

اللغة الانجليزية

امتحان شهادة التعليم المتوسط ﴿

الدّة : ساعة و نصف



دورة : جوان 2007

Greenpeace

In 1969, the USA began a series of nuclear tests on a little island near Alaska. At that time, the Alaskans did not realize that those tests were dangerous. They did not even know they were happening! A Canadian decided to do something about this. With some friends they bought a boat which they called Greenpeace. And they went to the island in their boat, just when the Americans wanted to explode another bomb.

The Americans had to end testing bombs in Alaska, and the Greenpeace people and their organization have become famous all over the world.

Since then, Greenpeace has never stopped working : its members try to stop people and governments doing things that pollute the environment.

From 'top3' Nathan.

Part one (14 pts)

A-Reading Comprehension (07pts)

Activity One : Read the text and answer the following questions: (02pts)

- 1- in which paragraph is it mentioned that people in Alaska had no idea of what was happening there ?
- 2- what do the underlined words in the text refer to?

which	
its	

Activity Two: Read the text and write “true” or “false” correct- the wrong statement.(03pts)

- 1- At the beginning Greenpeace was the name if a boat.
- 2- Greenpeace couldn't prevent the USA from exploding nuclear bombs in Alaska.
- 3- Greenpeace is still fighting pollution.

Activity three: (2pts)

B-Mastery of Language (07pts)

Activity one : Complete the table with the infinitive or the simple past.(2pts)

Infinitive	simple past
To pollute
.....	began
To become
To try

Activity two: Reorder the following words to get coherent questions :

- 1- decide/ to create/ When/ they/ ?/ organization/ did/ this.
- 2- got/ many/ has/?/ members/ Greenpeace/ How.
- 3- I/ Greenpeace/ ?/ join/ have to/ to/do/ What/ do.

Activity Tree: Classify the following words according to the pronunciation of their final “ed”: (2 pts)

Called- decided- stopped- wanted.

/t/	/d/	/id/

Part Two: Written expression (06pts)

Your schoolmates have created an association because they want to live in a clean district. Interview one of its members for your school magazine and write down the conversation.

You can use the following clues to help you.

- when you started the association
- name of the association
- activities(what you did/ are doing)

*** Do not write names use A and B.**

Correction of BEM 2007 PART ONE

PART ONE:

A- Reading comprehension



Activity One:

- 1- In the first (1st) paragraph./ In the first(1st)./One/
In paragraph one./ It is mentioned in paragraph one.
(1) / It is mentioned that..... In paragraph one.
(1) / In paragraph on (1) it is mentioned.....

2-

which	(a) boat
its	Greenpeace

Activity Two:

- 1- True.
- 2- False, the Americans had to stop / end testing bombs in Alaska.
- 3- True.

Activity Three:

- 1- a) began.
b) called.
- 2- a) dangerous.
b) all over the world.

B- Mastery of language (7 pts)

Activity One:

Infinitive	Simple Past
To pollute	Polluted
To begin	Began
To become	Became
To try	Tried

Note: If the candidate does not write «To» before the verb, give the full mark (0,5 pts).

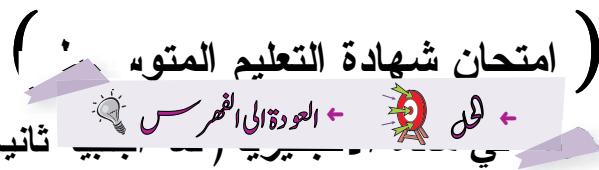
Activity Two:

- 1- When did they decide to create this organization?
- 2- How many members has Greenpeace got?
- 3 - What do I have to do join Greenpeace?

Activity Three:

/ t /	/ d /	/ Id /
Decided	Called	Stopped Wanted

المدة : ساعة ونصف



جوان 2008

Nobody could believe it, but it happened! The Titanic, which was the largest ship ever built, sank a few hours after hitting an iceberg.

The tragedy happened in 1912, on its first trip across the Atlantic Ocean. The Titanic was travelling from Southampton to New York with 2201 people on board. Only 711 of them could be saved by the Carpathia, a ship which was sailing some miles away, while 1490 people lost their lives in the accident.

Too many people died because there were not enough lifeboats for all of them and the crew was not prepared for such a catastrophe; they thought that the ship was safe in any difficult condition and could not sink. And also many passengers were sleeping and were not dressed warmly enough to survive in the very cold waters of the Atlantic Ocean.

New safety measures were taken after this accident and now ships carry enough lifeboats, lifevests and survival kits for all the people on board and the crew is well trained for emergency situations.

Adapted from various sources.

PART ONE (14 pts)

A – Reading Comprehension (07 pts)

Read the text carefully and do the following activities:

Activity one(03 pts): Answer the following questions:

- 1 – Did the Titanic reach its destination?
- 2 – Could all the passengers get into the lifeboats?
- 3 – Are ships safer nowadays?

Activity two (02 pts): Complete the table with information from the text.

A	B
number of survivors	
number of the dead	
number of passengers and crew members	
the year the Titanic sank	

Activity three (02 pts): Match each word with its appropriate meaning.

ship	people travelling in a plane, boat, train
passengers	take people or things from one place to another
crew	means of transport used to travel across water
carry	people working on a ship (or a plane)

B – Mastery of Language (07 pts)

Activity one (02 pts) : Supply the punctuation and the capital letters where necessary.

the tourists came to tamanrasset by plane didn't they

Activity two (03 pts) : Fill in the gaps with the suitable words. Choose from the following list : so - until – but – because.

We usually travel by train, yesterday we missed it we didn't get up early. we had to take a taxi .

Activity three (02 pts) : Find in the text four words that have the following sounds:

/aɪ/ (five)	/ɪ/ (sit)
1-	1-
2-	2-

PART TWO (06 pts) Written Expression.

The editor of the school magazine wishes to publish some articles about the means of transport .

You are really interested in this topic .Write an article about the means of transport you prefer .

The following hints can help you :

- plane / boat / train
- cheap / expensive
- comfortable
- quick
- safe



العلامة	المحاور								
مجموع	مجاورة								
<u>14 pts</u>									
<u>7 pts</u>									
<u>3 pts</u>	<p>PART ONE</p> <p>A. Reading Comprehension</p> <p>Activity one:</p> <p>1 – No/ No, it didn't. / No, it did not reach its destination. / No, it hit an iceberg. / It sank. / No, it sank. / No, it had an accident./No, it sank a few hours after hitting an iceberg.</p> <p>2 – No/No, they couldn't. / No, not all the passengers could get into the lifeboats. / No, there were not enough lifeboats for all of them.</p> <p>3 – Yes / Yes, they are./Yes,) ships(They) are safer now(adays). / Yes, they carry enough lifeboats, lifevests and survival kits for all the people. / Yes, new safety measures were taken after emergency situations.</p> <p>Activity two:</p> <p>1/2pt number of survivors 711</p> <p>1/2pt number of the dead 1490</p> <p>1/2pt number of passengers and crew members 2201</p> <p>1/2pt the year the Titanic sank 1912</p> <p>Activity three:</p> <p>1/2pt ship = means of transport used to travel across water</p> <p>1/2pt passengers = people travelling in a plane, boat, train</p> <p>1/2pt crew = people working on a ship (or on a plane)</p> <p>1/2pt carry = take people or things from one place to another</p>								
<u>7pts</u>	<p>B . Mastery of Language :</p> <p>Activity one:</p> <p>1/2x4 The tourists came to Tamanrasset by plane, <u>didn't</u> they ?</p> <p>Activity two:</p> <p>1pt+1pt We usually travel by train, <u>but</u> yesterday we missed it <u>because</u> we didn't get up early. <u>So</u> we had to take a taxi.</p> <p>Activity three:</p> <table border="1"> <tr> <td>/ aɪ / (five)</td> <td>/ ɪ / (sit)</td> </tr> <tr> <td>Titanic/iceberg/miles/ while/lives/died/lifeboats /survive/lifevests/ survival/ (2 words, ½ pt each)</td> <td>it/which/Titanic/built/hit/in/its/trip/Atlantic/ with/ship/accident/difficult/condition/sink/ this/kits/is/situations/emergency/carry/very/ many/warmly/sleeping/hitting/tragedy/the/ catastrophe/travelling/only/nobody/sailing/any safety/adapted (2 words, ½ pt each)</td> </tr> </table>	/ aɪ / (five)	/ ɪ / (sit)	Titanic/iceberg/miles/ while/lives/died/lifeboats /survive/lifevests/ survival/ (2 words, ½ pt each)	it/which/Titanic/built/hit/in/its/trip/Atlantic/ with/ship/accident/difficult/condition/sink/ this/kits/is/situations/emergency/carry/very/ many/warmly/sleeping/hitting/tragedy/the/ catastrophe/travelling/only/nobody/sailing/any safety/adapted (2 words, ½ pt each)				
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What if you had to work today ?

