuchadnezzar I, defeated them.
2. true
3. false. *Mesopotamia is now known as the country of Iraq.*
4. true
5. true
6. true

7. False. After Nebuchadnezzar had died, Babylon declined and became part of the Persian Empire.

8. True

C. Vocabulary Building

Activity 1:

1. rely on 2. succeed in 3. happened to 4. depends on 5. contributed 6. specialize 7. believe in

Activity 2:

1. f	2. d	3. g	4. b	5. c	6. e	7. a
------	------	------	------	------	------	------

- Now, complete each sentence with the correct verb:

1. governed 2. ruled 3. control 4. reigned
5. dictate 6. rose to 7. conquered

D. Mastery of Language

Activity 1:

1. had gained defeated / re-established

-----/1/-----/2/-----→

2. had risen Babylon came to be...

-----/1/-----/2/-----→

3. had inherited restored and built

-----/1/-----/2/-----→

4. had been exerted

-----/1/-----/2/-----→

5. had left felt homesick

-----/1/-----/2/-----→

Activity 2:

1. had built 2. had finished 3. had served 4. had collected
5. had unearthed 6. had recorded 7. had seen

Activity 3:

1. did not start / had completed
2. had selected / launched
3. conquered / started
4. built / had defeated
5. had never seen / visited
6. was / had found

Egypt and Mesopotamia Compared

Activity 1:

- 1)- Contrast is mentioned in paragraph one.
2)- The words and phrases which are used to express contrast are:

Although / Despite / In spite of the fact that

Activity 2:

1. b 2. b 3. a 4. c 5. c

Activity 3:

1. Although/Though Egyptians did not have advanced technology, they were able to build huge pyramids.
2. Although/Though writing was monopolized by priests, schools were very important learning centres.
3. Although/Though the surrounding lands were rocky Babylonians developed sophisticated techniques in irrigation and agriculture.

- Justify your choice by quoting the text:

1. **paragraph - 2-** ... the upper classes, in part because marriage alliances were vital to the preservation and stability of the monarchy.
2. **paragraph - 1-** Technological improvements were more sophisticated because their environment was more

difficult to manage than the Nile valley.

3. paragraph -2. Priests were the most important persons after the king.

4. paragraph - 3 - Both civilizations lasted far longer than the civilizations that came later and left an important heritage to mankind.

b)- Comparatives:

Activity 1:

	Mesopotamia	Egypt
D	- Sumerian alphabet:	- hieroglyphic lphabet:
i		
f	- use of clay <i>tablets or animal</i>	- use of <i>papyrus</i>
f	<i>skins</i>	
e		
r	- more advanced <i>achievements</i>	-Fewer <i>achievements</i>
e		
n	- more <i>important economic</i>	- <i>less important</i>
c	<i>growth</i>	<i>economic growth</i>
e		
s	- <i>technological improvements</i>	- technological
	<i>more sophisticated</i>	improvements less
		sophisticated
	- lower status of women	- Higher status of
		<i>women</i>

Activity 2:

1. There were **fewer** achievements in Egypt **than** in Mesopotamia.

2. The Greek civilization is **older than** the Roman civilization.

3. People used to be hunters and farmers . However, hunting was an **earlier** form of satisfying people's basic needs than farming.

4. The status of Egyptian women was **higher than** the status of Mesopotamian women.

Activity 3:

1. In the past, Doctors diagnosis was **more complicated** because medical knowledge was limited.
2. Mesopotamian surgeons were **more successful** in setting broken bones **than** Egyptians.
3. Egyptian medical knowledge was, however, **more advanced than** Babylonian medicine.
4. Ceremonies are **more impressive** nowadays **than** they were in the ancient times.

Activity 4:

1. Athens is **slightly older** than Roma.
2. Babylonian artisans were **much more skilled** in metallurgy and in making fabrics than Sumerians.
3. It's **a lot easier** to learn a language in the country where it is spoken.
4. Egyptian medical knowledge was **much more advanced than** Babylonian medicine.
5. Could you speak **a bit more slowly** please?
6. The connection between science and religion was **much more stronger** in the area of medicine **than** in any other branch of science.
7. He feels **a little better than** yesterday.

c) - Superlatives:

Activity 1:

1. The Babylonian religious events were **the most impressive** ceremonies reported at that time.
2. The Atacama Desert in Chile is **the driest** place in the world.
3. Mount Waialeale in Hawaii gets 1,170 centimetres of rain a year. It is **the wettest** place on earth!
4. **The hottest** capital city in the world is Muscat, in Oman.
5. **The longest** river in the world is the Nile.
6. The Himalayas are some of **the most dangerous** mountains to climb.

