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The People's Democratic Republic of Algeria

Ministry of National Education

NEW PROSPECTS

TEACHER'S BOOK

SECONDARY EDUCATION, YEAR THREE

S.A. ARAB **M. BENSEMMANE** **B. RICHE**

The National Authority for School Publications

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Contents

ERRATA 04

KEY FEATURES OF THE COURSEBOOK 09

ANSWER KEY: UNIT 1 22

ANSWER KEY: UNIT 2 42

ANSWER KEY: UNIT 3 55

ANSWER KEY: UNIT 4 69

ANSWER KEY: UNIT 5 82

ANSWER KEY: UNIT 6 98

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ERRATA IN STUDENT'S BOOK

Due to technical problems beyond our control and the tight publication deadline, a number of errors have inadvertently slipped into some of the texts of the coursebook.

p.23 Read ***Africana the Encyclopedia of the African and African American Experience*** instead of ***The Encyclopedia of Africana.***

p.24 Read **it exerted** instead of **it exert**, and **on the Numidians** instead of **on that of the Numedians**.

p.25 Read **the sentences that express concession and time** instead of sentences that express **time and concession.**

p.30 Read **Polyphemus, the Cyclops**.

p.49 Read **You think that the government**… instead of **You think that government**…

p.50 Read **guilty** instead of **gulity**, **in some of the departments**, instead of **in some of the department**, **Which is the odd one out?** instead of **Which is the Odd one?** and **sweetener** instead of **sweetner**.

p.52 Read **Then as a group, review …** instead of **Then as, a group, review, …**

p.57 Read **who say that counterfeiting is** … instead of **who say counterfeinting is…**

p.58 Read **from the least to the most important** instead of **from the list to the most important.**

p.74 Read **Designing an educational prospectus** instead of **Designing an educational prospesctus.**

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p.75 Read **training for citizenship** instead of **creating good citizens**.

p.77 Read **enrolment instead of enrollment**.

p.80 Read **from age five to age sixteen** instead of **from age five to age eleven.**

p.81 Read **I wish my parents would accept my choice** instead of **I wish my parents would accept .**

p.85 Read **students' characters** instead of **student's character**.

p.87 Read it **provides the minimum (train) … for (function)** instead of **it provides the minimum (train) …for function.**

p.90 Read **write your draft letter**. Delete the rest.

p.91 Read **There should be one only** instead of **There should only be one only**.

p.92 Read **homepage** instead of **home page.**

p.94 Read **leave out** and not **leave**.

p.110 Read **when they do their shopping** instead of **when they do the shopping**.

p.111 Read **commerce (n.)** rather than **commerce (v.).**

p.112 Read **the number of shopaholics** instead of **the number shopaholics**.

p.113 Read **An insufficient amount of food instead of a very small amount of food**,and **encounter a financial problem** instead of **meet a financial problem**.

p.118 Read **shoppers/sellers** instead of **buyers/sellers.**

p.119 Read **could you get me some flour?** instead of **could you get some flour** and **the main stress in each of the sentences** instead of **the main stress in the sentences**.

p.122 Read **Civil Protection officer** instead of **Civil Protection Officer**.

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p.124 Read **James is for advertising whereas Jenny is against it** instead of **Jenny is for advertising whereas James is against it.**

p.125 Read **beneficial to** them instead of **beneficial for**, and delete

but in **Though _____.But** _____ .

p.147 Read **Well, because now I am understanding astronomy** instead of **Well, it is because now I am understanding that astronomy**.

p.161 Read **it is true but…** instead of **it is true that but**.

p.169 Read **makes them softer** instead of **makes it softer.**

p.174 Read **they prefer to cry rather than retain their tears** instead of **they prefer to cry than retain their tears.**

p.176 Read **What form are the verbs which follow rather and it is better?** instead of **What form are the verbs which follow rather and better?**

p.181 Read **with the feelings on the left** instead of **with the feelings left**.

p.185 Read **agree with the author's opinion about the way of making friends** instead of **agree with the author's opinion about how the ideal way of making friends.**

p.187 Read **which part of the public statement was irrelevant?** instead of **which part of the public statement is irrelevant?** and **Stay focused on the act of writing and on the topic until the time is up** instead of **Stay focused on the act of writing and the topic until the time is up.**

p.188 Read **Predicting the content of the body of a text** instead of **Predicting the content of a body of text**.

p.191 Read **What makes you smile or laugh?** instead of **What makes you smile or laugh in this famous story?**

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p.192 Read **Study the following interpretations of the story. Then…** instead of **Study the following interpretations of the story that you have read above.Then…**

p.197 Read **the foundations of civilization were first laid by farmers** instead of **the foundations of civilization were laid by the first farmers**.

p.199 Read **And I must add** instead of **and I must add**.

p.200 Read **conforming** instead of **confirming**.

p.202 Read **Dozens of them are hovering**… instead of **Dozens of them hovering** , and **she attended a chemistry course** instead of **she has attended a chemistry course**.

p.203 Read **passed** or elapsed instead of **passed by**.

p.207 Read **What we do in our laboratory is try to** … instead of **What we do in our laboratory is trying to… .**

p.208 Read **I remember teaching her when she was a little girl** instead of **I remember seeing her when she was a little girl**.

p.218 Read **harder** instead of **hard**, and **a wish** instead of **wish**.

p.225 Read **I propose Miss Ford should be appointed secretary of the committee.**

p.231 Read **we use inverted commas/ quotation marks** instead of **we use quotation marks**, **Neil** instead of **Nel,** and "that's

p.240 Put a full stop after astronomy.

p.243 Read **the Romans' civilizing of 'barbarous' Britain** instead of **the Romans' civilizing of the 'barbarous' Britain**.

p.255 Read **shelves** instead of **sheflves,** and omit **of these products in each**.

p.256 Read **who have bought something that** instead of **who have bought something that that.**

p.259 Read **eating** instead of **earting**;

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p.264 Read **many listeners tuned** in instead of **many listeners turned in.**

p.267 Read **Sport and Friendship Among Peoples** instead of **Sport and Friendship Between Peoples**.

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Key features of the coursebook

I. Pedagogical principles

New Prospects is the last of a series of three coursebooks designed for the teaching of English to secondary school students. As one would expect, the procedures followed here are similar to those adopted for the making of the first two books. They comply with the recommendations issued in the official syllabus set down by the Ministry of National Education (2006). Its main principles rest on communicative language teaching, which engages learners in real and meaningful communication. By real, we mean that the learners are given opportunities to process content relating to their lives and backgrounds, and to develop both fluency and accuracy.

In this coursebook, we view language learning as a developmental process through which the learners make errors as a natural part of that process, and self-correct. We also regard the **mastery of grammar as the cornerstone** of a good command of English. This is the reason why we have deliberately foregrounded it in this book. This being said, we haven't made of it an end in itself, but a means to an end particularly through a constant 'translatating' of grammar rules into language **functions**, thus ensuring the learners' competencies.

New prospects provides a large number of effective learning tasks through which students are brought to notice, reflect and analyse how English is used. The tasks devised provide ample opportunities for learners to interact in the classroom and negotiate meaning. Most of these tasks involve the use of 'discovery learning' (inductive learning), and are intended to enhance individual learning as well as learning with peers.

These tasks are devised in such a way as to encourage students to use more complex utterances, more fluently and more accurately than in previous years of education. The cumulative effect of the diversity of tasks will enable students to gradually automatize their knowledge and recall the language acquired with greater control and ease during production. It is naturally up to the teacher to opt for the most

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appropriate tasks, in accordance with the needs of the classroom(s), i.e. whether the emphasis should be more on vocabulary building and on grammatical structures, or on reading and writing skills.

In this pursuit, there will be necessary returns to previously studied aspects of language, to skills and strategies approached during the first and second years. Teachers will expect their students to revise, practise and consolidate their knowledge in so doing. On the other hand, the present coursebook, with its six thematically based units, will be geared to raising more awareness of the complexities of the English language in terms of **lexis** and **discourse**. Thus the texts selected present language in different types and styles: radio interviews, dialogues, news reports, encyclopedia entries, newspaper and magazine articles, excerpts from works of fiction, poems, etc. The students will thus be preparred to interact with various language situations they will encounter in real life.

II. Organisation of the coursebook

New Prospects progressively develops in students the three competencies of interaction, interpretation and production that cover all areas of language (syntax, morphology, vocabulary, pronunciation, spelling) through six graded units. In addition, the graded tasks are of the type to be found in the English paper of the *Baccalauréat* examination, and thus provide the students with a gradual familiarisation with the examination requirements for English. The different task types will be dealt with subsequently.

- Each unit in ***New Prospects*** includes the presentation and practice of grammar, vocabulary and pronunciation/spelling with the four skills. This practice is related to the theme discussed in the unit.
- Each unit is followed by an evaluation grid to check on the learner's progress. It reviews students' knowledge of the language items presented in the unit and tests their ability to use the skills and strategies through reading passages/texts that appear at the end of the coursebook.
- At the end of ***New Prospects***, we have included the following items:

a. Listening scripts

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The listening scripts for all listening tasks in the units can be used by the students in class to correct their own work.

b. Grammar reference

This is a rubric to which students are referred throughout the book. They should use it for revision and for checking when they are not clear on a grammar point. Checking grammar for themselves will foster autonomy and will make it easier for them to keep on learning after classes.

c. Resources portfolio

This section aims at making learners maximise their language learning experience. Working through the texts and the activities that follow will help students to consolidate the language and skills presented in the coursebook. The resources portfolio contains a number of texts which correspond thematically to the texts in the units and present topic-related reading tasks for both skimming and scanning purposes. The portfolio can be used in class as a means to providing immediate follow-up work for language practice, skills and strategies.

III. Unit description

This coursebook caters to the needs of the major *Baccalauréat* streams. We have tried to strike a balance between topics related to science and technology and others related to language and humanities. In each of the six units, we focus on an area of knowledge which develops a specific use of English. ***New Prospects*** is designed in such a way that each stream of students preparing their *Baccalauréat* will be able to choose (with their inspector/teacher) the **four mandatory** units which will be more directly related to their field, which means that the students needn't work on all six units. The themes in the coursebook are as follows:

A. Ancient civilizations

B. Ethics in business

C. Education in the world: comparing educational systems

D. Advertising, consumers and safety

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E. Astronomy and the solar system

F. Feelings and emotions

Each unit is structured as follows:

❑ Presentation of the project outcome ;

❑Two parts: Each part contains two sequences subdivided into rubrics;

❑ **Take a break**, a section wherein students are invited to relax to better start the second part;

❑ **Research and report,** a section in which students individually or in groups will start re-investing what they have learnt in the first part. It provides a training ground for the project proper;

❑ **Project outcome**

❑ **Asssessment**

❑ **Time for…**

In Part One the sequences are as follows:

1. Listen and consider

2. Read and consider

These two **sequences** are patterned in a more or less similar way, and contain the following rubrics:

❑ Language outcomes states the linguistic objectives

❑ Getting started

❑ Let's hear it (for the **Listen-and-consider** sequence)

❑ Taking a closer look (for the **Read-and-consider** sequence)

❑Around the text (This rubric comprises grammar and vocabulary tasks preceded by grammar explorers and vocabulary explorers.)

❑ Pronunciation and spelling

❑ Think, pair, share

Part Two contains two other sequences:

3. Listening and speaking

4. Reading and writing

These two sequences are also patterned in a more or less similar way, and are subdivided into the following rubrics:

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- ❑ Skills and strategies outcomes (which states the communicative objectives)
- ❑ Before listening (or before reading)
- ❑ As you listen (or as you read)
- ❑ After listening (or reading)
- ❑ Say it in writing (or writing development)

Part Two ends with the project outcome announced at the beginning of each and every unit and signposted at strategic points of the unit. Apart for offering guidelines about how to concretise the assigned project, it offers project alternatives and useful web sites.

The project outcome is followed by an **Assessment section**. It is devoted to language and skills and strategies assessment. Having seen how each part is planned, let us now consider how each of the two sequences is articulated.

IV. Sequence description

Sequence One (Listen and consider)

As announced above **Listen and consider** begins with **Language outcomes**, which involves no task but is a preview of the language objectives to be achieved by the end of the sequence. Thus grammatical structures, vocabulary items, idioms and features of pronunciation such as word and sentence stress, are meant to be understood and used, and also being assessed in the **Assessment** section of Part Two at the end of the unit.

This first sequence deals with listening comprehension. Its purpose is to lead the students to listen intently to an aural message/text, paying particular attention to features of language use described in the **Language outcome** preview. It will also make the students respond to the message orally or in writing. This type of focused listening (followed by a response) is meant to help the student develop an ability to listen for a purpose (understanding the gist of the text or the details). It is also to help him respond to an aural message orally or in writing with accuracy and appropriateness (for example, answering comprehension questions, re-ordering sentences, etc).

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This listening task is realised in a two-step procedure: **Getting started** and **Let's hear it**. The student will first look at the thematic pictures, discuss the topic with peers and answer the related comprehension questions. This activity is meant to access and activate her/his background knowledge of the topic and prepare her/him for the next listening phase, **Let's hear it**, for which a number of exercises/tasks (Listen + re-order, listen + answer questions, etc.) are provided. E.g. Listen + re-order: the teacher reads the text while the students try to remember and re-order jumbled-up sentences. Listen and answer questions (orally or in writing) The students listen again to the whole text as it is read by the teacher and answer comprehension questions.

Around the text exploits the same text for language work and focuses on its grammatical and lexical content. Here the students are requested to look at language with a magnifying glass, as it were, and to focus on specific features of grammar, vocabulary, pronunciation and spelling.

A variety of tasks have been provided in this connection. These tasks are typically intended for matching statements, identifying the functions of words, reflecting on word order and morphology, using content and function words correctly, filling gaps with appropriate items.

Pronunciation and spelling is a rubric which is devised to increase the student's understanding of the sound-spelling relationships that characterise English. We are not expecting students to become phoneticians or linguists, but simply aiming to 'train their ears' to be more perceptive *apropos* the subtleties of English pronunciation, stress and intonation. Spelling is a goal still worth pursuing at this final level of secondary education. The more acute the reception of an auditory message, the better its interpretation; likewise, the more intelligible the pronunciation the more effective the transmission of the message.

Communication in a foreign language relies crucially on a good listening ability. Discriminating between sounds in various utterances is the ultimate stage of compretence before performance. Therefore, tasks such as 'listen for stress' and 'listen for syllable division' are provided to this end.

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In the last rubric, **Think**, **pair**, **share**, the students will work individually, then in pairs, and lastly with other peers in a group.

The **think**, **pair**, **share** tasks call for an interaction with other students and their teacher, and each student will produce a piece of writing: a dialogue, a short article, a description, a narration, a poem, etc. This will be presented orally to the class.

Sequence Two of the unit **is Read and consider.**

This sequence includes six rubrics, just like the previous one. We have paid particular attention to the development of the reading skill, one of the most demanding achievements not only for this final year of English study at school, but also for future studies at university. To this effect, we have included a large number of additional material for extensive reading in the resources portfolio.

The first rubric is **Language outcomes**. Just as in section 1, this rubric contains no tasks but reminds the student of the linguistic objectives to be achieved by the end of the section. These language outcomes can also be assessed in the assessment rubric at the end of the unit.

The second rubric, **Getting started**, invites a brainstorming session during which the topic under focus is debated; by the same token the students background knowledge is activated when some aspects of language are previewed (vocabulary, language structures, etc).

Through this pre-reading activity, the students will build schematic knowledge necessary to understand the text.

The third rubric, **Taking a closer look**, involves reading the text silently and individually, and answering comprehension questions. They may be referential or inferential questions, or they may open up a discussion on comparing native situations with non-native ones. This rubric involves not only looking at its content, but also at its form. Two types of exploring activites are provided stemming from the text studied in the **Around the text** rubric: **Grammar explorer** and **Vocabulary explorer**. **Grammar explorer** comprises up to three levels of activities (I, II, III) of graded difficulty, and its main purpose

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is to study the grammar of the text: the students will be involved in awareness-raising activities related to tenses, prepositional verbs, etc. They will also be given an opportunity to produce messages in correct English. These accuracy-based activities end with a production task which is also meant to focus the learner's attention on grammatical correctness.

Vocabulary explorer (I, II, III,…) caters for the student's vocabulary building skills, and deals with word formation, the practice of idiomatic formulae, etc.

The fourth rubric, **Pronunciation and spelling** also deals with language-related tasks, specifically pointing to the phoneme-grapheme correspondence in English. The student's attention is drawn here to the discrepancies existing between the pronunciation system and the spelling system in English. The students are invited to note down these while the teacher is reading the text aloud.

The fifth rubric, **Think, pair, share**, focuses on individual work, pair work and group work, and generates interaction between group members. The teacher will act as a facilitator and guide intervening in the class when necessary.

Take a break brings to an end the **Read-and- consider** sequence. It brings a lighter note to the activities carried out up to this point by introducing light jokes, proverbs, songs, etc. An intercultural dimension is added to this rubric, as a means to pointing to other people's experiences in their own milieus. This is a moment for students to relax before moving on to the next sequence.

Research and report deals mainly with learners' outcomes i.e., behavioural outcomes. The tasks are assigned to students to work on (individually, in pairs, or in groups) outside the classroom, either for feedback to a subsequent lesson, or lead-in to a classroom activity. A number of written/oral tasks are suggested: newspaper articles, short stories poems, speeches, public statements on a specific topic, etc. Just like **Think, pair, share**, the **Research and report** section encourages interaction/negotiation of meaning, and it is a good preparation for the final major task, i.e. the project.