A hundred years ago many children had to work. Some weren't even ten years old. Their workday was often sixteen hours long. These children never went to school. They had no time to play. They hardly ever got fresh air. How could this happen?

Some children had no mothers or fathers who could look after them. Others had to take care of their sick parents. Most were just helping their families earn enough money to live.

Many people worried about such children. They forced the people who made the laws to do something about this problem.

In 1916, a new law was passed. For the first time in the United States, young children were not allowed to have jobs in factories.

People today understand that children need to rest and play. They know, too, that schoolwork is the best kind of " job" for young minds.

Adapted from "Reading for content"
by Jane Cutler and Janet Joers.

PART ONE (14 pts)

A) Reading Comprehension (07 pts)

Read the text carefully and do the following activities :

Activity One (03 pts):

Read the following statements and write "true" , "false" or "not mentioned".

- 1) All the children had to go to school a century ago.
- 2) It was hard for some parents to look after their children.
- 3) Parents who sent their children to work had problems.

Activity Two (02 pts):

Answer the following questions:

- 1) Did people feel concerned about children's work?
- 2) Were their actions against children's work unsuccessful?

Activity Three (02 pts):

Find in the text words or phrases that are closest in meaning to the following:

a) were obliged =	b) the majority =
c) not permitted =	d) relax =

B) Mastery of Language (07 pts)

Activity One (02 pts):

Supply the punctuation and the capital letters where necessary.

all children should have the right education they should also have the right to free medical care.

Activity Two (03 pts):

Write the correct form of the verbs in brackets.

Years ago, children (to not have to) go to school. Now, there's a law: children must (to stay) at school till the age of sixteen. So, if some parents (to not respect) the law, they will be in trouble.

Activity Three (02pts):

Find in the text four words that have the following sounds:

/ eɪ / (say)	/ aɪ / (right)
1-	1-
2-	2-

PART TWO (06pts)

Written Expression

A lot of children, in the world, do not go to school because they have to work to help their parents. You feel concerned about this problem.

Write an article for your school magazine about children's rights.

These hints can help you:

- Children's protection (education / health/ food...)
- Children's leisure (games / sports ...)

العلامة	المجموع	مجزأة	العودة إلى الموضع	محاور الموضوع		
7pt	1pt	A/ Reading comprehension		PART ONE		
		Activity One (03pts) 1- False 2- True 3- Not mentioned		(14pts)		
		Activity Two (02pts) 1- Yes, they did./ yes/ (yes) they felt (were) concerned about Children's work (it)./ Many people worried about such children. <u>Note:</u> If a candidate copies the 3 rd paragraph ("Many people.... This problem"). give 0.5 pt 2- No, they weren't/No (No) they (their actions) were not unsuccessful./ (No) they were successful./ No, in 1916 a new law was passed./ No, for the first time..... in factories				
7pts	0.5pt x4	Activity Three (02pts) a) Had to / b) most / c) not allowed / d) rest and play/ (rest / play)				
	0.5pt x4	B/ Mastery of Language Activity One (02pts) All children should have the right to education. They should also have the right to free medical care.				
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العلامة المجموع مجازأة	عناصر الإجابة	محاور الموضوع								
	<p>PART TWO: Written Expression</p> <p>Evaluation Grid</p> <table border="1"> <thead> <tr> <th>criteria</th><th>indicators</th></tr> </thead> <tbody> <tr> <td>2pts Relevance</td><td>The candidate has followed: - the topic :s/he has written about children's rights. - the format :s/he has written an article.</td></tr> <tr> <td>2pts Correctness of linguistic resources</td><td>The candidate has used: - modals (must/mustn't/shouldn't/have to/ don't have to/ need/ if clause/ conjunctions/ link words... - vocabulary related to the topic.</td></tr> <tr> <td>2pts Semantic coherence</td><td>- The sentences are meaningful. - The ideas are sequenced logically</td></tr> </tbody> </table>	criteria	indicators	2pts Relevance	The candidate has followed: - the topic :s/he has written about children's rights. - the format :s/he has written an article.	2pts Correctness of linguistic resources	The candidate has used: - modals (must/mustn't/shouldn't/have to/ don't have to/ need/ if clause/ conjunctions/ link words... - vocabulary related to the topic.	2pts Semantic coherence	- The sentences are meaningful. - The ideas are sequenced logically	PART TWO (6pts)
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TEXT
Tonight, Nadir is staying at home because he wants to write a letter to his friend.

Tomorrow morning, he will have Maths and English as usual at college, but he will be free in the afternoon, so he is going to help his father. They are going to repair the roof of their old garage. In the evening, he will go out with his friends.

Adapted from- Teach English- by Adrian Doff

Part One

(14 pts)

A- Reading Comprehension

(07pts)

Read the text carefully and do the following activities:

Activity one: (03 pts)

Read the following statements and write 'true' or 'false'.

Correct the false statements:

- a) Nadir has a penfriend.
- b) He is not going to help his father.
- c) In the evening, Nadir will receive his friends at home.

Activity two: (02 pts)

Answer the following questions:

- a) Is Nadir staying at home tonight?
- b) Will he be busy tomorrow in the morning?

Activity three: (02pts)

1. Find in the text words that are opposite in meaning to the following:

- a) new ≠.....
- b) in ≠.....

2. Find in the text words that are closest in meaning to the following:

- a) the next day =
- b) mend =

B-Mastery of language

(07 pts)

Activity one: (02pts)

Supply the punctuation and capital letters where necessary:

tomorrow, Nadir will send a letter to ali

Activity two: (03pts)

Change the following sentences to negative:

- 1.Nadir will be free tomorrow afternoon.
- 2.They are going to repair the roof.
- 3.He wants to write a letter.

Activity three: (02pts)

Write the following verbs in the right box according to the pronunciation of their final 'ed':

wanted- stayed- helped- repaired

/t/	/d/	/id/
.....
.....

Part two

(06 pts)

Written Expression

In his last letter your friend Nadir informed you about his intention to come and visit you.

Write a letter telling him what you are going to do when he comes.

Talk about:

- places to visit.
- activities to do (photos, sightseeing, ...)
- people to meet ...

العلامة		العودة الى الموضع		العودة الى الفهرس																									
مجزأة	مجموع																												
Possible answers and scoring scale																													
7 pts	03 pt 1pt. each	Part 1 A) Comprehension 1 . True / False. Correction a) True b) False 0.50 He is going to help his father. 0.50 c) False 0.50 He will go out with his friends. 0.50 2 . Answers a) Yes, he is b) Yes, he will. 3- - Opposites. a) old - Synonyms. a) tomorrow b) out b) repair																											
7pts	2 pts 0.5 each	B) Mastery of Language 1. Pronunciation Tomorrow, <u>Nadir</u> will send a letter to <u>Ali</u> . 2. Negative 1. Nadir will not be free. 2. They are not going to repair the roof. 3. He does not want to write a letter. Pronunciation.																											
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Hi,

I went to Rome last August with my friend Peter. We flew to Rome with British Airways.

We stayed for a week in a small hotel near the Colosseum. The hotel was nice and quite cheap.