E. Writing

... in the 14th century BC. Toward the end of the 12th century BC.,The Akkadians controlled and founded the 2d Dynasty of Isin . In the 9th century BC, the Chaldeans reigned over the country.

In 539 BC, after they had conquered Babylonia, Persians annexed Mesopotamia which became part of the Persian Empire until 224 AD. It then remained under the Greek domination until 652 AD after Alexander the Great had conquered the region.



Cultural Corner

TEXT: How mummies were made.

Activity 1:

1. Ancient Egyptians used mummification because they believed it was essential for the afterlife.
2. The pharaohs' burials were impressive ceremonies because they were believed to become gods when they died.
3. The inner organs were kept into four jars with lids shaped as specific gods because it was believed that each god protected a particular organ.
4. Ancient Egyptians buried the deceased with their belongings and treasures. Because they thought they would need them in the afterlife.
5. Egyptians stopped mummifying the dead by the 4th century AD because many Egyptians no longer believed that mummification was necessary for life after death.
6. Most mummies were destroyed by grave robbers and vandals looking for treasures wrapped up in the bandages.
7. The mummies of the royal family were better preserved because they more carefully embalmed.
8. The process of mummification teach us how ancient Egyptians lived / about the ancient times of the Egyptian civilization.

Activity 2:

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
c	a	e	j	I	f	g	d	b	h	k

Activity 3:

- The greatest leader: **Seti I**
- The youngest pharaoh: **Tutankhamen**
- The tallest and oldest pharaoh: **Rameses the Great**

Activity 4 :

pharaohs names	period of reign	characteristics
Rameses II (or Rameses the Great	1279-1212 BC	<ul style="list-style-type: none"> - the tallest - the oldest - many wives and the father of 100 children.
Seti I	19th Dynasty	<ul style="list-style-type: none"> - the greatest of pharaohs and warriors. - the father of Rameses II (or Rameses the Great - protected Egypt against invaders.
Tutankhamen	18 th Dynasty	the youngest pharaoh

Activity 5:

In 1974, Egyptologists at the Cairo Museum noticed that the mummy's condition was getting worse rapidly. They decided to fly Rameses II to Paris so that a team of experts could give the mummy a medical examination. Did you know that even a mummy needs a passport to travel? Ramses II was issued an Egyptian passport that listed his occupation as "King" deceased.

Once in Paris, Rameses was diagnosed and treated for infection. During the examination, scientific analysis revealed battle wounds and old fractures, as well as the pharaoh's arthritis and poor circulation. In addition, experts were able to determine some of the flowers and herbs that were used for the embalming, including lots of camomile oil.

SEQUENCE IV: THE ARAB CONTRIBUTION TO CIVILISATION

A. Reading Comprehension: The Glory that was Islam

Activity 1

The three basic elements that helped Science to develop are:

- The Arabic language which was emerging as a means international communication.
- a strong, centralized government.
- and the religion Islam which exalted Knowledge.

Activity 2

1. (T) Arab science and philosophy were at their apogee.
2. (F) The Arab contribution to civilization spans philosophy and art as well as sciences.
3. (T) When Christian Europe was still in the Dark Ages.
4. (T)... a religion which exalted knowledge.
states that the ink of the scholars is more precious than the blood of the martyrs.
5. (F) It not only includes an important number of inventions

6. (T) ... is also the starting point of contacts and exchanges between cultures.