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Sequence Three

Listening and speaking includes four main rubrics. The first one **Skills and strategies outcomes** is a preview of the communicative objectives to be achieved by the students.

In this rubric, a number of receptive strategies are activated. They should be the focus of the students' attention throughout the second sequence. Indeed now we are moving from language-based study to discourse-oriented learning, and the student is accordingly requested to move from language analysis to discourse analysis. In this sequence, the aim is to 'unlock', or 'unpack' texts to look into relations of cohesion and coherence, at lexical chains, etc. It is the examination of the logical relations between sentences in a text that will make students discover the connotative import of discourse (E.g. mood, tone) and trace 'underside meanings'.

Before listening is a rubric that prepares the students for the understanding of an aural text through pre-listening activities, and thus allow her/him to predict content through a set of questions. These activities prepare for note taking as well.

As you listen is a rubric which includes activities requesting learners to listen for gist, for detail, and to check their expectations/inferences, confirm them or reject them.

After listening is a post-listening stage which involves activities of a more intensive nature. Unlike pre-listening activities which focus on top-down thinking through prediction of content (from a picture, for example), post-listening activities deal with bottom-up listening and help students to give shape and significance to the texts. Thus, they can construct a plan from notes and summarize the content. After listening activities, other skills such as speaking, reading and writing can be practised.

Saying it in writing

This is the natural follow-up of the previous, receptive stage, as it allows learners to build confidence through the production of material related to the listening content. This rubric prepares the students for

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the next section **Reading and writing**, a stage that follows logically from this one.

Sequence Four

The **Reading and writing** sequences start with **Skills and strategies outcomes**, a rubric which defines the objectives to be achieved by the students (linguistic, communicative, cognitive), and the levels of reception and production of a message expected.

Before reading, **As you Read**, and **After reading** focus on the students' use of their skimming and scanning skills to make sense of authentic and semi-authentic materials. The students will first activate their pre-existing knowledge to make predictions about the topic. In many cases, they will also be required to identify the structure of the text, to infer meaning and to pinpoiint inferences from context and follow up abstract ideas.

Writing development: This is the last skills rubric in which the students will have opportunity to express opinions, give reasons, present arguments: they will have now sufficient vocabulary and grammatical command as well as the required skills and stragegies to do the writing tasks. Here, the students will demonstrate their sense of organisation, cohesion and coherence, and will draw on appropriate registers to communicate their main message.

The writing activities that we have suggested reflect real-life tasks, such as writing simple reports, brief articles, formal and informal letters, etc. Let us focus now on the ultimate learning-and-doing outcome, namely the project.

IV. About the project

As said in the foreword to the Student's Book, 'the project designing procedure runs in parallel with the unfolding of the unit'. It is the visible and assessable manifestation of the students' competencies, i.e. the end result of their command of language and of the skills and strategies they have acquired throughout the unit.

The project is signalled seven times in the unit: at the top of the first page, five times throughout the unit (Brainstorming - Fact finding – Organising - Writing up – Assessing) and a seventh time – in a more

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detailed way, towards the end of the unit. These are flash-points, so to speak, designed to chart the students' progress in giving shape and consistency to their project. This charting should take the form of monitoring sessions (twenty minutes at the end of a class meeting) during which the students will discuss and sort out the ways and means that apply to their project. The follow-up between two sessions is assumed to be done by the students, as a group, outside the classroom.

BRAINSTORMING is the first of such sessions, with the teacher acting as facilitator. The aim is to get the students to envisage and agree on the tasks involved, the possible sources of information and the format and content of the end product.

FACT FINDING

Most of the activities at this stage take place outside the classroom. The students enquire about where and how they will get the information they need (the Internet, a survey, an interview?…) and about the equipment they may want to use (cassette recorder, picture camera, drawings?…) as well as the places (a museum, a business company?…) they may have to visit. They may not have to meet in class at all.

ORGANISING

This is where the feedback of the students is made use of in a rational and efficient way. Divide the class into groups (5 studens per group to the maximum). Get each group to appoint a **spokesperson** who will make the final report to the class at the end of the project. Get all groups to agree on the tasks assigned to each of them. Otherwise leave it for each group to decide who does what and in what sequence. All the ensueing work will be done outside the class, or even outside the school.

WRITING UP

This activity will preferably take place between school hours provided each group manages to find a time and a place of its own. Otherwise, devote a whole class meeting to this session – time permitting, of course! – with each group working separately. This will involve

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writing (in correct English) but also editing (what colours to use, how much space will be devoted to illustrations, how much to text…) and negotiating (with possible opinion clashes). The teacher's role at this stage is one of soft monitoring. Move from one group to another, giving advice whenever necessary.

ASSESSING

At this stage the work of each group is assessed by a **board of assessors** (one from each group) chaired by the teacher, or by a student elected by his peers. Make it informal however. The session starts with the spokesperson of each group reporting to the class about the work done and presenting the 'product' realised for appreciation. The same operation is repeated for each group. The board of assessors will eventually award the First Prize to the best project.

Naturally, the indications above should, by no means, be regarded as gospel truth. It is up to you to adapt the pedagogical route which you think to be the most suitable for your class.

Finally, it may be of interest for you to note that we have proposed alternative projects, of a 'lighter' kind, designed for students who want to work on their own, as well as pertinent and helpful websites (to be complemented if need be).

VI. Conclusion

New prospects has been thought out in such a way as to instill in learners ease and confidence in their communicative use of English. The units of this coursebook offer a variety of activities reflecting real-life situations and prompting the students to practise English in creative ways. Their consolidation of skills, whether oral or written , is to be realised through a number of activities stemming from the competency-based approach. The objectives of such activities are clearly identified and explained at each stage of learning/teaching.

The tasks in question have cognitive aspects elaborated in accordance with Bloom's taxonomy of educational objectives. The surface levels involve knowledge, comprehension and application while the deeper levels of cognitive processing appeal to analysis, synthesis and evaluation. Every unit contains a number of tasks which

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have been designed to provide subject-matter knowledge, lower and high order thinking skills, reading strategies and compositional skills. These will enable the students to achieve proficiency in the three competencies, namely interaction, comprehansion/interpretation and production.

At all events, we hope that this coursebook will be a pleasant pedagogic tool, and a useful document to help our students in their progress towards success at the ***Baccalauréat*** examination.

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UNIT ONE: EXPLORING THE PAST (pp. 14-44)

Use the pictures as an entry to the theme of the unit.
E.g. What do the pictures represent/show?
Where are these monuments located? etc.
Get the students acquainted with the project outcome by referring them to page 42 so as to set them thinking about it.

LISTEN AND CONSIDER (pp.15-20)

Language outcomes (p.15)

Go through the language outcomes with your students so they will have a clear understanding of what the learning objectives of the section are.

Getting started (p.15)

1. The civilizations represented on the map are (from left to right) : Ancient Greek, Ancient Egyptian, Sumerian, Babylonian and Indus Valley civilization.

You may try to elicit the names of the civilizations that later flourished in the same areas.

2. The right answer is the Sumerian Civilization. There is no need to confirm or infirm the hypotheses made by the students at this stage of the lesson since the objective of the question is to raise interest and to make hypotheses. Students will check their answers by listening to the script in the **Let's hear i**t rubric.
3. Just as for the first question, the aim here is not to test the students but to get them involved in the lesson.
4. The students will give their own definitions. The important point here is to make them think about the theme of the unit. Have some students jot down the words they associate with civilization (E .g. sculpture, literature, astronomy…) on the board and justify their choice.

Let's hear it (p.16)

Task 1 (p.16)

Ancient Greek civilization: 4,000 years ago - Ancient Egyptian civilization: 5,000 years ago - Sumerian civilization: 5,500 years ago

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-Indus Valley civilization: 4,500 years ago - Chinese Civilization: 4,200 years ago

Task 2 (16)

Sumerian civilization **1** (5,500 ago) - Ancient Egyptian civilization **2** (5,000 years ago) - Indus Valley civilization **3** (4,500 years ago)- Chinese civilization **4** (4,200 years ago) Ancient Greek civilization **5** (4,000 years ago)

Task 3 (p.16)

A. The Sumerian civilization is the oldest civilization in the world. T
B. Most of the ancient civilizations rose along rivers. T
C. Agriculture did not form the basis of ancient civilizations. F
D. Ancient civilizations flourished during periods of peace. T
E. Most ancient civilizations fell into ruins because of war. T
F. Ancient Egyptians invented agriculture. F

Task 4 (p.16)

Have the students compare their answers. Then engage them in a discussion particularly with reference to answers to question D and E. These are important issues and should develop consciousness about the importance of peace for development, refinement in the arts and so on.

Task 5 (p.17)

You: How many civilizations has the world known so far ?

Your partner : Well, according to some historians the world has known 26 or 27 civilizations so far.

You : **Which one is the oldest/earliest civilization ?**

Your partner : The oldest/earliest civilization is the Sumerian civilization.

You **: How long ago did it start/begin/flourish/rise ?**

Your partner : It started in Mesopotamia some 4000 years ago.

You : **What about the Ancient Egyptian Civilization ? When and where did it start ?**

Your partner : Well, Ancient Egyptian Civilization started some 5,000 years ago along the Nile Valley.

You : What was the marjor cause of the collapse of these civilizations ?

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Your partner: **According to most historians, the major cause was war. Most of the ancient civilizations fell into ruins as a result of external invasions.**

Around the text (pp.17-19)

Grammar Explorer 1 (p.17)

For me (zero article) civilization is synonymous with (zero article) refinement, (zero article) refinement in (zero article) architecture, in (zero article) law, and in (zero article) life styles. (The) culture and (the) literature of (a) society also contribute to (the) flourishing of its civilization.

Encourage students to explain the use of the three types of articles in English. Place emphasis on the zero article before abstract nouns. Refer students to the Grammar Reference on pp.211-212) only once they have tried to do the task. If necessary, devise a task of your own to consolidate the students' knowledge of articles.

Grammar Explorer II (pp.17-18)

A. Had to, **were able to,** and **used to** express in this order: **obligation/necessity in the past**, **ability in the past**, **habit in the past** (or contrast between present and past realities).

B. The negative of **had to**, **were able to**, and **used to** are in this order: **didn't have to** (absence of obligation), **were unable to**, and **didn't use to**.

Make sure the students use these negative in sentences for illustration.

Refer students to SE2 Grammar Reference, pp.197-198.

Task (p.18)

used to live - used to hunt – used to farm – had to migrate – were able to survive.

Vocabulary explorer (pp.18-19)

Task 1

A. rise – originate- start- begin- emerge

B. mature- develop- evolve – expand- spread - flourish –bloom

C. decline- collapse-fall to decay- into ruins- vanish- disappear

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Each of the three categories (A-C) contain verbs which are more or less simmilar in meaning. So it doesn't really matter which comes first in its category.

Task 2 (p.18)

1= rise(= emerge) 2= mature 3= disappear (=vanish, fall into ruins, fall to decay) 4= originated, began, started, emerged) 5= spread (= expanded) 6= developed (=evolved) 7= evolved 8= flourished
9= declined 10= collapsed (fell into ruins, fell to decay)
Make sure the students realize the importance of appropriacy in the choice of the words. Synonyms should be used to avoid repetition.

Task 3 (p.19)

Go through the tips to make the students aware of what dependent prepositons are before setting them to task.

1. Ancient Egypt consisted mainly of the Nile Delta. 2. It contributed greatly to the development of geometry. 3. If its people were interested in geometry, it was basically for practical purposes. 4 Ancient Egypt depended a lot on the Nile River. 5. Its waters were used for drinking and irrigation.6. Many geometric laws were derived from their attempt to control the waters of the Nile.7. The Ancient Egyptians became so good at geometry that Greek scientists like Thales went to study geometry in Egypt.

The sentences should be rearranged in the form of a paragraph. Refer the students to the Grammar Reference pp.212-215 to check some of their answers to task 3 above.

Pronunciation and spelling (p.20)

A. When was (weak form) Christopher Columbus born ?
B. It was (weak form) in 1450.

A. Was (weak form) he a Spaniard ?
B. No, he wasn't (strong form). He was (weak form) Italian (emphasis on Italian).

A. Were (weak form) there many good Italian navigators and explorers in Columbus's time ?
B. Yes, there were (strong form) quite many. Amerigo Vespucci was (weak form) one of them. America was (weak form) named after him.

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A. Does that mean that Italian explorers were (weak form) the only ones who explored North America ?
B. No, they weren't (strong form) the only ones. There were (weak form) also Portuguese, Spanish, French, Dutch, and Brititish explorers.

Note: The weak form is used when the auxiliary verb is at the beginning or in the middle of a sentence, and when it is not stressed. The strong form is used when the auxiliary verb is at the end of sentence, or stressed.

Think, pair, share (p.20)

Make sure the students contrast the past (used to/had to/were able to) with the present (verbs in the present simple). Provide them with some link words (unfortunately, however, on the one hand, on the other hand). Insist on the need for a concluding sentence.

A century ago, people were able to live in better conditions than their parents thanks to the progress made in science and technology. But in practice, the outcome of this progress was slow to materialise. For instance, most people still used to travel long distances on foot or by stage coach. And as mechanisation was not introduced significantly in daily activities, household chores still had to be done manually, and were therefore time consuming.

On the other hand, community life was still an asset for social cohesion, since people had more opportunities to meet and interact. So they were able to chat with neighbours at shops or in clubs and have a cup of coffee with friends or relatives and tell stories and jokes. Likewise, family visits were frequent and kept the folklore alive, with the grandparents who used to tell traditional tales or sing lullabies or folk songs to their grandchildren. Unfortunately, with the development of audiovisual means such as the cinema, radio, television and then personal appliances like the computer, CD-roms and DVDs, the chances of socialisation are dwindling and the lack of interaction between people may increase stress, loneliness and anxiety.

Could we then complain that we are missing out on some ingredients in life which used to make our great grandparents happier? This is probably so, since closer contacts among neighbours, friends and families had to be beneficial for communal harmony. However,

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scientific progress in all fields, particularly in medicine, modes of transportation and communication, and agribusiness can only show that our lives are today quite fulfilling and, if anything, more comfortable than a century ago.

READ AND CONSIDER (pp.21-29)

Language outcomes (p.21)

Go through the language outcomes preview with your students to have them acquainted with the objectives of this section.

Getting started (p.21)

1. Have the students identify the location of Algerian World Heritage sites, preferably on a map.

The Casbah of Algiers : (City of Algiers) (1992) ; **The Banu Hammads' Qalaa**: on the western side of Djebel Maadid, overlooking the Hodna plains, some 100 km away from Bejaia (1980) : **Timgad:** (Colonia, Marciana Trajana, Thamugadi) (December 17, 1982) situated 110 km to the south of Cirta (today's Constantine), a few kilometres south-east of today's Batna, 27 km to the west of Tazoult, at the foot of the Aures mountain range; **The Mzab Valley** : (December 17, 1982) The Mzab Valley consists of five small fortified towns (Ksour) : El Ateuf, Bou Noura, Beni Isguen, Melika and Ghardaia. **Djemila:** (formerly known as Cuicul) December 17, 1982, 50 km away from Setif ; **Tipaza :** (December 17, 1982) **Tassili N'ajjer :** 1982, (1986) in the Sahara, eastern part of the Ahaggar (altitude between 1000 and 2500 m); The Algerian government declared the Meddak region situated on the heights of the city of Djanet a national park in 1972.

Questions 2 and 3 can admit of more than one answer.

This definition of the concept of World Heritage Site can be helpful for you :

A World Heritage site is a place or structure included on an official list produced by the World Heritage Committee of the United Nations. Places are chosen for the list because they are considered to be of **outsanding universal value**, often for historical reasons, and are therefore preserved.

The students who have followed the new programme have already come across the concept in the MS3 book.

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3. The importance is in the justification of the answer provided by the students and in making the students aware of the cultural heritage of their country and of its value.

Taking a closer look (p.21)

Interact orally with the students using the title and the illustration to the text on pages 22-23.

E.g. What does the picture represent? What does the text deal with?
Where is it taken from ? To whom is it addressed?

Have them skim through the text to check some of the answers they have providing during the interaction. Then move on to the task proper.

Key:

1. False 2.True 3.True 4.True 5.False

Have the students refer to the text to justify their answers.

Around the text (pp.23-27)

Grammar Explorer I (pp.23-24)

A. The comparatives of superiority: It has **more** rock drawings and engravings **than** any other prehistoric Saharan sites.

The comparatives of equality: No country in North Africa has **as much** access to the Mediterranean sea and the Sahara **as** Algeria.

- ❑ These rock paintings, engravings and remains have yielded **as** much information **as** we need in order for us to have a clear picture of life used to be like in the Sahara of Prehistoric times.
- ❑ The Tassili-n'Ajjar seems to have had **as** few exchanges with the Phoenician and Roman civilizations **as** the other Saharan sites of our country.

The comparatives of inferiority

- ❑ Algiers had **less** influence on international commerce **than** other Algerian maritime cities because it had **fewer** natural harbours (than the other maritime cities).
- ❑Algeria has **less** World Heritage Sites **than** some other countries.