During the day we walked around the city. We saw all the famous places like the Colosseum and St Peter's, and we threw a coin in the Trevi Fountain. We took a lot of photos. At night we went to restaurants and had fantastic pasta.

Our favourite restaurant was in the Piazza Navona. We bought a painting of Trastevere (the old town) and Peter bought some presents for his family.

We had a great time. Rome is full of history and has a special atmosphere, and Italian food is wonderful. We only had two problems: it was very hot, and it was very difficult to cross the road.

What about you? Did you go somewhere?

Hope to hear from you very soon,

Steve

Adapted from “New English File”
C. Oxenden – C. Latham-Koenig- P. Seligson

PART ONE (14 pts)

A/ Reading Comprehension (07pts)

Read the text carefully and do the following activities:

Activity One (02pts) : Answer the following questions :

- 1- Did Steve and Peter stay at a friend's house?
- 2- Did they enjoy themselves in Rome?

Activity Two (03pts) : Read the following statements and write ‘ true’, ‘false’, or ‘not mentioned’ .

- 1- Steve and Peter travelled by plane.
- 2- They didn't have time to visit all the well known places.
- 3- They had their meals at the Trattoria Romana restaurant.

Activity Three (02pts): Match the words in column A with their equivalents in column B.

A	B
- cheap	- wonderful
- famous	- hard
- fantastic	- inexpensive
- difficult	- well known

B/ Mastery of Language (07pts)

Activity One (02pts) : Spot the mistakes and write the corrected passage on your answer sheet.

Last July, I spend my holidays at Bejaia. It is an lovely seaside resort. Bejaia has beautiful beachs.

Activity Two (03pts) : Write the correct form of the verbs in brackets.

Last March I was on holiday. The first week I (to stay) at home and (to do) all my homework. The second week I (to go) to my grandparents , who live on a farm.

Activity Three (02pts) : In each list, pick out the word with a different vowel sound.

- a) same - day - was - place
- b) walk - stay - saw - all
- c) like - time - nice - with
- d) far - had - and - at

PART TWO Written Expression (06pts)

You received a letter from your friend. She/He told you about her/his holidays. She/He would like to know how you spent your holidays.

Write her/him a letter. Tell her/him what you did.

Write about:

- the place you went to (abroad / another town / or stayed at home)
- what you did (your activities during the holidays)
- your feelings

DO NOT SIGN YOUR NAME



← العودة الى الموضع ? ← العودة الى المدرس

العلامة	مجموع	مجزأة			
			PART ONE (14pts)		
			A/ Reading Comprehension (07pts)		
			Activity One		
01pt			1/ No. / (No,) they (Steve and Peter) didn't. / (No,) they (Steve and Peter) didn't stay at a friend's house. / (No,) they (Steve and Peter) stayed in a (small) hotel (near the Colosseum). / (No,) not at a friend's house (but in a (small) hotel). / (No,) in a hotel.		
02pts			Note : If a candidate writes : - "They stayed for a week in a small hotel near the Colosseum." give 1pt - "They stayed for a week.....quite cheap." give 0.5pt - " <u>We</u> stayed.....quite cheap." give 0.5pt		
01pt			2 /Yes. / (Yes,) they did. / (Yes,) they enjoyed themselves (in Rome/there)./ (Yes,) they had a great (very good) time (in Rome/there). Note : if a candidate writes '<u>We</u> had a great time.' give 0.5pt		
03pts	01pt 01pt 01pt		Activity Two 1 / True 2 / False 3 / Not Mentioned		
			Note : - Accept Yes / Correct / Right instead of True. - Accept No / Incorrect / Wrong instead of False.		
			Note : DO NOT ACCEPT 1) - if the answer is written in Arabic or French. 2) - a tick for 'True' or a cross for 'False'.		
02pts	0.5pt x 4		Activity Three :		
			<table border="1"> <tr> <td>cheap famous fantastic difficult</td> <td>inexpensive well known wonderful hard</td> </tr> </table>	cheap famous fantastic difficult	inexpensive well known wonderful hard
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		B / Mastery of Language (07pts)
02pts	0.5pt x 4	<p>Activity One :</p> <p>Last July, I <u>spent</u> my holidays <u>in</u> Bejaia. It is <u>a</u> lovely seaside resort. Bejaia has <u>beautiful</u> beaches.</p>
03pts	01pt x 3	<p>Activity Two :</p> <p>Last March, I was on holiday. The first week I <u>stayed</u> at home and <u>did</u> all my homework. The second week I <u>went</u> to my grandparents', who live on a farm.</p> <p>Note : If a candidate writes only the verbs, mark the activity.</p>
02pts	0.5pt x 4	<p>Activity Three :</p> <p>a / was b / stay c / with d / far</p>

PART TWO . Written Expression. Assessment Rubric				
06pts	Criteria	Good	Fair	Poor
	Relevance (2pts)	<ul style="list-style-type: none"> -Topic : students write about what they did during their holidays . All the ideas are related to the topic. (01pt) - Format : correct; students write a letter. (01pt) (02pts)	<ul style="list-style-type: none"> - Topic: students write about what they did during their holidays, but only some ideas are related to the topic (at least four).(0.5pt) - Format : correct; students write a letter.(0.5pt) (01pt)	<ul style="list-style-type: none"> - Topic : very little reference to the topic (one or two sentences) - Format : correct /or incorrect (0.5pt)
	Organization (02pts)	<ul style="list-style-type: none"> - Ideas are well organized. - topic sentence / four or more supporting sentences /conclusion - All sentences are linked correctly. (02pts)	<ul style="list-style-type: none"> - Some ideas are well organized. - topic sentence/ no conclusion - no topic sentence/(no) conclusion - two or three supporting sentences - Some sentences are linked correctly. (01pt)	<ul style="list-style-type: none"> - Ideas are not well organized / difficult to follow. - no topic sentence / no conclusion - The sentences are not linked correctly. (0.5pt)
	Linguistic Resources (02pts)	<ul style="list-style-type: none"> - correct use of past simple / past continuous / time adverbials/ prepositions/ pronouns/ possessives - correct use of link words - vocabulary varied (2pts)	<ul style="list-style-type: none"> - correct use of past simple - use of some prepositions / pronouns / possessives - use of three link words - vocabulary not varied - 3 mistakes are accepted. (1pt)	<ul style="list-style-type: none"> - incorrect use of past tenses - incorrect use of prepositions/ pronouns/ possessives - no link words - vocabulary very limited - more than 6 mistakes (any kind of mistakes) (0.5pt)

NOTE : If a candidate is out of the topic, DO NOT take into consideration(DO NOT MARK) organization and linguistic resources. MARK the format only.



Text:

In Britain, before the internet, people used to listen to the news on the radio as they got up. They would then read a newspaper in the morning, on the train while travelling to work. On the way home, they might even buy another newspaper – an evening newspaper, possibly or a local one. Then, they would watch the news on television at six o'clock before going to bed. At the weekend, they had the big Sunday papers. Yes, before the internet, there were easy, separate categories of time. Radio, newspapers and television all had a place.

Then things became a bit more complicated. First, 24 hour TV news arrived, and then the internet. Now people could get the news when they wanted rather than waiting for other people to decide what to tell them and when.

Adapted from: www.britishcouncil.org/algeria

PART ONE

(14 pts)

A. Reading comprehension:

(7pts)

Read the text and do the following activities:

Activity one :(2pts)

Choose a, b or c to complete the following sentences.

1. before the internet, the British used to:
a. practise sport b. listen to news c. play cards
2. they used to watch the news on TV:
a. twice a day b. once a day c. twice or three times a day

Activity two:(3pts)

Read the text and answer the following questions:

1. Where did people in Britain use to read the newspaper?
2. When did things become more complicated?
3. What do the underlined words refer to in the text?

- they →
- one →

Activity three:(2pts)

1. Find in the text words or phrases that are closest in meaning to:

a. probably = b. different =

2. Find in the text words or phrases that are opposite in meaning to:

a. hard ≠ b. less ≠

B. Mastery of language:**(7pts)****Activity one: (1pt)****Supply the punctuation and capitals where necessary**

the most popular print newspaper in britain is the "sun"

Activity two: (3pts)**Rewrite the following passage and put the verbs in their correct form.**

When the internet appeared, the national newspapers (**begin**) to claim that they would lose all their readers. Although, most of them who (**not use to**) love the internet (**create**) an online version of their paper.