B. Pronunciation:

Activity 1

1. /tu:/ : two too to
2. /bai/ : buy bye by
3. /mi:t/ : meet meat
4. /wud/ : would wood
5. /wei/ : weigh way
6. /weit/ : weight waits

Activity 2:

1. weigh / weight 2. would / to/ too. / two
3. meet / buy 4. meat

C. Vocabulary Building:

1. Melissa is a rosy- cheeked and long-legged girl.
2. *Would you say he is a well-behaved boy?*
3. My brother is a tall and broad shouldered man.
4. Are all the hotel rooms *air*-conditioned?
5. My young sister is left-handed.
6. I bought an open- necked shirt.

b)- Suffixes:

Activity 1:

Adjectives:

legal – original – practical – national – universal –
continental – formal security
optimistic – scientific – realistic – pessimistic
readable – washable - forgivable
practised – committed – civilized – devoted - inspired

Nouns:

refusal – confirmation – security – stupidity –
popularity – sensitivity - hostility – curiosity –

absurdity – generosity - intensity

Activity 2:

1. original 2. realistic 3. enthusiastic 4. committed
5. formal 6. devoted 7. washable 8. sensitivity
9. forgivable 10. hostility

D. Mastery of Language

Activity 1:

1. was able 2. was able to 3. was able to 4. were able to
5. was able to 6. was able 7. was able to

Arab Names for Arab Gifts

Activity 1:

- Calligraphy:

- (1). ø (2). the (3). ø (4). the (5). ø (6). ø (7). ø (8). the
(9). ø (10). ø (11). ø
(12). the (13). the (14). ø (15). the (16). ø

- Mathematics

- (1). ø (2). ø (3). ø (4). the (5). the
(6). The (7). The (8). ø (9). the (10). ø
(11). the (12). the (13). the (14). the (15). ø (16). the (17). ø
(18). ø (19). the (20). the
(21). ø (22). ø (23). the (24). ø (25). the (26). the (27). the

E. Writing

1. Ancient civilizations practiced a combination of medical and religious treatment.
2. In Mesopotamia and Egypt medical treatment was the responsibility of both the physician and the magician.
3. Progress in medical science was hampered by the religious ban on the dissection of human corpses.
4. Medicine could establish itself as a rational science around 600 BC

Project 2

SEQUENCE I : EDUCATION IN THE WORLD

A- Reading comprehension: Education in Engand Activity 1:

		<i>Nursery School</i>	
<i>5 years old</i>	COMPULSORY EDUCATION	<u>Primary School</u>	
<i>11 years old</i>		<u>Secondary School</u> <u>GCSE</u> exam	
<i>16 years old</i>			
<i>18 years old</i>		<u>"A"</u> exam	
		↓	
		↓	↓
		<i>Higher education</i>	
		<u>University</u>	<u>polytechnics</u>
		<i>College</i>	

Activity 2:

1- Schools are supported by public funds paid to the local

- authorities who organize the schools in their areas.
- 2- They have different educational systems.
 - 3- Students can afford several possibilities at the age of 16:
 - they can leave the school, stay at school, move to a college as a full-time student or combine part time study with a job.
 - 4- A career advisor helps students to choose a job and how they can achieve that.

Activity 3:

1-c. 2-a. 3-b. 4-d.

B. Pronunciation:

Activity 1:

- | | | | |
|------------|----------|------------|-----------|
| 1. chooses | 2. seems | 3. it's | 4. spaces |
| 5. dances | 6. scars | 7. insults | |

Activity 2:

/s/	/z/	/iz/
satellites photographs maps plants	cameras photos cities mountains oceans rivers fields trees	uses villages

C- Word- Building

Activity 1:

- | | |
|----------------|-----------------|
| 1. accessible | 6. antiseptic |
| 2. rational | 7. national |
| 3. sensational | 8. romantic |
| 4. plastic | 9. virtual |
| 5. adverbial | 10. sympathetic |

Activity 2:

1.d 2.c 3.a 4.h 5.g 6.c 7.f 8.b

D- Mastery of Language

The verbs are in the **present simple** tense.

We form the negative with the:

auxiliary **do** or **does** + not + the ***infinitive*** of the verb.

When the verb is *is-be- (is/are)*, we form the negative with:

is or **are** + not.

Activity 1:

- 1- The students don't take jobs during their process of education.
- 2- Education is not optional in the developed countries.
- 3- Policemen don't have the right to go on strike.
- 4- Schools in Algeria don't provide careers guidance.
- 5- The local education authorities are not responsible for building schools.