B. The superlatives of superiority

- ❑ Of all the sites of Southern Algeria, the Tassili n'Ajjer has the **most** prestige.
- ❑ It contains the most remains.

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B. Emphasize the sequencing of the actions (First action: past perfect, Second action: simple past) Refer the students to Grammar Reference pp. 226-227.

Task 3 (p.25)

A. **As soon as** Tarik Ibn-Ziyad (**had**) **crossed** the Straits of Gibraltar, he **gave** his famous speech. (**As soon as** can also be in middle position.

B. **After** the Muslims **had settled** in Andalusia, they **transformed** it into a prestigious cultural area. (**After** can also be placed in middle position and replaced by **when**.)

C. **Though/ despite the fact that/in spite of the fact that** Andalusia **had** an extremely diverse population, it **maintained** its social cohesion and harmony for many years.

D. The Muslims **had stayed** in Andalusia **until** the Spaniards **captured** the Alhambra in 1492 and **brought** down the Kingdom of Grenada.

E. **Though/ despite the fact that/in spite of the fact that** the Muslims **left** Andalusia in 1492, Islamic civilization **remains** an enriching element of the Spanish cultural heritage.

Vocabulary Explorer (pp.26-27)

Task 1 (p.26)

Aim: vocabulary building through affixation

Invent (v), invention, inventor (n), inventive (adj), inventively (adv.)

Enrich (v), enrichment (n), enriching (adj.), adv. none

Achieve (v), achievement, achiever (n), achievable (adj.), (adv.) none

Devote (v), devotion, devotee (n), devoted (adj.), devotedly (adv.)

Responsibility (n), responsible (adj.), responsibly (adv.)

Improve (v), improvement (n), improved (adj.), (adv.) none

Practise (v), practice (n), practical (adj.), practically (adv.)

Hospitality (n), hospitable (adj.), (v.) none, hospitably (adv.)

Dedicate (v), dedication (n), dedicated (adj.), (adv.) None

(V) none, science (n.) ,scientific (adj.) scientifically (adv.)

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Develop (v), development(n.) ,developed/developing (adj.)
(adv.) none
(V) none, culture(n), cultural (adj.), culturally (adv.)

Task 2 (p.26)

1. enrich 2. enrichment 3. had invented 4. inventions
5. achievements 6. scientific 7. cultural 8. improvement (=development) 9. responsibility 10. devoted (dedicated)
11. inventive 12. scientific 13. improved

Task 3 (p.27)

A. The Aztec civilization **disintegrated** as a result of the Spanish conquest. The Spanish conquistador Hernan Ferdinand Cortés (1485-1547) **dispossessed** the Aztecs of their wealth and **depopulated** the major Aztec cities.

B. Historians **disagree** on the real causes of the fall of Maya (also Mayan) civilization. Some of them say that its **disintegration** was due to the spread of epidemics. But other **disapprove** by arguing that it came as a result of the **deregulation** of the climate and domestic **dissatisfaction** and **discontent**.

Task 4 (p.27)

Some of the words which can carry prefixes **dis-** or **de-** are :
disappoint, disagree, dissatisfaction, decentralize, demilitarize …

Task 5 (p.27)

well-informed - well-known – well-established - well-kept – well-refined – well-founded – well-balanced – well-preserved – well-supported – well-documented – well-appreciated

1. well-refined 2. well-preserved/kept - 3. well-documented
4. well-informed 5. well-appreciated

Task 1 (p.28)

Jean François Champollion le Jeune (1790-1832**) studied** Egyptian hieroglyphics. At the **beginning** he thought that he could decipher this system of writing by **using** the Coptic language from which he **believed** Ancient Egyptian **developed**. But he was **proved** to be **terribly** wrong. When he realized that he was just l**ying** to himself, he **stopped trying** to decipher the hieroglyphics with the help of the

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Coptic language and **turned** to the study of the hieroglyphics as an independent system of writing. The study of the Rosetta Stone, a slab of basalt with inscriptions **dating** from 197 BC **permitted** him to discover the **mysteries** of the hieroglyphic system of **writing** in 1824. Champollion **enjoyed** great popularity among his **contemporaries**. Today he is **considered** the founder of Egyptology.

Task 2 (p.28)
Studied, permitted /id/
Developed, stopped/t/
Proved, realized, turned, considered, believed /d/

Task 3 (p.28)
Aim: Sound-spelling links (pronunciation of the letters **ch**)
-Archives, architect, architecture, archipelago, alchemy, archaic, archetype, epoch, archaelogy, Archemides, archangel /k/
-Church, coach, archer, archway, archduke, artichoke /τ♥/

Task 4 (p.28)
Follow the instruction. Ask your students to give other examples.

Think, pair, share (p.30)

Study the closely the model essay below and make the best use of it in preparation for the exercise.

There are three major threats to our civilisation, which can lead to the destruction of mankind. We have first nuclear energy, which has been a constant liability ever since the explosion of atomic bombs in 1945; there is also pollution, a major cause for concern with the massive and noxious increase in industrial activities and mechanisation; finally, climate change constitutes another threat, as an outcome of the first two mentioned problems.

The escalation of nuclear weaponry since World War Two has exposed humanity to a nuclear war that would not compare at all with Hiroshima and Nagasaki, since it could wipe out life on earth many times over. The Cold War was a period of tension between the two most heavily equipped nations in terms of nuclear warheads, the USA and the USSR. The *Détente* that came after did not suppress all worries, since other countries have the bomb, and could use it any time.

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There are also indirect consequences to owning nuclear energy. Indeed, a lethal form of pollution can originate from it if accidents in nuclear power plants occur. But apparently less dangerous forms of pollution, generated by an ever- increasing industrialisation, can also cause severe illnesses and deaths. We can think of all the chemicals dumped by factories underground, or in rivers and seas, or of the enormous amounts of smoke emitted in the air by factories and vehicles. All of these are causing all sorts of illnesses in humans and threatening wildlife.

Apart from these direct consequences, the third threat to our civilisation, climate change, is directly related to the first two mentioned. Smoke has resulted in the greenhouse effect, responsible for the increase in mean temperature in the world. Consequently, the ice caps in the north and south poles are shrinking, the sea level is rising, rains have become irregular, hurricanes are more frequent, monsoons are more destructive, droughts have intensified, and have reached usually wet parts of the world. Therefore, the danger of famine is real , and can even lead to dramatic wars over the possession of the meagre resources remaining. Surely the impending threat of nuclear warfare, and the lethal chemicals spread in the environment make the world a dangerous place to live. The tons of smoke sent out in the atmosphere also constitute a health hazard, and are responsible for climate change. There are indeed urgent measures to be taken by governments to make human activities safer if our civilisation is to survive and thrive.

TAKE A BREAK (p.30)

E.g.

Once upon a time, in a little island called Ithaca, on the western coast of Greece, there lived a king named Odyssseus (which means a ‘man of wrath’ in Greek). The name was changed into Ulysses by the Romans , and we shall call him Ulysses. We do not know much about Ulysses when he was a little boy, except that he used to hunt with his maternal grandfather Autolycus on Mount Parnassus. It was during one of these hunts that a boar wounded him.

When he grew up, he became distinguished among Greek leaders for his cleverness and cunning … . (To be continued by students).

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Note: All tales begin with 'Once upon a time' and end with 'and lived happily ever after'.

Research and report (p.31)

The report can be presented in the form of a class presentation (speaking from notes on the diagram) or an interview.
Advise the students to present the information in a climax order (from the least to the most important piece of information).
Use maps to represent the spread of Islamic civilization and pictures/drawings of famous people and monuments.
E.g

In the history of mankind, Islam gave rise to a civilization which soon became a model for many nations all over the world. This Muslim civilization emerged in Arabia in the seventh century of the Christian Era when the Prophet Muhammed (Blessed Be His name) revealed God's message. Out of Islam rose a civilization that could not be confined to the Hidjaz … (To be continued by students).

LISTENING AND SPEAKING (pp.32- 35)

Skills and strategies outcomes (p.32)

Go through the preview with your students to make the objectives of this section explicit.

Before listening (p.32)

A. It represents the Phoenician civilization.
B. It originated in what is known as Jordan and Lebanon today.
C. It spread to the Mediterranean Basin.
D. Carthage (Tunis), Icosium (Algiers), Hippo (present-day Annaba)
Students can come out with further information.

As you listen (p.33)

Task 1 (p.33)

Students check answers to the task in the before-reading rubric (p.32)

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Task 2 (p.33)

Have the students go through the text in the coping box. Interact with the students and clarify further the notions if necessary.

1D - 2B - 3E - 4C. 5A

Task 3 (p.33)

If necessary, let the students check the meaning of the words in the dictionary. The students will do the task from memory. Then check their answers by listening to the script a second time.

Key: b. peaceful c. nomadic d. business-minded f. knowlegeable

Have the students give their justifications. Key words from the script are enough as a justification.

After listening (p.34)

Have the students skim through the text in the coping box. Then have them interact in order to elicit the genres (historical accounts, tales, novels, short stories, newspaper and radio reports…) in which the chronolological pattern is used. (1C 2 E 3A 4G 5B 6F 7D) Slight changes in the ordering are possible. This should be a good opportunity for a short class discussion.

Saying it in writing (pp.34-35)

Western civilization is one of the world's twenty-six civilizations. It started in Crete, the largest Greek island in the eastern Mediterranean sea, about 3,000 years ago. The civilization that rose in Crete was called the Minoan civilization because Crete at that time was under the rule of the legendary King Minos. Ancient Greek civilization originated more than 2,000 years ago on the shores of the Ionian and Aegean Seas. Ancient Greece made innovations in philosophy, politics, science, architecture, and the arts, and Greek culture forms the basis of Western civilization to this day. Then came the Roman civilization. … (To be continued by students)

Reading and writing (p.36)

Skills and strategies outcomes (p.36)

Make the students aware of the objectives of the section by giving them time to skim through the preview.

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Before reading (p.36)

1. **Picture One** represents one of the three pyramids at Giza, the Great Pyramid of Khufu /Cheops near Cairo. (230 m/755 ft square and 147m/481 ft high. The three pyramids at Giza were considered one of the Seven Wonders of the World in Antiquity (the Pyramids of Egypt, the Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, the Statue of Zeus at Olympia, the Mausoleum at Halicarnassus, the Colossus of Rhodes, and the Pharos (lighthouse) at Alexandria)
Picture Two represents a mummy of an Egyptian Pharaoh and Horus (in ancient Egyptian mythology, the hawk-headed sun god, son of Isis and Osiris, of whom the pharaohs were declared to be the incarnation)
Picture Three: Mask of the Pharoah
2. Picture 1
3. One of the most famous was Tutankhamun (whose tomb was discovered near Luxor in 1922).
4. The story of Sidna Musa (Moses) Moses, the Story of Sidna Yucef (Joseph)

As you read (p.37)

Task 1 (p.37)

Students should be encouraged to do this as quickly as possible
Key words :
A. in the introduction: civilization - rose - Egypt decline - fall
B. in the conclusion: decline, fall
The choice of words may be subject to debate.

Task 2 (p.37)

Possible title: The Rise and Fall of Ancient Egyptian Civilization
Have the students check the validity of the title. You can jot some of the students' titles on board and let the class choose the best one.

Task 3 (p.39)

A. §2 B.§4 C.§1 D.§3 E.§6 F.§5
Irrelevant idea: G.

Task 4 (p.39)

Go through the text in the coping box to raise awareness of the importance of scanning in reading. Compare and contrast the skills of scanning and skimming.

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A. The major difference between Sumer and Ancient Egypt is that the former remained a land of small city states whereas Egypt became united under the rule of a single king.
B. The benefits that the ancient Egyptians derived from their system of national governement are protection and internal peace.
C. The name Pharaoh means **Great House** in Ancient Egyptian.
D. They were the dwelling places of the spirit of the Pharaoh.
E. Howard Carter discovered the tomb of Tutankhamun in 1922.

Task 5 (p.39)

Explain to the students that the failure to understand such links will certainly lead to a serious misunderstanding of the text. Before setting them to task, refer the students to the Coping on page 68.

- ❑ The people of Egypt became united under the rule of a single king (this) §1
- ❑ The Pharaoh's government (it) § 2
- ❑ The land (its), the raiding warbands (which) §2
- ❑ The Pharaoh could make new laws (so) §2
- ❑ The Egyptians derived great benefits from their system of national government (this) §3, The Egyptians (They) §3 , The Egyptians (their) §3, All other lands (them) §3
- ❑ The people (they) §4, The Pharaoh (he) §4 The people (they) §4, The Pharaoh (him) §4
- ❑ The Pharaoh (he, he, his) §5, The Pharaohs (their) §5

After reading (p. 40)

Task1(p.40)

Have the students go through the coping box. Elicit the fact it is important to find out the function of texts because that helps better understand the writer's purpose.

Key: The discourse is mostly narrative but it takes an argumentative turn at the end.

It is important to follow up with an explanation that narration and description are sometimes used in argumentative texts.

Task 2 (p.40)

Before involving the students in the task, review with them what summarizing means and the techniques that should be used.

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Writing a good summary is a difficult task which is rarely done satisfactorily, even by advanced students. The best way of training the students to write summaries is to prepare them through practice in underlining important/key words and main ideas and in perceiving the structure of the text. This is essentially what has been done throughout the previous tasks of this section.

Points to watch when assessing students' summarizing:

1. The summary is too short and the main idea is not expressed.
2. The summary is too long. It does not fit the one-fourth, one-ffifth of the original.
3. There are too many details and the key ideas do not stand out.
4. The wrong key ideas have been selected
5. The information they contain is wrong.
6. The summary is not written in one's own words.
7. The summary is not an accurate and objective account of the text:

it is pervaded with personal reactions.

Proposed summary of the text (about 10 lines):

Ancient Egyptian civilization emerged along the Nile Valley as a result of the unification of all Egyptians under the central authority of one single king, the Pharaoh. The Pharaoh's government guaranteed both external and internal security to the people of Egypt. As a consequence, the Egyptians grew very proud of their country and became so fond of the Pharaoh that they worshipped him as a God-king. This national pride and identification with the Pharaoh kept the unity of ancient Egypt and made its civilization prosper for many centuries. But the economy of ancient Egypt was ruined by all the resources that the Pharaohs put into the building of pyramids and the burial of their treasures in their own tombs. Economic collapse caused the gradual decline and fall of ancient Egyptian civilization.

Writing development (pp.40-41)

Follow the procedure provided in the textbook.

Project outcome (p.42)

Assessment (p.43)

Text 2 (p.240) :The Spread of Civilisation in the Maghrib and its Impact on Western Civilisation

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I. Read the text carefully and answer with True or False. Correct the false statements. (2.5points)

a) The Aghlabids ruled the Maghrib in the eighth century.
b) Mahdiyya was a rival caliphate to Baghdad in the ninth century.
c) The Berber dynasty built the Great Mosque of Tlemcen.
d) The Almohad encouraged the development of science.
e) The rise osf western civilisations followed the fall of the Maghribian ones.

(**Answers: a:F, b:F, c:F, d:T, e:T)**

II. What do the words below refer to in the text? (2 pts)

a) t**hat** (of Baghdad), line 4
b) (brilliant) **one**s, line 7
c) (among) **others**, line 18
d) **Its** (population), line 29

(Answers: a: caliphate, b: periods, c: great minds, d: Bidjaya)

III. Circle the answer (a, b or c) which best corresponds to each of the following statements (2 pts)

1. "A rival caliphate" means:
a) a rich caliphate
b) an old caliphate
c) a competing caliphate

2. "*Andalusian art is refined" means*:
a) it is delicate
b) it is declining
c) it is remarkable

3. "A galaxy of great minds" means:
a) a large number of clever people
b) a gathering of scientists
c) an amalgam of ideas

4. "The heirs of the Almohads" means:
a) the ancestors of the Almohads
b) the leaders of the Almohads
c) the followers of the Almohads

(Answers: 1:c, 2:a, 3:b, 4:c)

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IV. Use of English

A/ Transform the following sentences, using a verb in place of the underlined noun (2pts)

a) The Almohads were the protectors of a galaxy of great minds.
b) The followers of the Almohads were affected by loss of vitality.
c) It was Ibn Khaldun who reported population decline.
d) Epidemics were a consequence of this tragic shift of population.

(Answers: a: …protected a galaxy…, b: …the Almohads lost their vitality, c: …reported that the population was declining, d: Epidemics resulted from this…)

B/ Fill in the table below with the corresponding form (1.5 pts)

NOUN	VERB	ADJECTIVE	ADVERB
a) ?			chiefly
b)		?	greatly
c) culmination	?		
d) ?	combining		
e) delicacy		?	
f) ?	observed		

(Answers: a: chief, b: great, c: culminate, d: combination e: delicate, f: observation)

C/ Using information from the text, complete the blanks in these sentences with expressions containing "used to" (2 pts)

a) The Euroafrican empire ……from Tripoli to seville.
b) Arab scholars…….to practical sciences.
c) Kayrawan……..hundreds of thousands inhabitants in the ninth century.
d) Nomads ……..live all over the Maghrib before thirteenth century.