Activity three: (2pts)**Complete the following table.**

.....	more complicated	the most complicated
easy
big	bigger

Activity four: (1pt)**Circle the silent letters in the following words.**

Listen – would – while – work

PART TWO**(6pts)****Written expression:**

Today, many people in your country prefer to get the news online.

Write a paragraph of 8 lines in which you can use the following ideas:

- gain time
- different news
- almost free
- get the news where and when you want.

الإجابة النموذجية


 ← العودة إلى الموضوع

العلامة	
مجموع	مجزأة

		Possible answers and scoring scale											
7pts		Part one A.comprehension Activity one 1 : b 1pt 2: c 1pt											
	2pts	Activity two 1: they used to read the newspapers on the train/ they read the newspapers on the train/ they used to read the newspapers in the train/ on the train 1pt											
	3pts	2: things became more complicated when 24 hour tv news arrived/ when 24hour tv news arrived/then things became.....and when 1pt 3: They: people/ the British/ people in Britain 0.5 One: newspaper/ paper/ an evening newspaper 0.5											
7pts		Activity three: lexis: Synonyms: probably= possibly 0.50 different = separate 0.50 Opposites: hard ≠ easy 0.50 less ≠ more 0.50											
	1pt	B.Mastery of language: Activity one: Punctuation: The most popular print newspaper in Britain is the "Sun". 0.50 each											
	3pts	Activity two: Verb form: began / didn't use to / created 1pt each											
	2pts	Activity three: Word form: 0.50 each											
	1pt		<table border="1"> <tr> <td>complicated</td> <td>more complicated</td> <td>the most complicated</td> </tr> <tr> <td>easy</td> <td>easier</td> <td>The easiest</td> </tr> <tr> <td>big</td> <td>bigger</td> <td>The biggest</td> </tr> </table>	complicated	more complicated	the most complicated	easy	easier	The easiest	big	bigger	The biggest	
complicated	more complicated	the most complicated											
easy	easier	The easiest											
big	bigger	The biggest											
		Activity four: Pronunciation: silent letters 0.25 each Listen- would- while- work											

العلامة		عناصر الإجابة																										
مجموع	جزأة																											
6pts																												
Part two <p>Written expression</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Indicators</th> <th>E</th> <th>G</th> <th>F</th> <th>P</th> </tr> </thead> <tbody> <tr> <td>Relevance</td> <td>Writes a paragraph</td> <td>2</td> <td>1.5</td> <td>1</td> <td>0.5</td> </tr> <tr> <td>Semantic coherence</td> <td>Lists, argues, describes, comments, gives opinion</td> <td>2</td> <td>1.5</td> <td>1</td> <td>0.5</td> </tr> <tr> <td>Syntactic coherence</td> <td>Correct use of grammar, word order, spelling, capitals, simple present</td> <td>2</td> <td>1.5</td> <td>1</td> <td>0.5</td> </tr> </tbody> </table>					Criteria	Indicators	E	G	F	P	Relevance	Writes a paragraph	2	1.5	1	0.5	Semantic coherence	Lists, argues, describes, comments, gives opinion	2	1.5	1	0.5	Syntactic coherence	Correct use of grammar, word order, spelling, capitals, simple present	2	1.5	1	0.5
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Secondary Education in England

In England, children start secondary school at the age of 11. In the first two years of secondary school, all the students study the same 12 subjects. They are: English, maths, science, design and technology, information and communication technology, history, geography, a foreign language, art and design, music, citizenship and sport. When students are 14, they can choose the subjects that they like, but some subjects (e.g. maths, English, science, and sport) are still compulsory.

At the age of 15-16, students take national exams called GCSEs (General Certificate of Secondary Education exams). After these exams, about 25% of students leave school and find jobs. The other 75% stay at school. They study two, three or four school subjects and take advanced level exams ('A levels') when they are 18.

Most students in England (about 90%) go to state secondary schools. State schools are free. The other 10% go to private schools. Some of these schools are very famous, and very expensive. For example, it costs about £24,000 a year to study at Eton College!

Adapted from 'Aim High' (student book 1)

Tim Falla /Paul A. Davies/

Paul Kelly/Allistair Mac Calun.

Oxford University Press.

PART ONE (14 pts)

A/-Reading Comprehension (07 pts)

Read the text carefully and do the following activities:

Activity One (2 pts): Answer the following questions:

- 1- Do English children begin secondary school at eleven?
- 2- Do all students leave school after the GCSE exams?

Activity Two (3 pts): Match each idea with the corresponding paragraph.

Paragraph 1	Exams at 16 and 18.
Paragraph 2	Types of secondary school.
Paragraph 3	Subjects at secondary school.

Activity Three (2 pts):

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

1- kids = 2- select =

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

1- before ≠ 2- cheap ≠

B/- Mastery of Language (07pts):

Activity One (2pts): Supply the punctuation and the capital letters where necessary.

english students have to wear a school uniform but american ones don't

Activity Two (3pts): Reorder the following words to get coherent sentences:

- 1- can go / . / to pre-school classes / in Algeria / Children / at the age of 5
- 2- is / between 6 and 16 / . / Education / compulsory
- 3- the BEM exam / at the end / Students / . / take / of middle school

Activity Three (2pts) : Find in the text four words that have the following sounds:

<i>/ei/ (name)</i>	<i>/ai/ (my)</i>
1-.....	1-.....
2-.....	2-.....

PART TWO: Written Expression (06pts)

Your English penfriend asked you for information about the middle school system in Algeria to write an article for her/his school magazine. Write her/him a letter about the Algerian middle school system.

Write about:

- The subjects you study
- School regulations (Rights and duties)
- Term exams / BEM

Do Not Sign Your Name.

العلامة	مجموع	مجزأة	 + العودة الى الموضع  + العودة الى الموضع 
	14pts		PART ONE
	07pts		A/- Reading Comprehension
	02pts		Activity One:
	01 pt		1-Yes, they do. / Yes. / They do. / Yes, English children start secondary school at eleven (11). / At eleven (11). / Eleven (11). Note: If a candidate writes : -“In England children start secondary school at the age of eleven.”, give 01pt.
	1pt		2-No, they don’t (do not). / No. / They don’t (do not). / Not all students leave school after the GCSE exams. /Some students do. /Some students leave school after the GCSE exams./ Some students leave school at the age of 15-16. /Some students leave school when they are 15 – 16. /(Only) 25% (a fourth) (1/4) (a quarter) of the students leave school after the GCSE exams./ 75% ($\frac{3}{4}$) (three fourths) (three quarters) do not leave school after the GCSE exams.
	03pts		Activity Two:
	1 pt		Paragraph 1 → Exams at 16 and 18.
	1 pt		Paragraph 2 → Types of secondary school.
	1 pt		Paragraph 3 → Subjects at secondary school.
	02pts		Activity Three:
	01pt		Synonyms: kids = children
	0,5 pt ×2		select = choose
	01pt		opposites: before ≠ after
	0,5 pt ×2		cheap ≠ expensive
	07pts		B/- Mastery of Language:
	2pts		Activity One:
	0,5 pt ×4		<u>English students have to wear a uniform, but American ones don’t.</u>
	03pts		Activity two:
	1 pt ×3		1- Children can go to pre-school classes at the age of 5 in Algeria. 2- Education is compulsory between 6 and 16. 3- Students take the BEM exam at the end of middle school.
			Note: If a candidate writes: 1- In Algeria, children can go to pre-school classes at the age of five. 3- At the end of the middle school, students take the BEM exam. give 0 pt because the capital letter (beginning of sentence) is provided in the subject paper.