Activity 2:

This scene doesn't take These people don't practise Do you know? It is not a professional The players don't have a coach don't play.....

b- The passive in the present simple:

Both sentences contain:

*the auxiliary **be** + a **past participle***

*the auxiliary **be** is in the **simple present** tense.*

*Both sentences are in **the passive**.*

Activity 3:

- 1- The tea leaves are picked up in April.
- 2- Victoria Falls are considered one of the seven natural wonders.
- 3- Animals are kept in reservations
- 4- The Winelands are overlooked by the Drakenstein Mountains in Cape town.
- 5- Elephant back safari are organized in reservations.
- 6-Oil is refined before it is exported.

Activity 4:

England, Scotland and Wales have different educational systems whereas the curriculum is the same for all French students.

Schooling age in Great Britain is different from that in France; in Great Britain, schooling starts at the age of 5 unlike in France where it starts at the age of 6.

Some streams, such as science, are alike in both countries. However, Arts or Humanities are different from Economy.

Concerning exams, British "A" level are identical to the Bac examination.

D- Writing

Activity 1: The correct order is: **c – b – e – a – d.**

Activity 2: Personal production.

SEQUENCE II :

A. Reading comprehension: Education in the USA

Activity 1: 1.b 2.c 3.a 4.b 5.c

Activity 2:

which => private schools

themselves => children

who => student

Activity 3:

a)- tuition b)- subject c)- renowned

B. Pronunciation

Activity 1:

attend- curriculum - bachelor- kindergarten -degree - tuition

Activity 2:

1. / ju: fəd k m bɪfɪ: nu:n /

2. /jes hi fud /

3. /ai'd laɪk tə si: ðəm /

4. /wat dəz ɪt kənsɪst ov ?/ / ɪt kənsɪst ov tu: 'elɪments /

C- Word- Building

Activity 1:

minority- personality- maturity- irritability- flexibility- visibility - impartiality -
majority- mobility – reality- priority- fatality

Activity 2:

a)- majority b)- irritability c)- minority d)- real e)-
maturity f)- priority

D- Mastery of Language

Activity 1: 1-b 2-c 3-a 4-b 5-c

Activity 2:

1- much 2- many 3- many 4- little 5- few

Activity 3:

- 1- If the employees didn't work hard, the manager wouldn't Be satisfied.
- 2- If the instruments weren't sterilized before every operation, surgeons would fear the risk of infection.
- 3- If Drogba weren't a good football player, a lot of clubs wouldn't want to have him.
- 4- if new forms of energy were widespread, pollution wouldn't be on the rise.
- 5- If they didn't love watching wild animals, they wouldn't go on a safari to South Africa.
- 6- If they were not fascinated by the geography book, they would move from their seats.
- 7.If there were enough/more examples, the assistant would not ask Kate to rewrite her work.

E- Writing

Activity 1:

a- have b- with c- little d- cultures e- training f- up
g- teaching h- education i- knowledge j- economic

Activity 2: The correct order is: c: 2 – 1 - 4 - 3

Activity 3: personal production.

Sequence III :