(Answers: a: used to stretch, b: used to devote themselves, c: used to have, d: used to be)

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D/ Find synonyms for the following words (2 pts)

a) the highest point (§1)
b) mainly (§2)
c) plain (§2)
d) followed (§3)

(Answers: a: apogee, b: chiefly, c: sober, d: succeeded)

IV. Write a twenty-line essay on either of the following topics (6pts)

A) Read again the last paragraph of the text and comment upon the following excerpt: "Ibn Khaldun (…) saw population decline as one of the factors in the decline of a civilization".
B) Write a letter to the World Heritage Committee of the United Nations requesting it to include one of the historical sites in your country in its official list. Emphasize the historical importance of the site.

C) Write an opinion letter about the effects of globalism on the local cultures/civilizations in the world.
D)Write a story involving some famous character (man, woman, child) in your local folk culture or in world culture.

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UNIT TWO: ILL-GOTTEN GAINS NEVER PROSPER.

Introduce the theme of ethics in business by interacting with the students using the pictures as starters.
Make the project outcome explicit by talking about the final objective of the unit as a whole.

Listen and consider (pp.46-52)

Language outcomes (p.46)

Go through the preview to make the objectives of the section clear to the students.

Getting started (p.46)

The task of saying what the picture shows can be done through matching the picture with one of the practices in task 1. Thus you can tell the students to go through practices in task 1 and identify the one that the picture best illustrates. The answer is A. Then you interact with the students about who the people in the picture are, and then move on smoothly to task 1.

Task 1 Open questions

A. C , D unethical practices
B. This question can admit many answers. E; ethical practice.

Task 2 This task can admit of many answers. First, discuss some tentative interpretations. Then write down on the board the one explanation that the students regard as the most pertinent.

Let's hear it (p.47)

A. The Right-to-Know Association is an **anti-corruption** body.
B. Transparency International publishes an annual **report** about the level of corruption in most countries of the world.
C. So you think there are **chances** of winning the fight against corruption.
D. Sorry to **interrupt** you, but should citizens be involved in this fight to stop corruption?

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Around the Text (pp.47-50)

Grammar explorer (p.47)

Aim: to introduce the grammar notion of condition with **provided that/providing that** and **as long as**.

A. but only if

B. Condition

C. We will eradicate corruption (main clause) providing that we act now (subordinate clause).

The chances of eradicating corruption will increase (main clause) as long as all countries are committed to fighting it (subordinate clause).

D.Future in the main clause and present in the subordinate one. The time they refer to is the future.

Refer the students to p.218 to check their answers.

Task (top of p.48)

The students can use **as long as** and **providing/provided (that)** interchangeably and in initial or mid positions. Possible answers

A. Banks will lend you money to start a business providing that you promise in writing to pay them back.

B. Your business will continue to prosper as long as you keep your probity and integrity.

C. The Mayor will be elected for a second term provided that / as long as he manages to avoid corruption scandals.

D. Algeria will attract more foreign investments providing/provided (that) it passes stricter anti-corruption laws.

E. The government will regain the confidence of the citizens as long as bribery, embezzlement and nepotism are fought.

Grammar Explorer (p.48)

A. B. D (Present wish)

E. (Future wish)

C.(Past wish)

Refer the students to Grammar Reference, pp.219-220 to check their answers. Then elicit the nuances between **it's high time** and **I wish**.

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Task 1 (p.49)

A. It's about/ high time the government took measures to stop tax evasion.

B. It's about/high time the public authorities did something to eradicate the 'underground'economy in our country.

C. It's about/high time speculators of all sorts were arrested.

D. It's high/about time public authorities made anti-smuggling laws more stringent.

Task 2 (p.49)

A. I wish I hadn't stolen the public funds.

B. I wish I were at home and not in prison.

C. I wish I were out of the affair.

D. I wish you would give me a second chance. / I wish I could be Given a second chance.

E. I wish I could eradicate nepotism.

F. I wish I could live in a corruption-free society someday.

Grammar Explorer III (p.49)

A. They express strong advice/recommendation

1. Citizens **ought to/should** stop shrugging their shoulders at bureaucratic abuse.

2. They **ought not to/should not** say that the fight against corruption is not their own business.

C. **''d better'** can be used in the second sentence only.

Refer the students to Grammar Reference pp.219-220 to check their answers.

Task (top of p.50)

A. You**'d/ had better** stop buying and selling securities ….Otherwise you'd be guilty…

B. We**'d /had better not** neglect to take the necessary measures…

Or We**'d/had better** take the necessary measures…

C. They**'d/had better** reconsider their decisions very quickly…

D. They**'d/had better** give it up because this is a financial wrongdoing…

Vocabulary explorer p.50

Task 1 (p.50)

A. business (odd one out)

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B. auditing (odd one out)
C. to trade (odd one out)
D. customs officer (odd one out)
E. abuse (odd one)

Task 2 (pp.50-51)

§A1 (bribe) 2 (bribe) 3 (corrupt) 4 (a bribe /bribery)
5 (corrupt) 6 (corruption)
§B1(embezzlement) 2 (fraud) 3 (accountant) 4 (false invoices)
5 (bank accounts) 6. (embezzler)
§C 1 Money laundering 2 (money) 3 (criminal organisations)
4 (tax inspectors) 5 (Money laundering) 6 (deposit)
§D 1 ethical behaviour 2 (right) 3 (wrong) 4 (ethical issues).
5 (a code of ethics) 6 (unethically)

Pronunciation and spelling (p.51)

A. Ethics (moral beliefs)
B. Ethics (scholarly discipline)
C. figures
D. a scientific discipline

1. All of them end with **–ics**.
2. **Singular** when the word refers to a scientific discipline and **plural** when it refers to something else.
3. Stress in words ending in **–ics** generally falls on the penultimate syllable. E.g. sta**Ti**stics …
4. Physics, economics,
5.

Think, pair, share (p.52)

Dear fellow citizens,

Corruption is an evil that must be fought now! In order to win this fight I urge all people of good will to unite around me.

If I were elected Head of State, I would implement the following anti-corruption programme. To begin with, I would appoint dedicated civil servants who would work honestly for the country: stealing money or accepting a bribe in exchange for a service is unethical

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and illegal. Next, I would pass stringent laws to protect citizens and punish embezzling and bribe-taking. I cannot tolerate that honest citizens be the victims of corrupt civil servants.

I would also fight tax evasion and capital flight. Those who earn a lot of money must pay their taxes and contribute to the development of the country. Therefore any tax evader would be severely punished by specially appointed tribunals.

Finally, I would rehabilitate the value of work. Mutual trust is a moral value that we should teach our children from infancy. A little money earned honestly brings a lot of happiness and peace of mind.

To conclude, I could tell you, fellow countrymen that your role as citizens is indispensable to fight corruption. No government can succeed without the help of civil society. Therefore, I urge you again to gather around me to win this decisive battle. Vote for honesty ! Vote for me!

READ AND CONSIDER(pp.53-58)

Language outcomes (p.53)

Have the students skim through the language outcomes preview to make them aware of the objectives of this section.

Getting started (p.53)

1. It represents a customs officer holding the counterfeit of a famous European painting. (See caption at the bottom of the picture.)
2. Logically the answer is no. Expect students' justifications for their answers to be quite varied.
3. In quality/price/safety (open answer)
4. Many possible answers.
5. Many possible answers
6. Normally, the answer is : It's wrong to imitate products because imitations are of poor quality/not safe/illegal and dishonest practices. …

Taking a closer look

Before setting the students to task, try to make them guess what the text is about by looking at the title. Then have them read the text and answer the questions.

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A. It is difficult to distinguish between imitations and genuine products because the counterfeiters are very skilful and make perfect copies of the original.
B. Counterfeit medicines are harmful because they have a lack of active ingredients.
C. Counterfeiting has negative consequences on health, (public) safety, and the economy.
D. Imitation is just like stealing someone else's property. (inference question)
E. Companies should reduce the prices of their products rather than spend huge amounts of money on advertising against counterfeiting.
F. Many possible answers. E.g. I agree with the author's conclusion because consumers won't buy imitations if the brands are at affordable prices (cheap/not expensive).

Around the text (pp.55-57)

Grammar explorer (p.55)

Task 1

A. There are so many marketed imitations of these brands that consumers have lost confidence in them.
B. Copies of brands are so cheap that consumers don't hesitate to buy them.
C. Counterfeits are of such a bad quality that it is a waste of money to buy them.

Task 2 (p.55)

A.

❑ These products are imitated to such a perfection that it is difficult to distinguish between the genuine and the fake products.
❑ The loss in profitability is so big that most of them have launched advertisement campaigns against counterfeiting.

Have the students check their answers and identify the problem areas in the answers they have provided to task 1 above.

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Task 3 (p.55)

These products are imitated to **such a** perfection (main clause) **that** it is difficult to distinguish between the genuine and the fake products (subordinate clause).

The loss in profitability is so big (main clause) that most of them have launched advertisement campaigns against counterfeiting. (subordinate clause).

B. Result

D. These products are perfectly imitated/ are imitated to perfection.

As consequence/Consequently/As a result,/…

The loss in profitabilty is very big. So/As a consequence…

Grammar explorer II (p.56)

A. Present simple passive. A counterfeit is something that counterfeiters forge or imitate.

B. Present continuous passive C. Counterfeiters are copying products of all sorts everyday.

D; The sentences from the text are in the passive. They are impersonal whereas the others are personal (agency underlined).

Task (p.56)

Our copyright is being infringed (by many Internet users). Our music hits are being uploaded and downloaded. These copyright thefts are being put in pirate sites in order to swap them with other Internet users. These pirates must be reminded that a great deal of financial loss is being caused to us by swapping music illegally.

Grammar explorer III (p.56)

1. These consumers know well that they mustn’t buy imitations. (prohibition)
2. They must refrain from buying them.(obligation)
3. They have to buy them. (necessity)

Answers:

A. must (obligation) and have to (necessity) B. mustn’t

C. Rich people **don’t have to** buy imitations.

Vocabulary explorer (p.57)

Task 1 (p.57)

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Verbs: defraud, forge, imitate, deceive, steal …
Nouns: theft, fraud , forgery, imitation, counterfeiter …
Encourage students to use 5 to 6 words from the diagram in sentences of their own.

Task 2 (p.57)

Honesty - stupidity – responsibility – cruelty – morality – hospitability – legality

Task 3 (p.57)

Dishonest – disapprove - disagree - disapproval – illegal – immoral – unfair – irresponsible – disappear

Task 4 (p. 57)

It is both dishonest (1) and illegal (2) to imitate products. Piracy is due mainly to a lack of honesty (3) and morality (4). I totally disagree (5) with those who say that counterfeiting is beneficial to consumers.

Pronunciation and spelling (p.57)

Verb	Nouns	Adjectives
e**O**nomize	e**O**nomy	eco**NO**mic
	eco**NO**mics	eco**NO**mical
	e**CO**nomist	Uneco**NO**mical

Shift of stress: verb/noun –to adjective
Stress on penultimate syllable for words ending in **–ic**, **-ics** and **-ical**.

Think, pair, share (p.58)

Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim. First, imitated goods are poor quality and do not last long. There is then no guarantee of value for money and more importantly, that fake goods are safe. Imagine how much damage low quality parts fitted in a car can do to the driver and passengers when they fail!
Secondly, if we think of fake foods or medicines, and the criminal procedures used by the people who make them, we can only remain firm on buying genuine products. There are several cases of substitute edibles which have caused dangerous diseases to people and which have resulted in long-lasting law suits. The outcomes could only be

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compensations paid for irreparable damage but the moral damage caused to the victims can never be repaired! Recent figures released by the European Union show that the customs are confiscating 100 million fake items every year.

Thirdly, it is highly immoral to reap where other people have sown. Pirating products is indeed imitating other people's property, and refusing to engage in a creative act. It is much more rewarding to turn one's abilities to creating new objects of value that could serve the community, or improve the performance of existing ones.

Fourthly, pirating objects is by essence theft, especially when the producer of a fake item affixes the label of a well-known trade mark on it. Some countries are notorious for their practice of counterfeit objects. One wouldn't like Algerians to be known for practising this dubious trade, as much as one wouldn't like to see them buy cheap, fake products and head into unsuspected troubles.

TAKE A BREAK(p.59)

Elicit the humour in the cartoon.

Proverbs and sayings

1. Money talks

Here 'talks' means carries weight, in the sense that it is influential. It is possible to do much more with money than without.

'Why did the members side with Mr X at the annual general meeting? Mr Y's arguments were much more convincing.'

'Mr X is a rich man and Mr Y isn't. If we'd accepted Mr Y's proposals, the Club would have lost the support of Mr X. Money talks, you know.'

Equivalent of the saying : A golden key opens every door.

2. The love of money is the root of all evil.

All kinds of wickedness and tribulations spring from the desire to become rich. The source of this saying is ***Timothy (in the Bible)*** I./10. Note that it is the love of money that is the root of all evil, not money itself.

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3. Everyman has his price.

All people can be corrupted in one way or another. This is a very pessimistic point of view to hold about human nature.

4. Look after the pennies and the pounds will look after themselves.

The opposite of this saying is **Pennywise and pound foolish**, which means careful in small matters and foolish in large matters. The saying recommends that we should be careful about small expenses so as to save money and invest it in profitable ventures.

5. Money can't buy you love.

There are things that you can't buy with money. One of these is love.

6. Money doesn't grow on trees.

We should be careful about money because it isn't easy to get.

7. Business is business.

Business does not take into consideration other matters than those of business. What matters most is profit, i.e., the amount of money you can make out of a business deal/transaction.

RESEARCH AND REPORT (p.60)

Assignment one

This is a research assignment. So students have to find information through the Internet. E.g. Punishment for tax evasion is more severe in the U.S than in Algeria and England.

Assignment two

Have the students discuss the ethical issues in class. Elicit their own opinions about each of them. They don't have to agree about any of them.

LISTENING AND SPEAKING (pp.61-64)

Skills and strategies outcomes (p.61)

Have the students skim through the preview and discuss what these skills and strategies can possibly mean.

Before listening (p.61)

1. It's ethically wrong because he is polluting the environment. All he is concerned with is profit.
2. Students should feel free to give their own opinions.

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3. Many possible answers. These answers depend on answers to question two above.

4. There are many possible answers. Students don't have to agree with each other.

5. The students don't have to agree. The most important thing is to encourage them to justisfy their answers.

As you listen (p.62)

Have the students skim through the text in the Coping Box to prepare them for the listening task.

Task 1 (p.62)

A. George B. Mark C. None D. George E. None F. George G. Mark

Task 2 (p.62)

Let the students think about the issues before giving their opinions. Pair and group work.

After listening (p. 63)

Have the students skim through the text in the coping box and the items in the two tables before moving to the task proper.

Say it in writing (p.64)

Ladies, gentlemen

Some people say that businessmen should apply their own personal ethical standards when doing business. They tell us that you need money to make money; that the world of business is a jungle; and that if we respect ethics, we can undermine the values of hard work and freedom. Let me tell you that I don't agree with these arguments at all. I believe that such arguments are only excuses to escape the responsibility of business companies towards the welfare of society as a whole. As far as I am concerned, I say that ethics has everything to do with business….

READING AND WRITING (pp.65- 70)

Skills and strategies outcomes (p.65)

Have the students skim through the preview to get them acquainted with the objectives of this section.

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Before reading (p.65)

1.E.g. The right of the child for education (See text on the Rights of the Child in SE2 textbook.) The child is below the legal minimum age to work.

2. Many possible answers. They are unethical/criminal because …

3. Many possible answers. Students don't have to agree.

4. Many possible answers. Students don't have to agree.

As you read (p.66)

Task 1:

A.b This task is not testing students' comprehension. So make sure they explain why the other choices are false.

B. Social Auditing and its importance in business

Task 2 (p.66)

A. They are commissioning social audits because they are increasingly aware of the importance of social and environmental issues for their reputation.

B. Giovani Preston travels to countries to check labour standards.

C. Labour standards: paying their workers fairly, good health standards - safety record with low levels of illness and accidents - not using child labour

D. We can no longer separate ethics from business. (Students can provide many possible justifications.)

Task 3 (p.67)

A. commission B. prosper C. corporate D. designate

E. oversee F. suppliers G. scrutiny

After reading (p.68)

Let the students skim through the text in the coping box. Then illustrate the difference between lexical and grammatical cohesion.

Synonymy, antonymy and hyponymy = lexical cohesion

Articles, possessive adjectives, demonstrative adjectives, pronouns= grammatical cohesion

Make it clear to the students that lexical and grammatical cohesion is important for comprehension.

Task 1 (p.68)

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❑ Their (businesses), them (businesses), these (social audits), that (social audits), their (businesses), their (businesses) **§1**
❑ They (supporters of social audits), it (social reporting) it (social auditing) company excutives (they), those (companies) **§2**
❑ This criticism (a social audit may just be a public relations exercise),
them (executives), This (the rest of the text between inverted commas) **§3**
❑ There (developing countries), Their: (companies in the clothing industries) **§4**
❑ Ours (our company) **§5**

Task 2 (p.68)

Make sure students realize that identification of reference words can help them better understand the text. Reading is not a linear activity. It is a coginitive activity which involves a backward and forward eye movement in search of lexical and grammatical cohesion.

Task 3 (p.68)

(A)Algeria has recently adopted a new model of economic development. (D) This model balances economic growth, social justice and the sustainable use of natural resources.(B) It has also set high standards of governance including social auditing and public accounts reporting. (C) Such tasks are carried out by the National Economic and Social Council and by the Accounts Court. F. In addition to the setting of standards of governance, it has accorded ethically responsible companies tax reductions so as to encourage them to promote sustainable development and social well-being.
E. Odd one out.