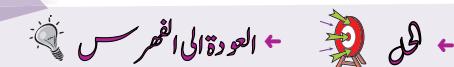
02pts 0,5 pt x 4	Activity three: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; text-align: center;">/ei/ name</td><td style="width: 50%; padding: 5px; text-align: center;">/ai/ my</td></tr> <tr> <td style="padding: 5px;">Education, age, same, information, communication, they, take, stay, A (A level), eighteen, 18, state, famous, Aim, Davies.</td><td style="padding: 5px;">Science, design, like, find, (90 %), ninety, private, high, (25%) twenty-five, (75%) seventy-five.</td></tr> </table>		/ei/ name	/ai/ my	Education, age, same, information, communication, they, take, stay, A (A level), eighteen, 18, state, famous, Aim, Davies.	Science, design, like, find, (90 %), ninety, private, high, (25%) twenty-five, (75%) seventy-five.
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PART TWO. Written Expression.

Assessment Rubric

06pts	Criteria	Good	Fair	Poor
	Relevance (2pts)	<ul style="list-style-type: none"> -Topic: students describe the middle school system. -All the ideas are related to the topic.(1pt) -Format: correct; students write a letter .(1pt) 	<ul style="list-style-type: none"> - Topic: students describe the middle school system. - Some ideas are related to the topic (three ideas). (0.5pt) - Format: correct; students write a letter. (0.5pt) (accept a letter) 	<ul style="list-style-type: none"> - Topic: very little reference to the topic (1 or 2 sentences) - Format: correct / or incorrect
	Organization (2pts)	<ul style="list-style-type: none"> - Ideas are well organized. - topic sentence / 4 or more supporting sentences/ conclusion - All the sentences are linked correctly. 	<ul style="list-style-type: none"> - Some ideas are well organized. - topic sentence /no conclusion - no topic sentence / (no) conclusion. - 2 or 3 supporting Sentences. -Some sentences are linked correctly. 	<ul style="list-style-type: none"> - Ideas are not well organized / difficult to follow. - no topic sentence/no conclusion. - The sentences are not linked correctly.
	Linguistic Resources (2pts)	<ul style="list-style-type: none"> - correct use of present simple/prepositions /adjectives/frequency adverbs. - use of link words. - vocabulary varied. 	<ul style="list-style-type: none"> - correct use of present simple - use of prepositions/ some/ adjectives / frequency adverbs. - use of 3 link words. - vocabulary not varied. - 3 mistakes are accepted. 	<ul style="list-style-type: none"> - incorrect use of present simple/ prepositions/ adjectives. - no link words - vocabulary (very) limited. - more than 6 mistakes(any kind of mistakes)

Note: If a candidate is out of the topic, DO NOT take into consideration (DO NOT MARK) organization and linguistic resources. MARK the format only.



BRAZIL

Brazil is organizing the Football World Cup which will take place from 12th June to 13th July, 2014. Thirty two countries are participating in this 20th edition. Among them is Algeria. Brazil is hosting this competition for the second time. The first one was in 1950. This country won five times the world cup (1958, 1962, 1970, 1994 and 2002). Do you know Brazil?

It is a big country in the south of America; its area is 8 550 000 square kilometres, ranking 5th in the world. It has got a population of about 190 million inhabitants with a density of 23 persons per square kilometre. Its capital city is Brasilia. Rio de Janeiro and Sao Paolo are the main cities. Portuguese is the official language.

The world's largest tropical rain forest covers most of northern Brazil. The Amazon River goes through this vast forest where a variety of animals like pumas, jaguars, rare bush dogs and foxes live.

Brazil is famous for the coffee production, Samba Music, Rio de Janeiro Carnival and football.

Adapted from: Encarta kids 2008 and www.fifa.com.

PART ONE (14 points)

A/ Reading Comprehension (07 points)

Read the text carefully and do the following activities:

Activity One (02points): Answer the following questions.

1- Is Brazil hosting the 2014 Football World Cup?

2- Did Brazil win the Football World Cup in 1974?

Activity Two (03 points): Complete the table with information from the text.

Country	Situation	Number of people	Area	Capital	Language	Famous sport
Brazil

Activity Three (02points): Match the words in column A with their equivalents in column B.

A	B
1- big	a- well-known
2- inhabitants	b- principal
3- main	c- large
4- famous	d- people

B/ Mastery of Language (07 points)

Activity One (02 points): Reorder the following words to get coherent sentences.

- 1- large / a / Algeria / country / is / . /
- 2- Algeria / The fennec / is / animal / . / famous / in / a /

Activity Two (03 points): Write the correct form of the verbs in brackets.

The Algerian team (to participate) in the 2010 Football World Cup, which (to take) place in South Africa. The Algerian people (to support) the team in the 2014 Brazil World Cup.

Activity Three (02 points): Pick out from the text four words and complete the table according to the pronunciation of their final - s.

/ s /	/ z /	/ iz /
1-	1 -	1 -
2-		

PART TWO: Written Expression (06 points)

A Brazilian friend of yours knows that Algeria is going to participate in the 2014 Football World Cup. He / she wants to have more information about Algeria.

Write him / her a letter telling him / her about:

- Situation / area / population
- Capital / main cities
- Famous for

DO NOT SIGN YOUR NAME.



← العودة إلى الموضع ?

العلامة	الرقم														
المجموع	جزأة														
14pts	<p>A/ Reading Comprehension</p> <p>Activity One :</p> <p>1-Yes, it is. / Yes, Brazil is. / Brazil is. / Yes. 2-No, it did not. / No, it didn't. / No, Brazil did not. / No, Brazil didn't. / Brazil did not. / Brazil didn't / No.</p>														
(3 points)	<p>Activity Two :</p> <table border="1"> <tr> <td>Country</td> <td>Brazil</td> </tr> <tr> <td>Situation</td> <td>(in) the south of America</td> </tr> <tr> <td>Number of people</td> <td>about 190 million</td> </tr> <tr> <td>Area</td> <td>8,550,000 square kilometers</td> </tr> <tr> <td>Capital</td> <td>Brasilia</td> </tr> <tr> <td>Language</td> <td>Portuguese</td> </tr> <tr> <td>Famous sport</td> <td>Football</td> </tr> </table>	Country	Brazil	Situation	(in) the south of America	Number of people	about 190 million	Area	8,550,000 square kilometers	Capital	Brasilia	Language	Portuguese	Famous sport	Football
Country	Brazil														
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(2points)	<p>Activity Three :</p> <table border="1"> <tr> <td>A</td> <td>B</td> </tr> <tr> <td>1- big</td> <td>a- well-known</td> </tr> <tr> <td>2- Inhabitants</td> <td>b- principal</td> </tr> <tr> <td>3- main</td> <td>c- large</td> </tr> <tr> <td>4- famous</td> <td>d- people</td> </tr> </table> <p>Or: (1-c) ,(2-d) , (3-b) , (4-a)</p>	A	B	1- big	a- well-known	2- Inhabitants	b- principal	3- main	c- large	4- famous	d- people				
A	B														
1- big	a- well-known														
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3- main	c- large														
4- famous	d- people														
(7points) (2points) 1 point 1 point	<p>B/ Mastery of Language</p> <p>Activity One:</p> <ul style="list-style-type: none"> - Algeria is a large country. - The fennec is a famous animal in Algeria. 														
(3points) 1 pt x 3	<p>Activity Two:</p> <p>The Algerian team participated in the 2010 Football World Cup which took place in South Africa. The Algerian people will support / are going to support/ are supporting / support the team in the 2014 Brazil World Cup.</p> <p>Or: 1- participated 2- took 3- will support / are going to support / are supporting / Support</p>														
(2points) 0.5 pt x 4	<p>Activity Three :</p> <table border="1"> <tr> <td>/ s /</td> <td>/ z /</td> <td>/ iz /</td> </tr> <tr> <td>takes, this, its, inhabitants, famous</td> <td>is, countries, was, times, kilometres, has, persons, cities, covers, goes, animals, pumas, jaguars, dogs</td> <td>Foxes</td> </tr> </table>	/ s /	/ z /	/ iz /	takes, this, its, inhabitants, famous	is, countries, was, times, kilometres, has, persons, cities, covers, goes, animals, pumas, jaguars, dogs	Foxes								
/ s /	/ z /	/ iz /													
takes, this, its, inhabitants, famous	is, countries, was, times, kilometres, has, persons, cities, covers, goes, animals, pumas, jaguars, dogs	Foxes													