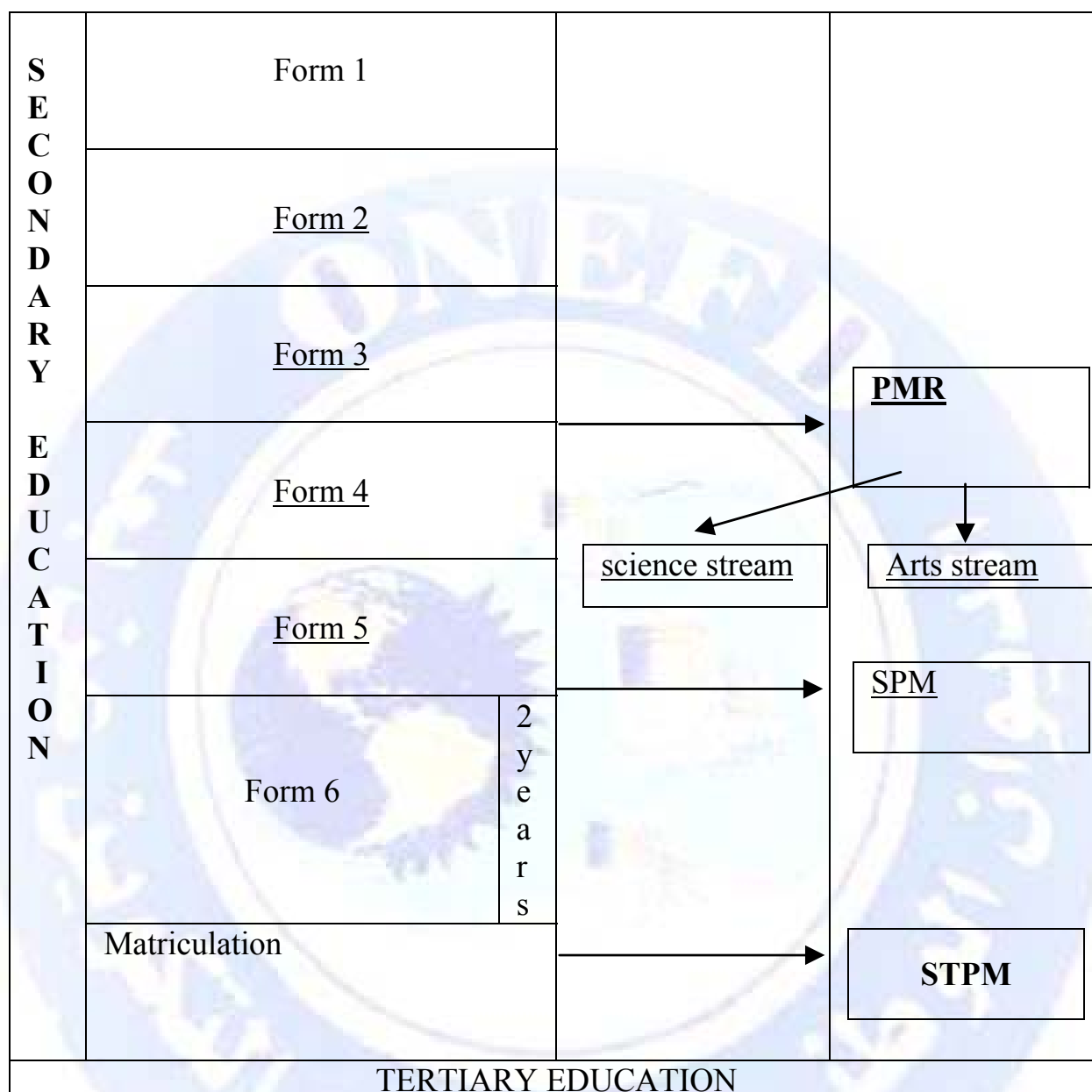
A- Reading comprehension : Education in Malaysia

Activity 1: 1. d 2. a 3. f 4. g 5. c 6. b 7. e

Activity 2 : 1. b 2. a 3. b 4. c

Activity 3:

	Age			Examinations
P R I M A R Y E D U c a T I O N		pre-school	Level <u>One</u>	
	<u>7</u>	<u>Year</u> 1		
		year <u>2</u>		
		Year <u>3</u>	Level two	
		Year <u>4</u>		
		Year <u>5</u>		
	<u>12</u>	Year <u>6</u>		
			<div>UPSR</div>	



B.Spelling

Activity 1:

older	fatter	slimmer
noisier	finer	cleaner
more intelligent	bigger	freer
thinner	more important	lazier

C- Word- Building

Activity 1: 1.b 2.d 3.e 4. c 5.a

Activity 2:

- | | | | |
|--------------|-------------|------------|----------------|
| 1. boarding | 2. building | 3. landing | 4. dismantling |
| 5. lightning | 6. rioting | 7. hunting | 8. skiing |

D- Mastery of language

Activity 1:

1. London is older than New-York.
2. The Pacific is deeper than the Atlantic
3. A Renault car is more economical than a Mercedes
4. Swimming is easier than wnd-surfing.
5. My house is not as big as yours.

Activity 2:

1. Oxford is older than Eton.
2. Eton is not as old as Cambridge and is less populated.
3. Cambridge is larger than Eton and more populated.

Activity 3:

1. Paris is not as friendly as London.
2. Denmark is colder than Britain.
3. Scotland is not as crowded as England.
4. The Guardian is more informative than the Daily Telegraph.