Writing development (pp.69-70)

The people and organisations who put their money into our fund want us to invest in ethical ways, and we work hard to make their desires a reality. We consider that the conservation of the environment for future generations a moral duty. Thus we avoid companies that endanger the environment. …

Project outcome (p.71)

Assessment (72)

Follow the models included in the other units. **Time for… (p.33)**

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UNIT THREE: SCHOOLS:DIFFERENT AND ALIKE(pp.74-105)

Use the two pictures to introduce the theme of the unit. Then ask the students what they expect in terms of project outcome. Finally, get them to skim through p.109 to check their guesses and set them thinking about the project.

LISTEN AND CONSIDER (pp.75-81)

Language outcomes (p.75)

Have the students skim through the preview before you move on to the **Getting-started** rubric.

Getting started (p.75)

The questions in this rubric are personalized and seek to elicit opinions. The varied answers could lead to a brief discussion about the theme of the unit.

Let's hear it (p.76)

Task 1 (p.76)

A. Mr Harris went to see with the headmaster about his son in order to discuss about his son, William.
B. William has decided to become an artist.
C. He should/ought to choose something more secure.
D. The alternative job that could be taken up by William is that of commercial artist.
E. If he wanted to become a commercial artist, he might do very well to take an art course.
F. He shouldn't stand in his way.

Task 2 (p.76)

The summary can be made on the basis of the answers to the questions in task 1. Make sure you limit the time for the students to do the task.

Around the text (pp.76-80)

Grammar explorer 1 (p.76)

A. 1. Type two 2. Type Two 3. Type Three 4.Type On

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Refer the students to Grammar Reference in SE2 textbook, pp.201-2.

Task 1 (p.77)

A. If I were tall enough, I'd/would be a policeman or a firefighter.
B. If he had got the required marks, he would have gone on a training course to be a doctor. He wouldn't have taken a course in computer science (instead).
C. If you work hard, you will succeed.
D. If you get your ***Baccalauréat***, I'll offer you a motorcycle.
E. If she had worked hard, she wouldn't have failed her ***Baccalauréat*** examination.
F. If Farida had taken into account the job market at the time of her enrolment at university, she would have got a job. Or she wouldn't have been jobless.
G. If you don't study harder, you won't pass your ***Baccalauréat***. Or if you studied harder, you would pass your ***Baccalauréa*** with distinction.

Note **if** can be either in initial or mid position.

Task 2 (p.77)

Make sure the students produce a short, coherent statement. (Conditional type 2)

Grammar explorer II

A. present simple + future
B. b. (If you don't let him) /or except if.
C. c. (warning)

Task (bottom of p.77)

A. Unless you study more, you won't pass your ***Baccalauréat***.
B. Unless you listen carefully, you won't know what to do in your exam.
C. Unless we hurry, we 'll miss the school bus.
D. Unless she gets more information, she won't complete her project.

N.B Unless can be in mid position.

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Grammar explorer III (p.78)

A. Wish about the past (sentence 3) past perfect
B. Wish about the present (sentences 1, 2, 4)
C. Wish about the future (sentence 5)

Task (p.78)

To be filled by students.

Grammar explorer IV (p.78)

1. A.advice B. advice C. advice D. obligation
2. must= have to . No they are not similar because **mustn't** expresses prohibition whereas **don't have to** expresses lack of obligation.

Task (top of p.79)

1. must 2. don't have to 3. mustn't/must not 4.should/ought to

Vocabulary explorer (p.79)

Task 1 (p.79)

A. He is determined to become an artist (2)
B. He ought to engage in something more secure. (4)
C. I couldn't have been a teacher myself if I was free to choose.
D. I don't think you should prevent him doing what he wants.

Task 2 (pp.79-80)

A. Boarding school co-educational school
B. school mate - school report – school leaving age
C. attend school - drop out of school
D. comprehensive school - grammar school
E. public school - state school
F. compulsory education
G. further education, higher education

Task 3 (p.80)

A. Comprehensive schools are open for children over eleven of all abilities.
B. I have lost touch with most of my former school mates, except for Said.
C. The name public school is very illogical since it means a private school for the rich and privileged in Britain.

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D. The Algerian educational system provides free and compulsory education until the age of sixteen.
E. The school leaving age in Britain and Australia is the same: **sixteen.**
F. As every school child knows, oil floats on water.
G. Compulsory education in Britain lasts from age five to age **sixteen.**

Task 4 (p.80)

Educational - effective – selective – functional - practical - attractive - responsive – innovative – constructive

Pronunciation and spelling (p.81)

Use the weak forms of the modals.

Think, pair, share (p.81)

Poem no 1:

I wish words could come to me like whispers
And that I could compose better papers
English is the subject I like best
I wish it would help me pass the test.

Poem no 2:

I wish I could cope well enough
To work a miracle that day
Oh examiners don't be tough
And let me just have my way.

Task 2 (bottom of p.81)

Make sure the students comply with the grammar rules and present a coherent and logical list of tips.

READ AND CONSIDER (pp.82- 90)

Language outcomes (p.82)

Instruct the students to skim through the preview so as to be acquainted with the objectives of this section.

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❑ At election time, politicians who promise to spend a great deal of money on education are **more** popular **than** those who promise.

❑ Secondary schools are much **larger than** primary schools.

❑ Students may have to travel **longer** distances by school bus or public transport.

N.B. comparatives of equality (with quantifiers)

❑ No subject has **as much** importance for the British people **as** that of education.

(Rewrite: For the British, no subject is **as important as** that of education.)

Comparatives of inferiority

This is the reason why private education is **less** accepted in Britain **than** it is in the United States.

Task 2 (p.85)

Refer the students to Grammar reference in SE2 textbook p.193.

Task 3 (p.85)

Many possible answers

Provide topic sentences for the students.

E;g. The middle school and the secondary school are different/differ in many of their aspects.

Grammar explorer III (p.86)

Similarities

❑ This requirement is more or less **similar to** what is required by American universities.

❑ It has made the current educational system **different from** the previous ones in at least two major aspects.

Differences/Contrast

Unlike the old system, the present system sets the same subjects for all state schools.

In contrast to the old practice, standards at individual schools are watched closely by inspectors.

Grammar explorer IV (p.86)

A. the form of the verb (auxiliary of be + past participle) + by+agent

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B. Parents watch standards closely. Inspectors regularly visit schools.

C. The use of the passive is more tactful. We are more interested in the action than the agent of the action.

D. It is not awlays necessary to use the preposition **by**.

Task 1 (p.87)

Writing is regarded as a process by educationists. Students are required to examine closely the teacher's instructions so as to understand the sort of composition they are expected to produce. The topic is brainstormed (by the students) in order to generate ideas. These ideas are jotted down in the form of diagrams such as network trees and spidermaps. Once the brainstorming is finished, the most relevant ideas are selected. The selected ideas are organised in a plan. A first draft composition is written to flesh out the plan. As soon as this is done, the draft is revised to correct errors in spelling and grammar. It is also revised in order to see whether it is coherent or not. Students are advised not to hand their compositions to the teacher before all mistakes are corrected.

Task 2 (p.87)

Have the students insert the sequencers. There are many possibilities.

Vocabulary explorer (p.87)

Task 1 (p.87)

Education - developing - instruction - beginning - learning -going - schooling - socialization - training - information - functioning

Task 2 (p.88)

Have the students fill in the map and add some items of their own.

Task 3 (p.88)

*Karim took his **Baccalauréat** exam last June. If he passes it, he will go to university. But if he fails, he will take up a course in a vocational training school to become a plumber or an electrician.* Now ask them to write a coherent paragraph, drawing from the completed mindmap.

Pronunciation and spelling (p.88)

Task 1 (p.88)

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/σ/	/ζ/	/□ζ/
Students United States Tests Subjects Aspects Sets	Citizens Politicians, combines,schools, towards, others, standards, tables, exams	Ages

Task 2 (p.88)

Verb	**Noun**	**Verb**	**Noun**
Educate	Edu**CA**tion	**Form**	For**MA**tion
In**STRUCT**	Ins**TRUC**tion	Trans**FORM**	Transfor**MA**tion

Stress shift (verb to noun ending in –tion)

Task 3 (p.89 Stress on the penultimate syllable.

Task 4 (p.89)

Funnier, younger – better- nicer – quieter – thinner – stronger

Think, pair, share (p.89)

Dear Linda,

Today, I'll write to you about my school. And the least I can say is that I feel quite happy and comfortable in it.

First, let me mention its old stone building, surrounded by a nice flower garden. The flowers are carefully arranged, and in spring, they give off a nice scent when we head for the classes through the garden. Further back, there are two large courtyards with enough space and benches to play or relax. There are also big, ancient olive trees near the walls, where birds perch and nest. We can hear them warble and chirp all year round.

Let me also describe my classroom. It is large and well decorated, with old-fashioned brown desks, and posters and pictures all over the walls. And then, there are those cabinets full of books which smell of old paper. Actually, I like borrowing a book from to time and dream of all the adventures and mysteries I read about.

I'll finally say a few words about my teachers. I'm lucky to have such good and considerate people around me. They are so keen to see the students do well. They are always prepared to answer our

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questions, and they really want to make sure we understand the hard parts of the lessons and exercises. I like the way teachers get us involved. They surely have children of their own at school, which explains why they understand how we feel.

So if there is one good reason why I like my school, it surely is because the teaching staff are so caring, and so friendly. I can't dream of a better school!

Take a break

2. Mathematics 3. Geography, 4. Science, 5. English, 6. German, 7. History

Research and report (p.92)

The students can present the assignment in the form of a leaflet if it's not possible for them to have it done in the form of a homepage.

LISTENING AND SPEAKING (pp.93-96)

Skills and strategies outcomes (p.93)

The students will skim through the preview so as to get acquainted with the objectives of this section.

Before listening (p.93)

Access students' background knowledge.

1. The lady is Mary Curie. 2.She was born in Warsaw, Poland. 3.She is Polish. 4.She is in a laboratory doing an experiment. 5. Yes, because… No, because …

As you listen (p.94)

Task 1 (p.94)

Students check the answers to questions in task 1.

See answers above.

Task 2 (p.94)

School inspector interrogating girl

Polish school room - **Warsaw**

Father: **professor of physics** - started teaching 18 (not 16) went: **Paris**

Task 3 (p.94)

Have the students skim through and discuss the text in the Coping box before setting them to task. Read the script paragraph by

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paragraph and try to have the students guess what comes next after each pause. You can help the students with a diagram containing **wh-** words: who, what, where, when, how, why because the listening script is a narrative.

N.B. Note taking can be supplemented by note making i.e., briefly jotting down one's reactions and ideas about the text.

Task 4 (p.94)

N.B. Taking notes is essential in order to remember what one listens to or reads, but it has a further use: when taking notes, **it is necessary to establish the structure of the text and its key ideas** and to learn to leave out unessential information.

In making summaries, too, minor details must be omitted, but

- ❑ a summary is usually written in one's words.
- ❑ it does not necessarily imply outlining the structure of the text, as note- taking usually does.
- ❑ it should be an accurate and objective account of the text, leaving out our reactions to it whereas note taking (as mentioned above) can be supplemented by note making.

Possible summary

This story recounts the life of Marie Curie, born Manya Sklodovsky in Poland occupied then by Russia. Curie experienced many hardships during her childhood. She lost her mother at an early age, and her father, a professor of physics, had problems with Russian rulers. Though she was close to her father, she left him and went to Paris. She made heavy sacrifices to pursue her further studies. Marie obtained a doctorate from the university (Paris) and married Professor Curie. Both of them were attracted to each other because they had similar interests in physics.

N.B. Make sure you limit the time devoted to the oral presentation of the summary (2 to 3 minutes).

After listening (p.34)

Task 1 (p.94)

This task here is not one of summarizing since it involves the expression of students' reactions to the text. It is rather a commentary. See note making above.

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Possible answer

I find Marie Curie's life story very moving. It reminds me of colonial education in Algeria. The thing I liked best about it was the courage that Marie showed in her pursuit of knowledge. Another thing I liked about it was the dignity that Marie maintained in spite of all the problems she faced in Paris. What I didn't like was the behaviour of the Russian school inspector. I think the lesson that the author wanted to teach us was that women are as dedicated to science as men.

Task 2 (p.95)

Possible answer

Today's lecture is about education in India. India was a British colony. It re-gained its independence on August 15, 1947. At independence, it had 12,843 primary schools, 636 colleges and 17 universities. Only 14 % of its population were literate. The total expenditure on education did not go beyond 570 million rupees then. Education in India has witnessed a tremendous improvement since independence. According to the education census of 1996, the number of primary schools reached 600,000, that of colleges 7,000 and that of universities 211. The literacy for age groups between 6 and11 was 94% whereas the overall literacy stood at 52,11 %. Education expenditure was 200,000 million rupees. …

Saying it in writing (p.95)

You tell me to decide what my ideal school would be like if I could plan one. Well, I say my ideal school would be a school where students would be free to choose what they like to study. It would have many classrooms, and each classroom would be equipped with computers….

READING AND WRITING (pp.97-102)

Skills and strategies outcomes (p.97)

The students will go through the preview so as to get acquainted with the objectives of the section.

Before reading (p.97)

Access background knowledge. Pay more attention to secondary and postsecondary education. Encourage the students to use link words to express comparison and contrast.

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As you read (p.98)

Tasks 1 and 2 (p.98)

(Although in general Americans prefer … between the ages of 5 and 18.) **§1 The government and education**

(Formal education is usually considered … the cost for people who live in the state.) **§2 The school system**

(By some standards …. are illiterate). **§3 (The quality of education)**

Most educational institutions are public… so that they will have advantages later in life.) **§4 (Types of education)**

Americans agree on the importance of education…their beliefs.) **§5 (Points of conflict)**

The odd one out is <u>Education in the US</u> (which is the title of the text)

Task 2 (p.99)

(**Although** there is a Federal Department of Education… **concession**)

(**Since** the Constitution does not state that education is a responsibility of the Federal Government… **cause) As a result**, each of the 50 states is free to determine …**effect**). In turn, **however**, state constitutions give actual control… **concession**)…. **By contrast to other countries** … **contrast),** there is, **therefore**, (**consequence**) a very large amount of local control over education in the United States.

However (**contrast)** in relation to the first paragraph)**, because** local and state taxes support the public schools, ….**cause**) there are significant differences in the quality of education (**effect**). States and communities that are able or willing to pay more for schools, buildings, materials, and teachers almost always have better educational systems than those that cannot or do not. **Thus** (deduction) **for example** (**exemplification**), the average expenditure per pupil for secondary education in the U.S. was $4,000 in 1986. **But** (**contrast**) some states such as Alaska, New Jersey, and Wyoming spent more than 5,000 per pupil**. In order to** reduce the differences in the quality of education, (**purpose**) the Federal government sometimes provides special funds to poorer areas and school districts. **But** (**contrast**) in general Americans are worried that more Federal help could eventually lead to less independence and less control in state education.

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After reading (p.100)

Task 1 (p.100)

A. Yes, because they make the inter-sentence and inter-paragraph relationships more explicit.

B. **Unlike**= contrary to/ in contrast to/by contrast to
Since= because/as
As a result= as a consequence/consequently/ so, thus/hence
By contrast= contrary to /unlike
However: yet
Thus: So
For example= for instance
In order to= to, so as to
But= yet/however

C.mind the students that it is not necessary to use link words when the meaning relationship between sentences and paragraphs is explicit. Apart from **but**, **and**, **so**, **yet** and **however**, the other link words should be used sparingly. For example, **As a result** in the clause 'As a result, each of the 50 states is free to determine its own system for its own public schools is not really needed.' We can have two indepedent clauses instead. The other link words that can omitted are: **therefore**, **however**, **thus**, and **for example**.

D. We can link the first sentence with the second sentence of the paragraph with **because**.

Task 2 (101)

The order of the sentences depend on whether the emphasis is on cause or effect.

(D) The idea of continuing or lifelong education has become more important than ever before **because** (B) the job market is changing rapidly as a result of technological advance. (A) This idea is more or less accepted all over the world (E) **as** people are afraid of losing their jobs if they don't keep upgrading and updating their occupational skills. (C) Today, many adults go back to school to broaden their knowledge and learn something they enjoy doing. (F) **But** in the near future, all of them will return to school mostly for occupational reasons.

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(B) The job market is changing rapidly **as a result of** technological advance. **That is the reason why/so/consequently/as a consequence** (D)the idea of continuing or lifelong education has become more important than ever before. This idea is more or less accepted all over the world **because** (E) people are afraid of losing their jobs if they don't keep upgrading and updating their occupational skills. If, (C) today many people go back to school to broaden their knowledge and learn something they enjoy doing, (F) in the future, all of them will return to school mostly for occupational reasons.

Writing development (pp.101-102)

Introduction

Examinations have an important role to play in any system of education. Indeed, it is impossible to imagine a school which does not set exams for students to measure their progress and to evaluate their qualifications. However, if exams are necessary, they sometimes put students under pressure and can cause stress-related conditions.

One major factor/consequence of stress …

Project outcome (p.103)

Assessment (p.104)

See model in unit 1.

Time for… (p.105)

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UNIT FOUR: SAFETY FIRST (pp.106-134)

Introduce the theme of the unit through questions and answers around the pictures. Then refer the students to the project outcome on p.132.