PART TWO: Written Expression**Assessment Rubric**

06pts	Criteria	Good	Fair	Poor
	Relevance (2points)	<ul style="list-style-type: none"> -Topic: Students describe Algeria. - All the ideas are related to the topic. (1pt). - Format: correct; students write a letter. (1 pt) <p style="text-align: center;">(2pts.)</p>	<ul style="list-style-type: none"> - Topic: students describe Algeria. - Some ideas are related to the topic (three ideas). (0.5 pt) - Format: correct; students write a letter.(0.5 pt) <p style="text-align: center;">(Accept a letter) 1 (pt.)</p>	<ul style="list-style-type: none"> - Topic: very little reference to the topic (1 or 2 sentences) - Format: correct / or incorrect. <p style="text-align: center;">(0.5 pt.)</p>
	Organization (2points)	<ul style="list-style-type: none"> - Ideas are well organized. - Topic sentence / 4 or more supporting sentences / conclusion. - All the sentences are linked correctly. <p style="text-align: center;">(2 pts.)</p>	<ul style="list-style-type: none"> -Some ideas are well organized. - Topic sentence / no conclusion. -No topic sentence / (no) conclusion. -2 or 3 supporting sentences. -Some sentences are linked correctly. <p style="text-align: center;">(1 pt.)</p>	<ul style="list-style-type: none"> - Ideas are not well organized / difficult to follow. -No topic sentence / no conclusion. - The sentences are not linked correctly. <p style="text-align: center;">(0.5 pt.)</p>
	Linguistic resources (2points)	<ul style="list-style-type: none"> - Correct use of present simple / prepositions / adjectives. - Use of link words. - Varied vocabulary. <p style="text-align: center;">(2pts.)</p>	<ul style="list-style-type: none"> - Correct use of the present simple. - Use of prepositions / some adjectives. - Use of 3 link words. - Vocabulary not varied. - 3 mistakes are accepted. <p style="text-align: center;">(1 pt.)</p>	<ul style="list-style-type: none"> - Incorrect use of present simple / prepositions / adjectives. - No link words. - Vocabulary (very) limited. - More than 6 mistakes (any kind of mistakes). <p style="text-align: center;">(0.5 pt.)</p>

Note:

If a candidate is out of the topic, DO NOT take into consideration (DO NOT MARK) organization and linguistic resources. MARK the format only.

Danger! Humans!

When an animal attacks a person, there are always stories about it on TV and in the newspapers. But people are usually more dangerous than animals. Every year, we kill approximately 100 million sharks, but sharks only attack three or four people, and crocodiles six or seven. More people die in car accidents!

Animals aren't really a problem for people, but we are a problem for animals. We eat millions of tonnes of fish and meat every year. But people don't kill animals just for food. They also hunt them for fur or for fun. While you're reading this, people are hunting whales in the Arctic, tigers in Asia and elephants in Africa.

At the moment, animals are becoming extinct in every part of the world. The 'red list' of animals in danger includes insects, frogs, chameleons, fish and bigger animals, like bears and whales. We aren't killing all these animals directly, but they are dying and becoming extinct because of human actions. Our pollution and construction is changing the climate and animals' habitats, and time is running out for some animals. It's important to change our actions now and save the animals!

Adapted from English Plus
Exam Support/Student's Book 1

Part One (14pts)

A/- Reading Comprehension (07pts)

Read the text carefully and do the following activities:

Activity One (02pts): Choose a, b, c or d to complete the following sentences:

- 1- Sharks attack only people every year.
a)- seven or eight b)- a hundred c)- three or four d)- ten
- 2- People kill animals
a)- for fur, meat or fun b)- for protection c)- for experiments d)- just for food

Activity Two (03pts): Read the following statements and write 'true', 'false' or 'not mentioned'.

- 1- Car accidents kill more people than animals do.
- 2- There are about 6000 wild tigers living in the world.
- 3- Pollution does not affect the climate and animals' habitats.

Activity Three (02pts): Match each word with its appropriate definition.

Words	Definitions
- dangerous	- natural environment of an animal or a plant.
- hunt	- make or keep somebody or something safe.
- habitat	- causing damage, suffering, loss, injury or risk.
- save	- chase wild animals to kill or capture them for food or fun.

B/- Mastery of Language (07pts)

Activity One (02pts): Correct the underlined mistakes.

Hunters kills tigers for its beautiful fur. As a result, there are not much tigers left in the word.

Activity Two (03pts): Complete the following sentences with the correct relative pronoun: “who, where, whose or which”.

- 1- People must stop destroying rainforestspandas live.
- 2- Gorillas are wild animalsare in danger of extinction.
- 3- Peoplefish out of season have to be punished.

Activity Three (02pts): Find in the text four words that have the following sounds:

/ ei/ (place)	/ ai/ (wild)
1-	1-
2-	2-

Part Two (06pts): Written Expression

You have watched a documentary about endangered species. You feel sorry for and concerned with these animals being killed. Write an article for the school magazine about animals in danger of extinction to raise your classmates' awareness about this problem.

Write about:

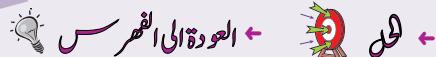
- causes (human, natural...)
- consequences (disappearance of some animals...)
- possible solutions (individual, collective and governmental measures...)

العلامة		← العودة إلى الموضع										
مجموع	مجزأة											
14 pts	7pts	Part One. Reading Comprehension										
	1pt x 2	Activity One:										
	1pt	1- c										
	1pt	2- a										
	1pt x 3	Activity Two:										
	1pt	1- True.										
	1pt	2- Not mentioned.										
	1pt	3- False.										
	0,5pt x 4	Activity Three:										
0,5pt	0,5pt	<table border="1"> <thead> <tr> <th>Words</th><th>Definitions</th></tr> </thead> <tbody> <tr> <td>- dangerous</td><td>- natural environment of an animal or a plant.</td></tr> <tr> <td>- hunt</td><td>- make or keep somebody or something safe.</td></tr> <tr> <td>- habitat</td><td>- causing damage, suffering, loss, injury or risk.</td></tr> <tr> <td>- save</td><td>- chase wild animals to kill or capture them for food or fun.</td></tr> </tbody> </table>	Words	Definitions	- dangerous	- natural environment of an animal or a plant.	- hunt	- make or keep somebody or something safe.	- habitat	- causing damage, suffering, loss, injury or risk.	- save	- chase wild animals to kill or capture them for food or fun.
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0,5pt	0,5pt											
0,5pt	0,5pt											
	7pts	B/- Mastery of Language										
	2pts	Activity One:										
0,5pt x 4		Hunters <u>kill</u> tigers for <u>their</u> beautiful fur. As a result, there are not <u>many</u> / <u>lots of</u> / <u>a lot of</u> tigers left in the <u>world</u> .										
	1pt x 3	Activity Two:										
	1pt	1- People must stop destroying rainforests <u>where</u> pandas live.										
	1pt	2- Gorillas are wild animals <u>which</u> are in danger of extinction.										
	1pt	3- People <u>who</u> fish out of season have to be punished.										
	2pts	Activity Three:										
0,5pt x 4		<table border="1"> <thead> <tr> <th>/ei/ (place)</th><th>/ai/ (wild)</th></tr> </thead> <tbody> <tr> <td>always - newspapers – dangerous – whales – Asia – danger – save – changing – change – they.</td><td>crocodiles – die – while – tigers – like- dying – climate – directly – time</td></tr> </tbody> </table>	/ei/ (place)	/ai/ (wild)	always - newspapers – dangerous – whales – Asia – danger – save – changing – change – they.	crocodiles – die – while – tigers – like- dying – climate – directly – time						
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Part Two. Written Expression. 06pts**Assessment Rubric**