Activity 4:

1. b 2.a 3. c 4.a 5.c

Activity 5:

1. I wish I had a computer
2. I wish my flat was/ were bigger.
3. I wish I liked milk.
4. I wish he was/ were more hard-working
5. I wish he worked harder.
6. I wish it stopped raining.
7. I wish the lift worked.

Activity 6:

1. The managers are meeting at the firm tomorrow in order to discuss the new budget.
2. She came back home early to watch her favourite programme on TV.
3. The firemen have been called in order to put out the fire.
4. Journalists write articles to inform their readers.
5. They have built a high statue in the town in order to pay homage to their martyrs.
6. He took a short cut to gain time.

Activity 7:

1. could recover
2. wouldn't see
3. can repair
4. won't get lost
5. won't waste
6. could cross

E- Writing

Activity 1:

1. not as happy as....
2. smaller...
3. as easy as ...
4. as friendly as ...
5. better than ...
6. greener

“I have personally committed myself to making it a priority, for education is a fundamental right set forth in the **Universal Declaration of Human Rights**. To pursue the aim of education for all is, therefore, an obligation for states.”

Sequence IV :

Activity 1:

- ## Activity 2:

- ### Activity 3:

- a) span** **b) autonomous.**

B- Phonetics

Activity 1:

- 1- reservation
- 2- personifies
- 3- operate
- 4- restore.

Activity 2:

perfect / perfection
vacillate / vacillation

signify/signification
stipulate / stipulation

Activity 3:

The rule: For all nouns in ION, the stress is on the syllable before the last one.

Activity 4:

- drink / rink
- puff / rough
- right / bite
- catch / patch
- straight / date

- liar / buyer
- week / peak
- nurse / purse
- draft / shaft

C- Word-building:

Activity 1:

initiate – initiation
replete – repletion
inconsiderate – inconsideration

pacific – pacification
incorporate – incorporation
indignant – indignation
federate – federation

Activity 2: Pairs (adjective / noun)

composite / composition

motive / motivation

considerate / consideration

divine / divination

D- Mastery of language:

Activity 1:

Cause	Purpose	Consequence
<ul style="list-style-type: none">- because- as- since- because of- due to	<ul style="list-style-type: none">- so as to- in order to	<ul style="list-style-type: none">- consequently- that's why- thus- therefore- so- as a result- so ... that ...

Activity 2:

- 1- As
- 2- so clever that
- 3- that's why / therefore
- 4- Because of
- 5- As a result / consequently
- 6- so as to / in order to

Activity 3:

Opposition	Concession
<ul style="list-style-type: none">- but- unlike- whereas- contrary to- while	<ul style="list-style-type: none">- in spite of- Although- despite

Activity 4:

1. as 2. in order not 3. whereas 4. although
5. in spite of 6. therefore 7. so that 8. unlike

Activity 5:

- | | | |
|------------|------------|------------|
| 1. mustn't | 2. needn't | 3. have to |
| 4. have to | 5. mustn't | |

Activity 6:

- 1- You don't have to take a taxi, it's not far from here.
- 2- You mustn't leave your seat when the plane is taking off.
- 3- You have to/ must switch off the fridge before cleaning it.
- 4- You mustn't throw rubbish everywhere.

E- Writing:

Activity 1:

- | | |
|-----------------|--|
| a- because of | b- therefore/ consequently |
| c- in order to | d- consequently / so |
| e- as / because | f- that's why/ consequently/ as a result |

Activity 2:

Kevin prefers public schools because they are cheaper and he thinks the teachers are very good.

Activity 3:

Personal production

Activity 4:

Personal production

Leisure Time

II - Puzzle it out

T	I	M	A	N	D	M	A	R	I	A
A		O					R		N	
N		M	U	S	E	U	M			G
Y				U					H	I
A		B	U	S	D	R	I	V	E	R
		O		I						I
R	O	B		E	L	I	S	E		S
O		B	U	S			E		G	
w		Y			G		A		A	L
C				B	O	O	T	H	S	

IV- Word plays and double meanings

- 1- post office
- 2- A towel
- 3- In the dark.