LISTEN AND CONSIDER (pp.106-112)

Language outcomes (p.107)

Let students skim through the language outcomes preview in order to be aware of the objectives of this section.

Getting started (p.107)

The are many possible answers.

Let's hear it (p.108)

Task one (p.108)

There are many possible answers to the questions. Students don't have to agree on a particular answer.

A. T B. NM C.NM D.T

Task two (p.108)

Summary

The interview is about the types of food consumers prefer buying. According to the market researcher, the preference goes to organic foods for two main reasons. First, they think they are safer to eat than both GMFS and conventonial food. Second, GMFs have received bad publicity. For the market researcher, the issue of whether or not GMFS are safe to man's health and the environment has not been settled. So the debate about GMFs is likely to continue in the future.

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Around the text (pp.108-110)

Grammar explorer I (p.108)

Degrees of certainty	Positive statement	Negative statement
Categorical certainty	GMS will certainly disappear.	
Probability		
Possibility	They may disappear. They can have a comeback.	They may not disappear.
Remote possibility	They might have harmful effects The debate could continue.	They might not have harmful effects

Task (p.109)

Remote possibilty:In the near future, advertisements for fast foods might be banned and health warnings might be written on the packages of processed food.

Possibility: The Algerian government may impose an eco-tax on polluting industries next year. = It is possible that the Algerian government will impose an eco-tax on polluting industries next year.

Flavourings and colourings may cause irritabilty and skin irritations .= It is possible that flavourings and colourings will cause irritability and skin irritations.

Probability: Most Algerian consumers will probably boycott products which are not environmentally safe. = It is probable /likely that most Algerian consumers will boycott products which are not environmentally safe.

Certainty: Food safety will (certainly) be one of the major problems in the next decade.

In the future people won't eat as much processed food as they do now.

Grammar explorer II (p.109)

1.A 2.B and D 3. C

Task 1 (p.110)

The art of **cooking requires** the use of garlic. Of course, the **eating** or consumption of garlic **is** generally not approved of. **Working**

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beside someone who has eaten garlic is as bad as **sitting** beside someone who smokes. But while **smoking** is definitely bad for you, there is no doubt that **eating** garlic is good for your health and your high blood pressure. We are likely to see more 'No **smoking**' signs, but we won't see an 'No **breathing**' signs for garlic eaters.

Cultivating and **exporting** garlic has become big business now that so many people use it for **flavouring** meat and for **making** medicine that reduces cholesterol. People often **buy** it when they do their **shopping. Being** a garlic eater is something to be proud of and **shows** that you enjoy healthy **living**.

Vocabulary explorer (pp.110-111)
Consume: consumer, consumption, **consuming**
Advertise: advertising, advertisement
Produce: producer, production
Promote: promoter, promotion, promoting
Compete: competitor, competition
React: reaction
Oppose: opposition
Introduce: introduction
Reject: rejection
Treat: treatment
Manage: manager, management
Farm: farmer, farming
Pay: payment
Commercialize: commercialization

Task 2 (p.110)
1.consumers 2. consumption 3. production
4. advertisements 5. advertising 6. rejection 7.reaction

Task 3 (p.111)
1. with 2. from 3. from 4. about 5. to 6. for 7. from 8. of

Pronunciation and spelling (p.111)

Task 1 (p.111)
Advertise (v) Ad**VER**tisement (n)
A**SSO**ciate (v) Asso**CIA**tion (n)

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COmmerce (v) Co**MMER**cial (n)
REgulate (v) Regu**LA**tion (n)
PUblicize (v) pub**LI**city (n)

Task 2 (p.111)
Make sure the students are aware of the stress shift patterns.

Task 3 (111)
Use weak forms of the past modals in bold.

Think, pair, share (p.112)

We may live a totally different life in the next few decades because modernity has brought with it a new life style. Nowadays people take less time to eat, go to fast food shops to gulp hamburgers, hot dogs and chips. In the future, we might have conventional food being replaced by food substitutes like pills, or we might get our nutrients out of crude oil; that would shorten meal times even further. Conversely, many people are prepared to spend more time shopping in supermarkets (and even on the Internet). A lot of them are now becoming shopaholics, buying products that they don't really need. Their number will rise further in the near future.

This is partly because it is much easier to shop, especially as more and more supermarkets are equipped with fast serving cash desks which prevent long queues. In the future, shop assistants may be replaced by robots which could actually do the same job as them, with greater efficiency and in less time. That of course would probably have side effects like an increase in unemployment.

Leisure will also change, because of the development of all sorts of electronic devices, like the multimedia, cable television and other contrivances. People will be less tempted to go out for a film, a play or a concert. They'll pay even less visits to each other because the cell phone is such a convenient way to keep in touch. And what to say about the Internet through which people can instantly chat with and watch each other via the web cam! Alternatively, we'll have more free time to enjoy holidays at lower prices in distant places. But is this life of the future the kind of life people would like to have? Couldn't modernity preserve social relations and be a means to an end rather than an end in itself?

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READ AND CONSIDER (pp. 113- 120)

Language outcomes (p.113)

Let the students preview the objectives of the section in the language outcomes reminder.

Getting started (p.113)

Students are free to answer the way they like provided they justify their answers. They don't have to agree.

Taking a closer look (p.113)

Task 1 (p.113)

A.T B.T C. T D.T E. F

Task 2 (p.113)

Students are free to express their different opinions as long as they justify them.

Task 3 (p.113)

Before setting the students to task, refer them to the Coping box on page 68.

Line 2: They = people - Line 3: they= people - Line 4: they = people - Line 5: this = when we eat enough food for the exercise we take - Line 7: they= people - Line 9: their = people - Line 10: them = fatty and sugary foods - Line 12: their = a large number of people - Line 12: those people - Line17: this (study)= a recent study - Line 18: their = parents - Line 19: they= children - Line 26: ones= slim people - Line 27: their= obese people - Line: 33, which=loss of energy - Line 36, they=governments

Around the text (pp.115-118)

Grammar explorer I (p.115)

The text belongs to **expository** prose. It raises an issue a problem and suggests a solution to it. The author uses the present simple because s/he presents facts which are regarded as true at all times.

Grammar explorer II (pp.115-116)

A. supposition/hypothesis/condition **If** indicates that the author is just making a supposition.

B. Result/prediction

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C. The main clauses are: They won't get enough energy./ They will put on weight. The subordinate clauses are the clauses which start with **if**.
D. The main clauses can stand alone whereas the subordinate ones depend on the main clauses for their meaning.

Task (p.116)
If you eat rotten food, you will have a serious indigestion. If you have a serious indigestion, you will go and see a doctor. If you go and see a doctor, he will hospitalize you for two to three weeks. If he hospitalizes you, you will lose your job. If you lose your job, you won't earn enough money to buy good food. If you don't have enough money to buy good food, you will eat rotten food.

Grammar explorer II (p.116)

Task 1 (p.116)
A. Sufficient/appropriate= enough
B. 1. If they eat too little food or the wrong kind of food, they won't have enough energy.
2. If they eat too much food, they will put on weight.
3. If people eat too many products which contain a large amount of fat and sugar …, and too few products which provide them with enough quantities of fibre it is because of the many advertisements to which they are exposed.
4. A recent study shows that a large number of people who cannot manage to keep their energy balance are those who spend too much time in front of their T.V.sets.
C. much, many, a lot of, little no –at all …
D.See Grammar reference on pp.216-217.

Task 2 (p.117)
A. too much B. too much C. too few D. too much E. too many
F. too little G. too much H. too few I. too few

Grammar explorer III (p.117)

A. Have the students pick up the sentences. The link words express cause and effect
B. and See Grammar Reference pp.226-227.

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Task 1 (p.117)
A. because B. because of, owing to, due to C. because, since

Task 2 (117)
There are many possible answers.

Vocabulary explorer (p.117)

Task 1 (p.118)
A.Salty, peppery, savoury, tasty tricky, greedy
B. easy, speedy, dirty, dusty, stuffy, slimy

Task 2 (p.118)
Life is becoming increasingly expensive. So when shoppers/ buyers do their shopping they are more likely to look at the price tags of the products than at anything else. Saving even a little money by buying poor quality goods helps people with a low budget to pay utility bills and the rent at the end of the month. These savings also help to purchase mobile phones for the loved ones

Pronunciation and spelling (p.119)

Task 1 (p.119)
Going supermarket need anything
Get , flour, oil, oranges, packets, biscuits, please
Need , flour , oil, bottles, juice
No, said, packets biscuits
Oh see

Task 2 (p.119)
Need please bottles biscuits Oh

Think, pair, share (pp.119-120)

Food safety has become one of the major worries for mankind. This worry has three major sources: the chemical contamination of agricultural products, the use of additives, preservatives and colourings in a large number of food products and the consumption of ready-made food.

Perhaps the first cause for worry about food safety is the highly intensive mode of farming and agribusiness now prevailing in industrialised countries. This has led big companies to use chemicals,

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fertilisers and pesticides to ensure maximum output. As a result, fruits and vegetables are contaminated by chemicals which may prove harmful to our health.

The second cause for concern is again related to mass production, and the need to keep products fresh and attractive. Consumer requirements have led manufacturers to introduce colourings, additives and preservatives. Some of them have been suspected of being dangerous while others have definitely been classified as harmful by independent research laboratories. Scientists maintain that some colourings and sugar substitutes can cause cancer, diabetes and other metabolic disorders.

Finally, fast food and ready-made meals have led people to take undesirable eating habits, like nibbling at work or at home, or having frequent snacks in front of the computer or the TV set. More worrying is the fact that the younger generation are the most prone to consume fast food and soft drinks. These eating habits, as shown in "advanced" countries especially, have caused a large part of the population to become overweight or obese, and to develop diseases like diabetes or high blood pressure. These are due to an excess consumption of animal fat and fried food, as well as sugar and salt.

In conclusion, the conjunction of contaminated agricultural products, processed foods and poor eating habits is indeed a good reason to worry about food safety and to take corrective measures to change or improve our attitudes to eating.

TAKE A BREAK (p.121)

Let the students describe the picture. Then elicit the humour in it.

Proverbs and sayings (p.121)

It's no use crying over spilt milk. = It was a great pity that it happened, but there's nothing we can do about it now. Don't regret. Look to the future.

Equivalent proverb: **What's done cannot be undone.**

Don't teach your grandmother to suck eggs. = Don't offer advice to those who are more experienced than you are. The saying is often used in the form of a retort. E.g. 'Be careful how you use that chisel. It's very sharp and may slip.'

'You go and teach your grandmother to suck eggs.'

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Gluttony kills more than the sword. = More people die from overeating than are killed in battle. This is a very old proverb, dating back to the times when gluttony was more common than it is today, and it was no rare thing for people to die of overeating.

You cannot make an omelet/omelette without breaking eggs.= You cannot expect to get something for nothing. You must be prepared to make sacrifices in order to get something done. E.g. 'We shall be much more comfortable in our new house, but I'm afraid it's not going to be as cheap to run as this one.'

'You can't make an omelette without breaking eggs.'

You cannot sell the cow and drink the milk. = You cannot enjoy the s milk and have at the same time the advantage of the money got for the sale of the cow. In other words, you must have one thing or the other, not both.

RESEARCH AND REPORT (p.122)

Students can choose either assignment one or assignment two.

LISTENING AND SPEAKING (p.123)

Skills and strategies outcomes (p.123)

Preview the objectives of the section with the students.

Before listening (p.123)

1. The advertisement is about Omega brand watches. The watch is associated with a beautiful face.
2. Ladies
3. Cindy Crawford, American top model
4. Possible answers: She is beautiful./ she is famous.
5. 'Cindy Crawford's choice' / The students may have different opinions about the second part of the question.
6. There are many possible answers. Students should feel free to voice their opinions and thus start off the discussion about the theme of the unit.

As you listen (pp. 124-125)

Task 1 (p.124)

Please see the errata at the beginning of this book, and correct the mistake in the instruction before setting the students to task.

A. JE B. JE C.JE D.JE E. JE F.JA G.JA H. JE and JA

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This may not be a consensus, but what's important is the students to talk to justify their choices. Replay the dialogue as needed.

TASK 2 (p.124-125)

Possible answer. Students can come out with their own summary. Make sure you set the speaking time allocated.

Jenny and James are talking about the impact of advertising. The problem is whether or not advertising has a negative or a positive influence on consumers. Jenny is in not in favour of advertising whereas James is one of its supporters. At first James denies that advertising manipulates consumers. Then he admits that it does. In the end, both of them agree that manipulating people is wrong.

After listening (pp.125-126)

Let the students skim through the text in the coping box before setting them to the task.

Saying it in writing (p.127)

READING AND WRITING (pp.128- 131)

Skills and strategies outcomes (p.128)

Let the students skim through the preview so as to get acquainted with the objectives of this section.

Before reading (p.128)

The questions mostly involve the expression of personal opinions. So students should feel free to answer in any way they like as long as they justify their answers.

As you read (p.128)

Let the students skim through the text in the coping box before setting them to task.

Task 1 (p.129)

Brand: Toshiba - Advertised item: cooktop - Audience: Housewives, homemakers - The four expectations exploited: safety, the need to be up-to-date - energy - efficency - modernity.
Is the advert persuasive or not ?: Elicit students' opinions. They don't have to agree.

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Task 2 (p.129)

A. Iron or steel pot. B. It's safer and energy saving C. It works by creating a magnetic field that heats the inside of the pot instead of the cooking surface. D. regret

After reading (p.130)

This involves model writing. Refer the students to the advertisement on page 129.

Writing development (pp.130-131)

PROJECT OUTCOME (p.132)

ASSESSMENT (p.133)

Text 1

The Story Behind Supermarket Success

I. Read the text carefully and circle the one answer (a,b, c, or d) which you think is the right one according to the text. (3 pts)

A. What does the author <u>say</u> about supermarkets?

a. They are more and more attractive.
b. Shoppers are sensitive to the way the products are placed on shelves.
c. Supermarkets do not sell vegetables and fresh fruit.
d. They should not sell sweets to children.

B. What does the writer <u>imply</u> about supermarkets.

a. Everyone buys basic food in them.
b. People walk quickly through their aisles because they are always under time pressure.
c. Good supermarkets are designed by clever architects.
d. Supermarket managers want their premises to be designed so as to make their customers buy more.

(Key: A-b , B-d)

II. Complete the following sentences with words or phrases from the text. (2,5 pts)

a. A product that sells very well is a …
b. A circular movement from left to right is a …

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c. Food that everyone needs and buys is …
d. A person who makes a product is a …
e. A customer in a store or shop is a …

(Key: a. bestselling product , b. clockwise movement , c. basic food, d. manufacturer, e. shopper)

III. What do the words or phrases underlined in the text and reproduced here refer to? (2 pts)

a. (you) do §1
b. Another §2
c. (ten-foot) one §3
d. them (because) §5

(Key: a. know , b. position c. display d. shelves

IV. Find in the text words or phrases whose meaning is opposite to the following: (2pts)

a. walk out § 1
b. ignore § 1
c. speed up § 3
d. d. slowly §3
e. (Key: a.enter, go into , b. pay attention to, c. slow down , d. quickly)

V. In the text below, add the appropriate ending to the words in brackets so that this text makes sense. (3.5 pts)

My favourite parts of the ***New York Times*** Sunday newspaper are the (advertise) because they exert a hind of hypnotic (fascinate). In the gift catalogue from the Z company of New York, you can find all (sort) of odd things. I once bought something from this catalogue. It was a little (read) light that you can clip into your book so as not to disturb anyone (sleep) in the same room. But it didn't work: the light was feeble and, apart from the first two (line), the rest of the page was left in (dark). I have seen more luminous insects !

(Key: 1. advertisement , 2. fascination 3. sorts, 4. reading , 5. sleeping , 6. lines 7. darkness)

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VI. Look again at the text above and do this pronunciation task. Pick out four words ending with the /s/ sound and four other words ending with /z/sound. Place them them in the corresponding columns below. (2pts)

/σ/	/ζ/
1. …..	1. …
2. …..	2. …
3. ….	3. …
4. ….	4. …

(Key: /s/ parts, supplements, sorts, darkness, /others accepted/ this, luminous, insects)/z/ was, times, as, lines, shoppers, etc.)

VII. Writing

Choose one topic (5 pts)

A. Write a twenty-line letter to your local newspaper to complain about an item widely advertised on TV which you bought but failed to work properly within two days of purchase. (Use the appropriate letter format.)

B. Write a short article (20 lines maximum) for publication in a weekly magazine) in which you argue against the construction of a big supermarket in your area, because small shops and businesses would die out.

UNIT FIVE: IT'S A GIANT LEAP FOR MANKIND (pp.135-164)

Use the pictures to elicit the theme of the unit. Then refer the students to page 162 to get them acquainted with the project outcome.

LISTEN AND CONSIDER (pp.136-141)

Language outcomes (p.136)

Let the students skim through the preview so as to get acquainted with the aims of the section..

Getting started

1. They represent satellites 2. They are similar in the sense that they orbit the Earth. 3. They are different. One of them is a natural satellite and the other is an artificial satellite. 4. Elicit as much information as you can. 5.Yes, Alsat .