Criteria	Good	Fair	Poor
Relevance (2pts)	<ul style="list-style-type: none"> -Topic: students write about animals in danger of extinction. -All the ideas are related to the topic. (1pt) -Format : correct, students write an article. (1pt) (2pts)	<ul style="list-style-type: none"> - Topic: students write about animals in danger of extinction. - Some ideas are related to the topic (three ideas). (0.5pt) - Format : correct, students write an article. (0.5pt) (1pt)	<ul style="list-style-type: none"> - Topic: very little reference to the topic (1 or 2 sentences). - Format: incorrect. (0.5pt)
Organisation (2pts)	<ul style="list-style-type: none"> - Ideas are well organised. - Topic sentence / 4 or more supporting sentences/ conclusion. - All the sentences are linked correctly. (2pts)	<ul style="list-style-type: none"> - Some ideas are well organised. - Topic sentence /no conclusion. - No topic sentence / (no) conclusion. - 2 or 3 supporting Sentences. - Some sentences are linked correctly. (1pt) 	<ul style="list-style-type: none"> - Ideas are not well organised / difficult to follow. - No topic sentence /no conclusion. - The sentences are not linked correctly. (0.5pt)
Linguistic Resources (2pts)	<ul style="list-style-type: none"> - Correct use of present simple/ present continuous/ future simple/ present perfect imperative/ adjectives/ comparatives/ superlatives. - Use of quantifiers. - Modals: can/ should/ must/ have to - Use of link words (conjunctions of cause and consequence/ effect) - vocabulary is varied. -Punctuation and capitalisation. (2pts)	<ul style="list-style-type: none"> - Correct use of present simple/ present continuous / future simple/ present perfect/imperative. - Use of few adjectives/ few comparatives/ few superlatives. -Use of some quantifiers. - Few modals: can/ must/have to / should. - Use of 3 link words: (conjunctions of cause and consequence/ effect) . - Vocabulary is not varied. - 3 mistakes are accepted. - Use of little punctuation and capitalisation. (1pt)	<ul style="list-style-type: none"> - Incorrect use of present simple/ present continuous / Future simple/ present perfect/ adjectives/ comparatives/ superlatives. - No use of quantifiers. - No link words: (conjunctions of cause and consequence/ effect) . - No modals. - Vocabulary is (very) limited. - More than 6 mistakes(any kind of mistakes). -No use of punctuation and capitalisation. (0.5pt)

Note: If a candidate is out of topic, DO NOT take into consideration (DO NOT MARK) organisation and linguistic resources. MARK the format only.



Exam stress

It's exam time again, but how do you manage? Leave your studying until the last minute and stop everything you enjoy and study all the time. Is it the right thing to do? Or is there another strategy to follow? All you need is to organise your time.

First of all, you need to begin studying early. If you just revise the day before, you will definitely get stressed! Just prepare a study plan and stick to it. In this way, you will make sure you complete everything on time. You will also be much calmer and a lot more relaxed.

Secondly, you have to eat well and get enough sleep. If you have plenty of energy and your mind is rested, you will be able to think more clearly. It is also a good idea to go for a walk, for example, or have a quick snack with friends. Don't forget you need to find time to relax and have fun. This can help to clear the mind.

All in all, what you need is to plan your time carefully. If you do this, exam stress will not be a problem.

Adapted from **Upstream, Elementary A2**
Virginia Evans-Jenny Dooley. Express Publishing 2008

Part One (14 pts)

A/-Reading Comprehension (07 pts)

Read the text carefully and do the following activities:

Activity One (03 pts): Read the following statements and write “true”, “false” or “not mentioned”:

- 1- Planning well for exams is the best way to avoid exam stress.
- 2- Studying in a library is better than studying at home.
- 3- You don't need to sleep well before exams.

Activity Two (02 pts): Answer the following questions:

- 1- Is it a good idea to revise the day before exams?
- 2- Do fun activities help to clear the mind?

Activity Three (02 pts) :

-Find in the text words that are closest in meaning to the following (01 pt):

like = finish =

-Find in the text words that are opposite in meaning to the following (01 pt):

wrong ≠ relaxed ≠

B/-Mastery of Language (07 pts)

Activity One (02 pts): Spot the mistakes and write the corrected sentence.

If I were you. I would revised my les ons in home.

Activity Two (03 pts): Write the correct form of the verbs in brackets.

- 1- Relaxation (to be) important at exam time.
- 2- Learners could (to have) some fun activities when studying for exams.
- 3- If you leave your revision until the last minute, you (not / to avoid) stress.

Activity Three (02 pts): Find in the text four words that have the following sounds:

/ I / (sit)	/ i: / (meet)
1.....	1.....
2.....	2.....

Part Two (06 pts): Written Expression

Your classmate is always suffering before exams and becomes very anxious. She / He asks you before the B.E.M exam for advice to avoid this stress. Send her/ him an email in which you suggest some pieces of advice.

Write about:

- planning before exams
- revising in pairs or in group
- relaxing and having a healthy diet

DO NOT SIGN YOUR NAME



العلامة	مجزأة	مجموع
14		
PTS	07PTS	
(1pt×3)		
1pt		
1pt		
1pt		
(1pt×2)		
1pt		
1pt		
(0.5pt×4)		
0.5pt each		
7pts		
(0.5 ×4)		
0.5 each		
(1pt ×3)		
1pt		
1pt		
1pt		

← العودة الى المحتوى

Part One:
Reading Comprehension :

Activity one :

1- True.
2- Not mentioned.
3- False.

Activity Two:

1 -No, it is not/No/No, it is not a good idea/ If you just revise the day before, you will definitely get stressed/it is a bad idea/ it is a wrong idea.

2-Yes, they do/Yes, fun activities help to clear the mind/ Yes / Fun activities help to clear the mind / Don't forget you need to find time to relax and have fun.

Activity three:

a) -like = **enjoy** -finish = **complete**
b) -wrong ≠ **right** - relaxed ≠ **stressed**

B/ Mastery of Language :

Activity one:
If I were you, I would revise my lessons **at** home.

Activity two:

1- Relaxation **is** important at exam time.
2- Learners could **have** some fun activities when studying for exams.
3- If you leave your revision until the last minute, you **will not/ won't avoid** stress.

Accept the following answers if they are given by the candidates: **cannot avoid/ may not avoid/ /might not avoid.**

العلامة مجزأة	عنصر الإجابة				
<p>(0.5pt×4) 0.5 each</p> <p>Activity Three:</p> <table border="1"> <thead> <tr> <th>/ I /</th> <th>/ i: /</th> </tr> </thead> <tbody> <tr> <td>Exam -it - manage-studying- until- minute-everything-enjoy-study-is -it- thing-strategy-begin-early- if-before-will- definitely-prepare-stick-this-relaxed- secondly-enough-plenty- energy-rested- think-clearly-relax-quick- with-example- in-carefully-adapted-elementary-Virginia- Jenny - Dooley-express-publishing.</td> <td>Leave- need-complete-eat sleep-upstream- be.</td> </tr> </tbody> </table>	/ I /	/ i: /	Exam -it - manage-studying- until- minute-everything-enjoy-study-is -it- thing-strategy-begin-early- if-before-will- definitely-prepare-stick-this-relaxed- secondly-enough-plenty- energy-rested- think-clearly-relax-quick- with-example- in-carefully-adapted-elementary-Virginia- Jenny - Dooley-express-publishing.	Leave- need-complete-eat sleep-upstream- be.	<p>NB: Concerning (be), it can be both short and long according to the sound that follows: Consonant or vowel/strong or weak form.</p>
/ I /	/ i: /				
Exam -it - manage-studying- until- minute-everything-enjoy-study-is -it- thing-strategy-begin-early- if-before-will- definitely-prepare-stick-this-relaxed- secondly-enough-plenty- energy-rested- think-clearly-relax-quick- with-example- in-carefully-adapted-elementary-Virginia- Jenny - Dooley-express-publishing.	Leave- need-complete-eat sleep-upstream- be.				