V- RIDDLE :

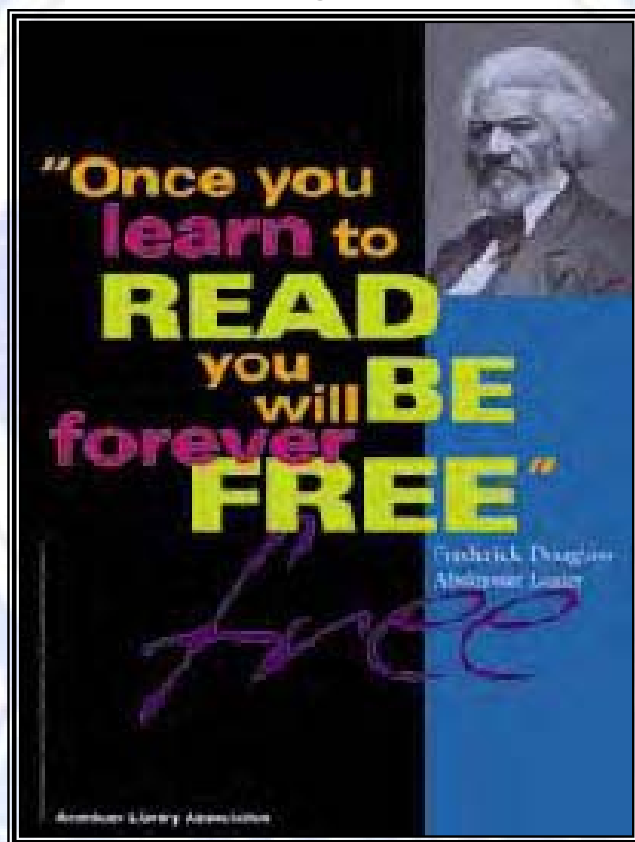
1. c	2. a	3. d	4.b	5. f	6. e
------	------	------	-----	------	------

Test

SECTION I : Reading Comprehension

Read this text carefully, then do the activities:

The Advantages of Education



Many old people had no chance to go to school when they were young. They grew up in a world where the most important thing was to work hard to have enough to eat. Education for them was of little significance since they ignored **its** advantages in life.

However in our modern complex society, being able to read and write is a necessity. We must cultivate the skills of reading and writing for we live in a world where the written word is everything. At the most basic level, we need to be able to read the signs and directions **that** we see all around us. And how could we cope with today's society when day-to—day tasks and duties require higher

levels of literacy. You must be able to read and pick out the right products in supermarkets, pay out by cheque or fill in a form. The list is endless. This means that it is worth going to school to develop these skills and more, to get a good education which sharpens the wits of man, gives him more interest in life and broadens his mind. In fact, a good education should not only cram up the learner's mind with dates, names and words but it should make out of him a good citizen as well. In other words, a good education should provide the learner with knowledge and show him how to use and widen that knowledge in life.

Moreover, a well-educated man would be able to understand and get along with people of different backgrounds. Education would also provide him with a solid basis for success in a business career or in assuming future responsibilities. Such beneficial advantages have led many societies to apply compulsory education in schools where the skills of reading, writing and thinking are developed.

As a conclusion, a good education is needed in all nations because it contributes to welfare and development.

1. How many sentences are there in the third (3rd) paragraph? (0,5 pt)

.....

2. Are these statements true (T) or false (F)? (2 pts)

a- Education means only learning dates and names.

b- Old people used to be concerned with surviving and not with education.

c- Nowadays society mechanisms are rather simple.

d- Compulsory education is a way to fight illiteracy.

3. Answer these questions according to the text. (3pts)

a- Why did people use to neglect education in the past?

.....

b- Are reading and writing the main aims of education? Explain.

.....

c- What is an educated man.

.....

4. Lexis (1,5pt)

a- Find words in the text that are closest in meaning to:

meaning (§ 1)

broaden (§ 2)

need (§ 2)

b- Find words in the text that are opposite in meaning to:

knew (§ 1)

fragile, weak (§ 3)

failure (§ 3)

5. What or who do the underlined words in the text refer to ? (1pt)

- ... its advantages →
- ... that we see →
- ... develop these skills ... →
- ... out of him a good ... →

SECTION II : Mastery of Language

1. Supply punctuation and capital letters where necessary: (1,5 pts)

illiteracy is on the rise in many countries in africa asia and latin america unfortunately their government don't seem to take the right measures to fight this phenomenon

.....