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Let's hear it (p.137)

Task 1 (p.137)

C.1 E.2 B.3 A.4 F.5 D.6

Task 2 (p.137)

A. It is 610 kms away from the Earth
B. It is roughly cylindrical in shape.
C. It is 13 m long.
D. It weighs more than 11 tons.

Around the text (pp.137-140)

Grammar Explorer (p.137)

A. They express purpose/function of objects.
B. The verbs which follow them either are in the **infinitive** or have the **–ing** form.
C. We can only use the preposition **for**.

Task 1 (p.138)

1. B 2. C 3. D 4. A 5.F 6.E

Task 2

Students combine the sentences to get a description of a telescope.

Grammar explorer II (p.138)

Task 1 (p.138)

A. How

B.

It is roughly **cylindrical** in shape. (**before a preposition phrase**)
It is 13 m **long**. (**after a noun/ measurement**)

Other possibilities: It has a cylindrical shape. Its shape is cylindrical.

A. **How much** does ***Sputnik I/Sputnik 2*** weigh?
B. **How far** is the moon from the Earth?
C. **How long d**oes it take our planet to make one revolution round the sun?
D.**How high** is Mount Everest?
E**. How tall** was Yuri Garin?

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F. **How long** … **How wide** - **How deep**…?
G. **How fast** does light travel?

N.B. Some of the words in the box can function both as adjectives and adverbs.

Vocabulary explorer

Task 1 (p.139)

Verbs	Nouns	Adjectives
Weigh, takes, travel	Height, weight, length, depth. Distance, speed. Kilometres, metres. Hours, minutes, seconds	High, tall, heavy, long, wide, deep

Task 2 (p.139)

1.B 2. A 3.C 4. E 5. D

Task 3 (p.140)

1. believed 2. Belief 3. Proved 4. Proof

Pronunciation and spelling (pp.140-141)

Tasks 1 and 2 (p.140)

Stress usually falls on the second syllable for verbs and on the first syllable for nouns.

Task 3 (140)

Stress shift: The stress pattern of the verbs and nouns are different. In verbs, it falls on the second syllable whereas in nouns it falls on the first syllable. In addition, the letter n is pronounced differently. Check the pronunciation of the words in the dictionary.

Task 4 (p.140-141)

Blue (corrective stress) - Russian (corrective stress)

Think, pair, share (p.141)

The Moon is an earth satellite orbiting our planet from a distance of 384,000kms on average, and its orbit is in a west-to-east direction. Its surface gravity is only 0.16 that of the Earth (one sixth), and it does not seem to have life on it, since it has neither atmosphere

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nor water. Minimum and maximum temperatures on it are wide apart, with +110˚C on the sunlit side and –170˚C in lunar nights. The geology of this satellite is rock only, and its age is about 4,6 billion years.

Plans to reach the Moon on space crafts have been on scientists' minds since early 20th century. But they became more concrete when the Russians launched space crafts Sputnik 1 and Sputnik 2 in 1957, the second one carrying dog Laika. In 1961, Yuri Gagarin orbited the Earth, followed by the American astronaut John Glenn in 1962. Finally, America won the honour of reaching the Moon before Russia, when Neil Armstrong set foot on it on July 21st 1969.

There are at present plans to build a space base on the Moon, to set a giant telescope and launch space ships from there to distant planets, and perhaps to other solar systems.

READ AND CONSIDER (p.142)

Language outcomes (p.142)

Let students skim through the preview so as to get acquainted with the objectives of this section.

1. Pluto is no longer considered a planet. According to experts, it's just a member of an asteroid belt beyond Neptune, along with 12 newly discovered mini-worlds.
2. One year / 365 1/4 days
3. **Possible answer**: Astronomy is a science whereas astrology is a pseudo-science. The former studies the sun, the moon, stars and planets to get information about them whereas the latter observes them with the belief that their positions will tell about man's destiny.

Taking a closer look (p.142)

Task 1 (p.142)

Start from bottom left :

Sun- 1.Mercury, 2.Venus, 3. Earth (Moon in the black box) , 4.Mars, 5. Jupiter, 6. Saturn , 7. Uranus, 8. Neptune 9. Pluto is no longer considered a planet.

Task 2 (p.142)

A. meteors- comets- asteriods- satellites/moons- planets – stars.

B. The moon orbits the earth whereas the planets orbits the sun.

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C. The heavenly bodies.
D. The heat energy and light energy make life possible on Earth.
E. They are likened to huge mirrors because they reflect the light from the sun.

Task 3 (p.142)

10,000 –32 X 5/9 27,000,000 –32 X 5/9

Around the text (pp. 145-148)

Grammar explorer I (p.145)

Comparatives of adjectives

Comparatives of superiority:

- ❑ They are far **more remote** from us **than** any other heavenly bodies.
- ❑ **More distant** planets have **larger** orbits

Comparatives of equality:
Elicit an example

Comparatives of inferiority:

- ❑ Moving around some of the planets are **smaller** balls …
- ❑ You might also catch a glimpse of swarms of even **smaller** particles…
- ❑ Their light is **less** intense **than** that of the sun.

Comparatives of adverbs

- ❑ More distant planets have larger orbits and travel far **more slowly**.

Other examples:

- ❑ More distant planets have larger orbits and travel **less quickly**.
- ❑ More distant planets have larger orbits and don't travel **as quickly as** the ones which are close to the sun.

Task 2 (p.145)

There are many possible answers.
E.g. The Earth is **more remote**/**distant** from the sun than Mercury.
Mercury is **closer**/**nearer** to the sun **than** the Earth.
The information in the box is taken from the ***Hutchinson Encyclopaedia.***

Grammar explorer II (p.146)

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Task 1 (p.146)

Similarities

'all travelling in the same direction' (§1)

Elicit other examples with other link words: E.g. both… and…, neither… nor, similar to, like …

Differences

- ❑ **Compared with** the other stars, the sun is of average size, but it is a giant in comparison with even the largest planets.
- ❑ The planets of the solar system are **different from** the distant stars.
- ❑ **Unlike** stars, which shine with their own light, the planets give off no light of their own.
- ❑ Jupiter, for example, takes more than eleventh Earth years to make one complete revolution around the sun **while** Earth makes its path around the just in just 365 ¼ days….

Elicit other examples from the students.

Task 2

Comparing/contrasting terms to use within a clause.

1. A and B are the **same/alike/similar/comparable.**
2. **Both** A **and** B are … /Neither A nor B is …
3. A and B are **different/unlike/ disimilar.**
4. A is the **same as/ similar to/ like /resembles** B.
5. A is **as** _____ **as** B.
6. A **differs**/ is **different from** B.

Link words to use between clauses, sentences and paragraphs

Category	Coordinators	Subordinators	Transition words
Similarity	And		Likewise, similarly, also, too
Difference	But, yet	While, whereas,	However, in contrast, conversely on the other hand, contrary to …

Grammar explorer III (p.146)

A. The sentences express supposition/hypothesis.

B. Past simple + would+verb The author is just supposing/imagining things.

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Think, pair, share (p.149)

I sometimes think with awe about the possible consequences for life on earth if a comet collided with our planet. I can imagine it hurtling through the atmosphere before it makes its terrible impact on some part of a continent. Scientists do say that a similar incident took place many thousand years ago, and provoked the extinction of many giant animal species, including dinosaurs.

An enormous crater would form, and possibly cause a volcanic eruption which would send a heavy layer of particles and ash high up in the sky to stop the sun rays from reaching the Earth. Our planet would then be in the dark for many years, and consequently the temperatures would drop considerably.

A change in the climate could indeed occur, rainfalls and snowfalls would be frequent, heavy and long lasting, and floods would result from them; the sea level would probably rise, and cause some flat regions of the Earth to be totally immersed.

Another possible consequence of the impact would be a gigantic earthquake which would destroy many inhabited areas and kill a huge number of people. If the impact were near an ocean, a tsunami could develop and flood vast areas of flat land, causing many people to die or become homeless.

Facts in the past have shown that a disaster like an impact of a heavenly body on Earth could destroy life, or at least alter living conditions dramatically. The same could be repeated if another collision occured. This is why scientists are thinking up space programmes to find ways of preventing another accident of this kind.

TAKE A BREAK (p.150)

Idiomatic expressions

A. 1. b saw stars 2. a was born under an unlucky star 3. c Thank his lucky star

B. 1= a over the moon 2= d mooning over 3= b once in a blue moon 4= c crying for the moon

Poem

Here are some questions that can be asked to the students.

1. Explain how, in the first two lines, the poet manages to give us a history of the means of transport.

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2. What comparison helps us to understand the challenges that must be met by the first settlers on other planets?
3. How can you tell that the author expects journeys through space to be quick?
4. How does the author show that he expects mostly younger people to journey out into space?
5. Americans are always asked, in Autumn, to 'mail early for Christmas'. How is this expression related to the title of the poem?

RESEARCH AND REPORT (p.151)

Assignment 1 (p.151)

The competition can be organized in the form of a show asking questions like: Who was the astronomer who said that the earth was flat? What's the title of the book that he is best known for? Where was Ptolemy born? What was his nationality? The students will play the roles of host and guest in the show.

Assignment 2 (p.151)

This assignment can take the form of a demonstration class or a news reading.

Assignment 2 (p.151)

Eclipse: passage of an astronomical body through the shadow of another. The term is usually used for solar and lunar eclipses, which may be either partial or total, but may also refer to other bodies, for example, to an eclipse of Jupiter's satellites by Jupiter itself. An eclipse of a star by a body in the Solar System is also called an occultation.

A solar eclipse occurs when the Moon passes in front of the Sun as seen from Earth, and can happen only at new Moon. During a total eclipse the Sun's corona can be seen. A total solar eclipse can last up to 7.5 minutes. When the Moon is at its farthest from the Earth it does not completely cover the face of the Sun, leaving a ring of sunlight visible. This is an annular eclipse. Between two and five solar eclipses occur each year but each is visible only from a specific area. A lunar eclipse occurs when the Moon passes into the shadow of the Earth, becoming dim until emerging from the shadow. Lunar eclipses may be partial or total, and they can happen only at full Moon. Total lunar

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eclipses last up to 100 minutes; the maximum number each year is three.

A total solar eclipse visible from southwestern England took place on 11 August 1999 and lasted for two minutes. This was the first total solar eclipse to be visible from the UK since 1927, the next will be in 2090.

(From the ***Huchinson Encylopedia***, 2001 Edition)

Assignment 3 (p.151)

The etymology of the words is Arabic.

Assignment 4 (p.151)

E.g. One of the myths says that the Earth stands on a bull's horns.

LISTENING AND SPEAKING (p.152)

Skills and strategies outcomes (p.152)

Let the students skim through the preview so as to get acquainted with the objectives of the section.

Before listening (p.152)

1. ET stands for extra-terrestrial. Students have already come across this term.

Questions 2, 3 and 4 are open-ended questions. There are many possible answers.

5. See text on science-fiction in SE2 textbook.

As you listen (p.153)

Have students skim through the text in the coping box before setting them to task.

Task 1 (p.153)

The clues are not necessarily the ones that students will identify:

a. They work for the S.E.T.I(Search for Extra-terrestrial Intelligence) laboratory.

b. **Beyond the solar system** perhaps even beyond the Milky Way

c. For many centuries we were ignorant of what we call the New World today.

d. The S.E.T.I researchers are determined to distance themselves from science fiction and fantasy.

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Task 2 (p.153)
Students will discuss the following statement:
'That would shed light on the origin, the nature and the future of the universe as a whole.' Students don't have to agree on one single answer.

After listening (p.154)

Students skim through the text in the coping box. Engage a discussion with the students to check that they have inderstood the main ways of expressing agreement or disagreement with stative verbs. (See Coping box, p.154.)

Task 1 (p.154)
Allocate the necessary time to the students to prepare their dialogues.
E.g.

A: Is what they telling us about space laboratories true?
B: I (don't) think so.
A: Why?
B. …

Task 2 (p.154)
The task can be done in groups. Let the groups brainstorm one of the topics before they engage in dialogue. Make sure the students use the right tenses.

Saying it in writing (p.155)

E.g. I think that astronomy is one of the most useful sciences today. For one thing, it's thanks to astronomy that we can predict such catastrophes as tsunamis and hurricanes. Right now as I 'm speaking to you there are satellites hovering above us in the skies watching for any hurricane that may hit us….

Reading and writing (p.156)
Skills and strategies outcomes (p.156)
Let the students skim through the preview. Then interact with students to make explicit the objectives of the section.

Before reading (p.156)

Task 1 (p.156)

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The answer is C. because the paragraph in question is a lead-in. Its purpose is to entice the reader to read the whole article or news story. It is signed by a journalist by the name David Grinspoon.

Task 2 (p.156)
It fits in the beginning because "why" indicates that a rhetorical question is asked and we expect that it will be answered in what comes next.

Task 3 (p.156)
An answer/ a discussion of the issue raised in the lead-in.
N.B. Students will suggest answers to the three questions, but try not to answer them at this stage. They will check their answers while doing task 1 in the **as-you-read** rubric.

As you read (p.157)

Task 1 (p.157)
Students will skim through the rest of the text to check the guesses they have made in the before-reading task.

Task 2 (p.158)

A. The NASA fired a copper explosive barrel in the path of Tempel 1 in order to learn about the impact that a collision with comets might have on our planet. Or
….in order to learn about the life secrets that lie within the hole of the comet.
B. Deep impact
C. Paragraph 5
D. The dinosaurs would not have disappeared if they had known how to divert the course of comets. The space programme is vital because it can help avoid the kind of collision that caused the disappearance of dinosaurs.

Tasks 3 and 4 (pp.158-159)
Crater = hole (relation of synonymy); **Mixed reactions** = not complelety positive/good. The three sentences give clues in three different ways: not really fine (not good); analogy and a rhetorical question. Hurt: (word coming in topic sentence) = doing harm (idiomatic expression in the concluding sentence) The parallel that the author draws between the mission and digging for sand specimens in a

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beach provides another clue for understanding the meaning of the word.

Demolish = destroy (relation of synonymy) **Ice crust** = frozen rock (synonymy) Lacked =/= had The meaning of lack can be guessed either from the context of the sentence "The dinosaurs **disappeared** because they lacked a space programme." It also also guessed from the concluding sentence of the paragraph " … because we **have** knowledge….)

After reading (p.159)

Possible answers:

1. The decision to shoot at the comet is unreasonable/too quick and can have bad consequences.
2. There is no need to be worried about the shooting at the comet because it is as harmless as picking up a few sand specimen for study.

   Or the mission is totally harmless because …
3. Human life can't be destroyed by the collision of our planet with a comet because we know how to divert their course.

Task 2 (p.159)

A.Type of discourse: Argumentative

B.Function: Persuading the reader about the importance of a space programme.

C.Category of reasoning: It is mainly a reasoning based on analogy

Writing development (pp.160 –161)

You often hear people say, 'The budget devoted to space programmes is wasted money.' Many people support this statement by saying that these huge amounts can be invested in projects to combat diseases. Likewise, many other people consider that space exploration is a wild dream and that the money spent on these explorations is needed to relieve poverty in Africa. Though I understand that there is an urgency to fight diseases and relieve poverty in our continent, I don't think it is right to abandon investment in space explorations. Why?

In the first place, many of the advances made in medicine are indirectly the result of space exploration. For instance, …

Project outcome (p.162)

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Assessment (p.163)

Text 5 (p.36) The Martians are coming

I. Read the text carefully and answer with True or False(3 pts)

a) The radio programme was broadcast on Halloween day.
b) The news announcers were real actors.
c) An announcement was made before the show began that the programme was unreal.
d) Everybody was trying to leave the town by car.
e) The Americans killed the Martians with poisonous gas.
f) The programme was about London in the 1890s.

(Answers: aF,bT,cT, dF,eF,fF)

II. What is the main idea of this text? Justify your choice.(1.5pts)

a) Halloween eve is a good night to scare people.
b) People are ready to believe anything that seems realistic to them.
c) A Martian invasion could cause much panic among people.

(Answer: b). a and c are also acceptable provided the choice is justified.

III. What do these words refer to in the text? (2 pts)

a) One (a good one) §1
b) it (seem) §1
c) their (suitcases) §3
d) others (tried) §3

(Answers: a: story, b: the show, c: people, d: people)

IV. Use of English:

A/ Find in the text a synonym for each of the following words (3pts)

a) scenery §1

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b) frightening §1
c) tried § 3
d) intruders (from outer space) § 3

(Answers: a:setting, b:scary/terrifying, c: attempted, d: aliens)

B/ Complete these sentences with words or expressions from the box below. Use each word or expression at least once (3,5pts)

Should ; don't have to ; didn't have to; must ; have to ; had to; mustn't

a) You……..do your homework now if you don't want to
b) I really ……remember to send my brother a birthday card
c) My parents say I ……..be home by 8 o'clock at the latest
d) You……buy a monolingual dictionary. You can refer to it every time you are unsure of what a word means
e) You…….come into my room without knocking
f) I didn't come to your birthday because I ……stay at home with my mother who was ill

(Answers: a: don't have to, b: must, c: have to, d: should, e: mustn't, f: had to)

C/ Complete the second sentence so that it has the same meaning as the first sentence. Use the passive voice. You must use between two and five words (1pt)

a) Welles made some changes in the original story
Some changes…….by Welles in the original story
b) Somebody had eaten all the food by the time we arrives
All the food……..by the time we arrived
c) Our teacher gave us some good advice to help us pass the ***Baccalauréat*** exam
We……some good advice by our teacher to help us pass the ***Baccalauréat*** exam
d) When we woke up, we discovered that the wind had blown down a large tree during the night
When we woke up, we discovered that a large tree…….

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(Answers: a: were made, b: had been eaten, c: were given, d: had been blown down)

D/ Find the corresponding verb or noun to the following words (1 pt)

NOUN	VERB	ADJECTIVE
a) Adaptation	?	
b) Invasion	?	
c) ?	decided	
d)	?	scary
e) ?	smell	
f) ?	interrupted	
g) ?		fictional
h) ?	described	

(Answers: a: adapt, b: invade, c: decision, d: scare, e: smell f: interruption, g: fiction, h: description)

V- Writing: Write a twenty-line essay on ONE of the following topics (5 pts)

A/ Imagine the Martians invaded the planet Earth. What do you think would surprise them about our lives, and what would they change?

B/ Some people say that reading science fiction stories helps to imagine new worlds and create new ways of life. Do you agree with this statement?

Time for … (p.164)

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UNIT SIX: KEEP COOL (pp. 165- 195)

Introduce the theme of the unit by asking questions about the two pictures. Refer the students to the project outcome on page 193.

Listen and consider (pp.166-170)

Language outcomes p.166.

Students will get acquainted with the language outcomes by skimming through the text of the preview.

Getting started (p.166)

1. Biyouna, Salah, Bakhta …

The other questions are open-ended.

Let's hear it (p.167)

Task 1 (p.167)

1.C 2.B 3. A 4.D 5. E

Task 2 (p.167)

Students don't have to agree on the statements.

Around the text (pp.167-168)

Grammar explorer I (p.167)

1. The 2. the 3. the 4. zero article 5. zero article 6.a
7. zero article 8. the 9.a 10. a 11. zero article 12.an

Grammar explorer II (p.168)

Task 1 (p.168)

A. must = obligation mustn't= prohibition
B. have to =necessity
C. don't have to= lack of obligation
D. Should = advice
E. Ought to= advice

Task 2 (p.168)

Make sure you give time to students to prepare the dialogue before they act it out.

Vocabulary explorer (p.169)

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Tasks1 and 2 (p.169)

Positive		**Negative**	
Noun	Adjective	Noun	Adjective
Fun	Funny	Stress	Stressful
Humour	Humorous	Tragedy	Tragic
Happy	Happiness	Self-centredness	Self-centred
Help	Helpful	Self-satisfaction	Self-satisfied
Joy	Joyful	Sickness	Sick
Comedy	Comic	Worry	Worried
Thought	Thoughtful		
Optimism	Optimistic		

Task 3 (p.169)

Broaden - deepen – widen – shorten – darken – roughen – soften

Please note that **humanity** and **humour** belong to neither category.

Humour **broadens** our minds because it allows us to see the funny side of life. Moreover it can **deepen** and **widen** our emotional lives since it develops in us that capacity to laugh at ourselves. Without it, our life expectancy would **shorten** and our prospects would **darken**. More importantly, while hardships **roughens** our lives, humour **softens** them.

Task 4 (p.170)

Some of the items can be figure either in the positive or negative column. It depends on how you look at things.

Positive		**Negative**	
Noun	Adjective	Noun	adjective
Self-help	Self-educated	Self-pity	Self-satisfied
Self-reliance	Self-reliant	Self-deception	Self-conscious
Self-discipline	Self-made		Self-assertive
Self-esteem	Self-effacing		Self-fulfilling
Self-defence	Self-condifent		
Self-sacrifice	Self-possessed		
Self-denial	Self-assured		
	Self-supporting		
	Self-assertive		

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Self-evident and **self-portrait** belong to neither category whereas some of the other items can belong to either category depending on the student's point of view.

Task 5 (p.170)

1. Self-educated 2. self-effacing 3. self-control 4. self-help
5. self-esteem 6. self-reliance 7. self-denial/self-sacrifice

Pronunciation and spelling (p.171)

Tasks 1 and 2 (p.171)

Sound /h/ in accented words and in initial position.

Henry – heroes – heroines – humanity – history – homeland - heart

Sound /h/ in unaccented words

Honourable – honest- humour

Task 3 (p.171)

The sound-spelling link = 4 letters for two sounds

Task 4 (p.171)

Use the weak form of "of" except for **made of** where the strong form of **of** must be used .

Think, pair, share (p.172)

Dear Miserable,

I'm very sorry to hear that you are having difficulty coping with stress and anxiety, due to the forthcoming final examination. I more than sympathise with your being depressed. Let me tell you however that taking a few commonsense steps would restore confidence and cheerfulness in you.

I think you are working too hard, and not taking enough time for breaks. Do you know that cramming and doing exercises endlessly produce more anxiety in you? That's why you don't feel you have time to spare for your friends, and to enjoy some of the pleasures of life you are entitled to.

So, as I said, you should relax and sleep regularly, meanwhile leaving your brain to process the hardest points of lessons and activities. You should go out for walks or practise some sport everyday to help you relax. You ought not to worry constantly about

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the time when your exam occurs, lest you would lose your concentration on the appointed day.

Think that after all, you have reached a good level of competence, and that you have enough strategies at this stage to decide how to organise your work. Let me tell you again that when the exam comes, always start with the things you can do easily and leave time for the most tricky parts.

I'm sure that when the time comes, you will be able to overcome your stress and perform quite successfully.

I wish you all the best.

Aunt Hillary

Reading and writing (pp.173-178)

Language outcomes (p.173)

Let students skim through the preview to get them acquainted with the objectives of the section.

Getting started

1. The lady is comforting the weeping child. You can take the opportunity to ask other questions. E.g. Who is the lady?

Questions 2-6 are open-ended questions.

Taking a closer look (p.174)

Tasks 1 and 2 (p.174)

1. Nearly all of them.
2. The great majority of them would rather let all of it out and say what they feel than bottle it up inside and make matters worse.
3. They give little attention to people who complain in public.
4. They hug one another when they score a goal.
5. The American people are extrovert because they show their feelings whereas the British are both introvert and phlegmatic. The British tend to hide their feelings and are not easily moved. This is not necessarily the way students will formulate the answer.

N.B Let students c²heck up the meaning of the words (extrovert, introvert and phlegmatic) if necessary.

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Make sure you give students the necessary time to think over the second part of task 2 before you set them to task.

Around the text (p.175)

Grammar explorer (p.175)

Sentences expressing likes and dislikes:

- ❑ Almost all of them **enjoy talking** about their own experiences.
- ❑ (…) a national tendency to **avoid showing** strong emotion (…)
- ❑ The British **like to keep** a stiff upper lip.
- ❑ Many elderly people **do not like to see** this.

Sentences expressing preferences:

- ❑ Nearly all Americans believe that **it is better to share** what they think or feel.
- ❑ When some of them are upset they **prefer to cry rather than retain** their tears.
- ❑ The great majority of them **would rather** let all of it out and say what they feel **than** bottle it up inside and make matters worse.
- ❑ They **prefer hiding** them (their feelings).

A. The form of the verbs are: -ing , the to-infinitive or the infinitive without to.

B. and C. The verbs **enjoy**, **dislike**, **don't mind** and **avoid** are always followed by a **gerund** whereas **like**, **love**, **hate** and **can't stand**, **prefer** can be followed by either a **gerund** or an **infinitive**.

D. **It is better** is followed by the to-infinitive whereas **rather** is followed by an infinitive without **to**.

Tasks 2 and 3 (p.176)

Students follow the model provided in the textbook. Provide context to make the task more communicative. E.g. Making students play the role of journalist/ interviewer (conducting a survey about spare time activities) and that of interviewee.

Grammar explorer II (p.176)

Task 1 (p.175)

- ❑ Women sometimes kiss each other on the cheek as a greeting.
- ❑ Players now hug one another when they score.

A. They are double/compound pronouns used as object .

B. They express reciprocity.

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C. **One another** is used with the same meaning as **each other**. The former is used in preference to each other when reference is made to more than two persons.

D. Give names to the players and the women in the sentences which the students have picked up to make the reciprocal relationships more explicit.

E.g. Jane and Maud kiss other other on the cheek.

- ❑ Jane kisses Maud. Maud kisses Jane. (repetition of the structure)

Task 2 (p.177)

1. each other 2. each other 3. each other 4. one another 5. one another 6. one another

Grammar explorer III

Task 1 (p.177)

- ❑ **Nearly all** Americans believe …
- ❑ **A great many** of them expect …
- ❑ **Almost all** of them enjoy talking …
- ❑ When **some** of them are upset …
- ❑ **Few** Americans consider it bad to show…
- ❑ **Few** British people would dare venture even a little anger …
- ❑ **Many** British youths now show feelings …

Elicit other quantifiers before students move to the second part of the task.

See Grammar Reference pp. 216-217.

Task 2 (p.178)

1. many/ a great many 2. some 3. a little 4. a little 5. most / nearly all 6. all 7. few 8. many/some 9. much 10. little

Vocabulary explorer (p.178)

Task 1 (p.178)

A. Let all of it out: to air / express one's feelings angrily
B. bottle it up: to hide/not show one's feelings
C. to show no emotion, sign of fear or anxiety

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D. to show even a little anger
E. to avoid interfering with other people's problems/business

Task 2 (p.178)

Adjectives	Adverbs	Nouns
Bitter	Bitterly	Bitterness
Friendly		Friendship/friendliness
Happy	Happily	Happiness
Lonely		Loneliness
Sad	Sadly	Sadness
Tender	Tenderly	Tenderness
Humorous	Humorously	Humour
Kind	Kindly	Kindness
Peaceful	Peacefully	Peace
Graceful	Gracefully	Grace
Generous	Generously	Generosity
Courageous	Courageously	Courage
Selfish	Selfishly	Selfishness
Pessimistic	Pessimistically	pessimism
Chauvinistic	Chauvinistically	Chauvinism
Enthusiastic	Enthusiastically	Enthusiasm
Faithful	Faithfully	Faith

Pronunciation and spelling (p.179)

Task 1 (p.179)

/δ/	/□δ/	/τ/
Admired	Separated/married	Looked
changed,loved	Devoted	missed
preferred,resigned	Committed	divorced
died,happened	Succeeded	shocked
pursued,caused	Concluded	watched
proved, involved, televised	Assassinated	

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Think, pair, share (pp.180-181)

Though not necessarily applying to Algerians, the text below could be used as a model.

The death of a close friend or a relative, the occurrence of a natural disaster or an accident, and other fatalities are likely to generate different feelings and emotions in people.

Actually the difference in reaction is more particularly a question of gender. Men will tend to hide their grief over the death of somebody they know, or their awe when they witness a tragedy; during a natural disaster, they will try not to panic and control their emotions; instead, they will react by taking steps to protect their families and neighbours. Women will show their emotions more openly. They will express their sadness and mourning, and cry profusely when they learn about a relative's death. Likewise, they will be rather shocked and terrified when they see an accident in which there are casualties. Finally, they are likely lose their self- control, and fail to take the right decisions to protect themselves in an emergency.

The difference in response regarding the expression of love and affection will most likely follow the same pattern. Men always try to avoid excessive sentimentality. They generally avoid showing in verbal manner too much emotion and feelings to their families and friends; they will express their care in a different way; for instance by showing concern, offering help or giving presents. Women are again prone to showing their feelings more openly. They would more often than not use terms of endearment, and they often hug and kiss family members, especially children.

The differing levels of sensitivity between men and women concerning the facts of life is probably the reason why their marks of sympathy and affection are dissimilar. But the male and female attitudes are complementary, and both necessary for good human interaction.

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TAKE A BREAK (p.181)

Tasks 1 and 2

1- B 2.F 3.A 4.D 5. C 6.E

Try to elicit the humorous/sarcastic dimension of the cartoon before setting students to task.

Provide some useful language to students if necessary.

E.g. Do you know the one about the two lumberjacks who…?

One day, …

RESEARCH AND REPORT (p.182)

Tasks 1 and 2

As suggested in task 2 the FAQ web page can be presented in the form of a class wallsheet. The pronunciation of FAQ is /ef ei kju'/ .

LISTENING AND SPEAKING (p.183)

Skills and strategies outcomes (p.183)

Let students skim through the text in the preview to get acquainted with the objectives of the section.

Before listening (p.183)

All the questions in this rubric are open-ended questions meant to activate background knowledge and trigger off interest in the topic of the follow-up reading passage.

As you listen (p.184)

Task 1 (p.184)

A.1. B. 4. C .2 D .3

Task 2 (p.184)

A. Introduction: (Rhetorical questions to attract attention) How…? Why…? Then link words : first, then, after that, finally.

B. The link words are also called sequencers. They indicate the order in which the lecture will be delivered.

C. Students won't reproduce the lecture verbatim.

D. S/He won't talk about anything. S/He will simply wait for her/his audience to hand in the handouts (filled in) and comment upon them.

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Tasks 3 and 4 (p.184)

1. B 2.D 3.A 4.F 5.C 6.E

Task 5 (p.185)

Summary B is the best one. It states both the main idea (how to make friends) and the lecturer's attitude.

After listening (p.185)

A. The lecturer has not explicitly stated what he thinks is the ideal way of making friends. But he has implied it through the use of her/his own words.

B. The adjectives in task 3 (As you listen) refer to the six values that s/he considers as important for making friends.

C. This is an open-ended question.

Task 2 (p.185)

B. Introduction
F. Body §1
A. Body §2
C. Body §3
E. Conclusion

The irrelevant paragraph is D.

Task 3

A. Repetition of the words **love**, **knoweledge** and **pity**

B. The key words , **pride**, **national anthem** are not included in the introduction.

C. The answer is yes. Introduction: **Three passions** : longing for love – search for knowledge – pity for the suffering of mankind.

We can deduce from this that the technique of developing the speech is by listing. We can expect that the speaker will develop the three passions in the order in which they are listed.

D. We can add link words such as **In the first place**, **To begin with**, **To start with, Next**, **Also**, **In addition**, **Moreover** …

E.g. In the first place, I have sought for love. I have sought for it **first** because it brings happiness – happiness so great that I would often have sacrificed all the rest of life for a few hours of this joy. **Next** I have searched for it because it helps me not feel alone. **Finally**, I have search for it because in the union of love, I have seen the vision of the heavens that saints and poets have imagined.

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I have also searched for knowledge. …
To sum up /in short/ in conclusion/to conclude/ this has been my life. …

Saying it in writing (p.187)

The students will use Bertrand Russel's text as a model.

Reading and writing (pp.188-192)

Skills and strategies outcomes (p.188)

Students will skim through the preview to get acquainted with the objectives in the section.

Before reading

1. The horse, the cow and the sheep are real whereas the dragon, the unicorn and the Loch Ness monster are mythical.
2. Mythical beasts are generally found in folk tales.
3. This is an open-ended question. It may lead to a discussion of readers' emotional/intellectual responses.

As you read (p.189)

A.While he was having breakfast, he looked from the window and saw a white unicorn in the garden. (Reference question)
B. They are not. (Inference question) This answer can be infered from the following sentences: She opened an unfriendly eye . She turned her back on him.
C. This means the same as ' we shall see who will put the other in a mental institution'. (Inference)
D. The police and a psychiatrist (Reference)
E. When the policemen and the psychiatrist arrived, they sat down in chairs and looked at her. (Reference)
F. They looked at her with great interest because they thought that it was she who was mad. She was probably talking excitedly about her husband.
G. (Inference) The moral that the author wants to illustrate through his story could be something along these lines.

- ❑ If you set a trap, you could be caught by it;
- ❑ Seemingly naive people may prove more clever than you think;
- ❑ Don't shout 'victory!' before you bring your opponent to the ground.
- ❑ Don't count your chickens before they are hatched, i.e.,

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It is a mistake to assume that because your hen is sitting on a dozen eggs you will have twelve chickens, since some, perhaps all of them, may be bad and not hatch. So never be too optimistic about anything; wait till your difficulties are over before you boast of success. The wife is too triumphant. She thought that she could easily put her husband in a madhouse, but the situation was completely reversed at the end of the story because it was she who was taken to the asylum.
The other proverbs which can illustrate the story are:

1 Catch your bear before you sell its skin.
2 Do not hallooo till you are out of the wood.
3 First catch your hare
4 Never spend your money before you have it.
5 There's many a slip 'twixt the cup and the lip.

After reading

Task 1 (pp.189-190)

A. D and E .See the answers to the questions in task 1 above.
C. Reference questions are easier to answer because they refer directly to the text.
D. By 'reading between the lines', by expliciting what is just implied. Refer to the text in the coping box on page 189.

Task 2 (p.191)

A. He starts and ends his story as if it were a folk/fairytale. It starts with "once upon time" and ends it with "lived happily ever after".
B. Traditional fairy tales usually shows young characters in love with each other whereas Thurber"s story represents a middle-aged couple. The **theme** of traditional fairytales is that of love and marriage while that of Thurber is separation. The language used is modern, colloquial English whereas the language used in traditional fairy tales is rather archaic.
C. The question is open to debate. Students can differ in their opinions.
D. and E. There are open-ended questions.
F. The best two answers are **fantastic** and **comic**. But opinions may differ.

Task 3 (p.192)

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What matters in this task is the justification. All choices can be justified.

Writing development (p.192)

Follow the procedure in the textbook.

Project outcome (p.193)

Assessment (p.194)

Time for… (p.195)

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