2. Write the nouns for these words: (2,5 pts)

complex
contribute
hard
ignore
able

3. Put the verbs in brackets in the correct tense:

- a- Some years ago Khalid (decide) to become literate, so he (attend) evening classes.
- b- He usually (go)to his office on foot.
- c- What (you/do)now?

4. Combine the following pairs of sentences using the connectors in brackets. Make any necessary changes.

a- The Smiths weren't able to travel to Egypt. They didn't get a visa on time. (as)

.....

b- He had a lot of diplomas. He couldn't find a good job. (although)

.....

c- The boys couldn't go to the beach. They had to work. (so)

.....

d- They cancelled the flight. The weather was bad. (because of)

.....

SECTION III : Written expression (4pts)

Choose **ONE** of the topics to write a composition of about 100 words.

Topic 1 : More and more teachers complain about lack of discipline in classrooms. In you opinion, Why do some pupils disturb the lessons? Use the following notes :

- classrooms overcrowded
- pupils bored / impatient / long hours
- teachers / no control over classes
- many pupils / obliged to go to school / no interest ...

Topic 2 : Why do many young people turn into delinquents?

.....

.....

.....

.....

.....

.....

.....

.....

.....



KEYS FOR THE TEST

The Advantages of Education

SECTION I : Reading Comprehension

1. There are three sentences in the third paragraph
2. a- false b- true c- false d- true
3. People used to neglect education because they thought it was not important and they were mainly interested in surviving.
4. No, Reading and writing are not the main aims of education. They are only the two essential basic skills to live in our modern world. Developing one's intelligence and broadening one's mind are the main aims of education.
5. An educated man is not only someone who can understand and communicate with others but also a responsible person who can contribute to the development of his community.

4. Lexis

- a- significance - to widen - require
b- ignored - solid - success

5. its advantages → education

... that we see → the signs and directions

... develop these skills ... → to read and pick out the right products in supermarkets, pay out by cheque or fill in a form.

... out of **him** a good ... → **man**

SECTION II : Mastery of Language

1. Illiteracy is on the rise in many countries, in **Africa Asia** and **Latin America**. Unfortunately, their government don't seem to take the right measures to fight this phenomenon.

2. complexity - contribution – hardness/hardship - ignorance - ability

3. Verb tenses:

a- decided / attended **b-** goes **c-** what are you doing ...?

4. a- As the Smiths didn't get a visa on time, they weren't able to travel to Egypt.

b- Although he had a lot of diplomas, he couldn't find a good job.

c- The boys had to work so they couldn't go to the beach.

d- They cancelled the flight because of the bad weather .

SECTION III :

Written expression : personal production

IRREGULAR VERBS

Infinitive	Past simple	Past participle	Arabic
awake	awoke	awoken	
be	was/were	been	
become	became	become	
begin	began	begun	
break	broke	broken	
bring	brought	brought	
build	built	built	
burn	burnt	burnt	
buy	bought	bought	
catch	caught	caught	
choose	chose	chosen	
come	came	come	
cut	cut	cut	
do	did	done	
draw	drew	drawn	
dream	dreamt	dreamt	

drink	drank	drunk	
drive	drove	driven	
eat	ate	eaten	
fall	fell	fallen	
feed	fed	fed	
fight	fought	fought	
find	found	found	
fly	flew	flown	
get	got	got	
give	gave	given	
go	went	gone	
hold	held	held	
have	had	had	
hear	heard	heard	
keep	kept	kept	
know	knew	known	
learn	learnt	learnt	
leave	left	left	
lend	lent	lent	
lose	lost	lost	

make	made	made	
meet	met	met	
pay	paid	paid	
put	put	put	
read	read /red/	read	
ride	rode	ride	
ring	rang	ring	
run	ran	run	
say	said	said	
see	sought	sought	
sell	sold	sold	
send	sent	sent	
show	showed	shown/showed	
shut	shut	shut	
sing	sang	sung	
sink	sank	sunk	
sit	sat	sat	
sleep	slept	slept	
speak	spoke	spoken	
speed	sped	sped	

stand	stood	stood	
swim	swam	swum	
spend	spent	spent	
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	