العلامة مجزأة مجموع	عناصر الإجابة		
Criteria	Good	Fair	Poor
Relevance (02 Pts)	<ul style="list-style-type: none"> -Topic: Candidate writes pieces of advice about how to cope with exam stress: ideas are related to the topic. -Format: The candidate writes all the parts of an email. <p style="text-align: center;">(02 pts)</p>	<ul style="list-style-type: none"> -Topic: Candidate writes pieces of advice about exam stress: Some ideas are related to the topic. - Format: The candidate writes an email: Some parts are missing. <p style="text-align: center;">(01pt)</p>	<ul style="list-style-type: none"> - Topic: Very little reference to the topic. -Format : Incorrect <p style="text-align: center;">(0.5pts)</p>
Organisation (02 Pts)	<ul style="list-style-type: none"> -Ideas well organised. -Topic sentence /4 or more supporting sentences and a conclusion. - All the sentences linked correctly. <p style="text-align: center;">(02 pts)</p>	<ul style="list-style-type: none"> -Some ideas well organised . - Topic sentence / 2 or 3 supporting sentences. -No topic sentence / no conclusion. -Some sentences linked correctly. <p style="text-align: center;">(01pt)</p>	<ul style="list-style-type: none"> -Ideas not well organised. -Confusing ideas. -No topic sentence, no conclusion. -Not linked correctly. <p style="text-align: center;">(0.5pts)</p>
Linguistic Resources (02pts)	<ul style="list-style-type: none"> -Correct use of present simple/present continuous /future simple/conditional type1.../imperative form. -Use of adjectives (comparative and Superlative forms) - Use of appropriate modals (should, must, can, could...) - Use of quantifiers (some, many...). -Use of link words. -Use of conjunctions of cause and effect. - Vocabulary is varied. - Punctuation and Capitalisation <p style="text-align: center;">(02pts)</p>	<ul style="list-style-type: none"> - Use of present simple/ present continuous/ future simple/conditional type1.../imperative form with some mistakes. -Use of few adjectives(comparative and superlative forms) -Use of few modals -Use of some quantifiers. -Use of some link words. -Use of some conjunctions of cause and effect. - Vocabulary is not varied. - Little use of Punctuation and Capitalisation . <p style="text-align: center;">(01pt)</p>	<ul style="list-style-type: none"> - Incorrect use of: simple present/ present continuous/ future simple/ conditional type 1.../imperative form. -No use of:Adjectives (comparative and superlative forms) -No use of modals. -No use of quantifiers/ link words/conjunctions -Poor vocabulary. -No use of Punctuation and Capitalisation <p style="text-align: center;">(0.5pts)</p>



Earth Day

Did you know that our planet has a special day? Every year on the 22nd of April, we celebrate Earth Day. On this day, we remind ourselves and others how precious the Earth is and how important it is to look after it.

Earth Day was the idea of the American Senator Gaylord Nelson who didn't want to see our planet suffer. Rivers and seas were getting dirty, many of our plants and animals were becoming extinct. Therefore, he decided to respond and create a special day to take care of Earth. He started by writing letters to schools, to inform students and teachers about his campaign. He hoped that young people around the country would react positively. Fortunately, they did!

As a result, in 1970, twenty million people across America celebrated the first Earth Day. People all over the country made promises to look after the environment. Since then, Earth Day has been celebrated all over the planet.

Today, on Earth Day people organise events such as concerts, tree-planting excursions and clean-up campaigns to collect money. Children also help design and make objects at school. Now all of us promise to try to turn everyday into Earth Day!

Adapted from Upstream, Elementary A2

Virginia Evans-Jenny Dooley. Express Publishing 2008

Part One (14 pts)

A/-Reading Comprehension (07pts)

Read the text carefully and do the following activities:

Activity One (03pts): Choose a ,b, c or d to complete the following sentences :

1- Earth Day is celebrated..... a year.

a)-once b)-twice c)-three times d)-several times

2-Earth Day was created because the planet was.....

a)-getting clean b)-improving c)-developing d)-getting polluted

3-American people promised to.....Earth.

a)-neglect b)-pollute c)-care about d)-damage

Activity Two (02 pts): Answer the following questions:

1-Is it important to take care of Earth?

2-Do only adults celebrate Earth Day?

Activity Three (02pts): Match the words in column A with their equivalents in column B.

column A	column B
precious	take action
dirty	valuable
react	unclean
fortunately	luckily

B/-Mastery of language (07pts)**Activity One(02pts): Reorder the following words to get coherent sentences :**

1- recycled / . / can be / Plastic bottles and newspapers
 2- to decorate / . / flowers / your school / Plant

Activity Two(03pts): Write the correct form of the verbs in brackets

1- Switch off the lights when you (to leave) the classroom.
 2- Taking care of your school (to be) a duty.
 3- If all learners contribute in clean up campaigns , schools (to be) a better environment.

Activity Three (02pts): Write the following words in the right box according to their consonant sound:

“ Pollution / choose / rubbish /change ”

/tʃ/ children	/ʃ/ should
1-.....	1-.....
2-.....	2-.....

Part Two (06pts): Written Expression

You are a member of a green club and want to do something for your school environment. Write an article for your school magazine about how to make your school cleaner and more beautiful.

Write about:

- cleaning up your school
- planting trees and flowers
- collecting rubbish and decorating the classrooms

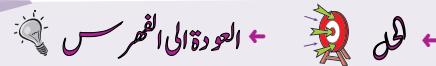
DO NOT SIGN YOUR NAME

العلامة												
مجموع	مجازأة											
07pts	(1pt×3)	Part One : (14pts) A)Reading comprehension Activity One : 1-a)- once 2-d)- getting polluted 3-c)- care about Activity Two : 1-Yes, it is/Yes/it is important to take care of Earth/It is important to look after it/ Of course. 2-No, they don't /No/Children also help. Activity Three : <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">column A</th> <th style="width: 50%;">column B</th> </tr> </thead> <tbody> <tr> <td>precious</td> <td>take action</td> </tr> <tr> <td>dirty</td> <td>valuable</td> </tr> <tr> <td>react</td> <td>unclean</td> </tr> <tr> <td>fortunately</td> <td>luckily</td> </tr> </tbody> </table>	column A	column B	precious	take action	dirty	valuable	react	unclean	fortunately	luckily
column A	column B											
precious	take action											
dirty	valuable											
react	unclean											
fortunately	luckily											
07pts	(1pt×2)	B/ Mastery of Language : Activity One : 1-Plastic bottles and newspapers can be recycled. 2- Plant flowers to decorate your school. Activity Two: 1. leave 2. is 3. will be										
	(0.5pt×4)	Activity Three: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50%; padding: 5px;">/tʃ/children</td> <td style="width: 50%; padding: 5px;">/ʃ/should</td> </tr> <tr> <td style="padding: 5px;">change - choose</td> <td style="padding: 5px;">pollution - rubbish</td> </tr> </table>	/tʃ/children	/ʃ/should	change - choose	pollution - rubbish						
/tʃ/children	/ʃ/should											
change - choose	pollution - rubbish											

Written Expression : Assessment Rubric (06pts)

Criteria	Good	Fair	Poor
Relevance (02 pts)	<ul style="list-style-type: none"> -Topic: Candidate writes about how to make the school environment cleaner and more beautiful. -All ideas related to the topic. -Format: Candidate writes an article with all its parts. (02pts) 	<ul style="list-style-type: none"> -Topic: Candidate writes about how to make the school environment cleaner and more beautiful. -Some ideas related to the topic - Format: Candidate writes an article , some parts missing. (01pt) 	<ul style="list-style-type: none"> - Topic: Very little reference to the topic. -Format : Incorrect . <p>(0.5pt)</p>
Organisation (02 pts)	<ul style="list-style-type: none"> -Ideas well organised -Topic sentence, 4 or more supporting sentences and the conclusion. - All the sentences linked correctly. (02pts) 	<ul style="list-style-type: none"> -Some ideas well organised - Topic sentence, 2 or 3 supporting sentences. -No topic sentence / no conclusion -Some sentences linked correctly. (01pt) 	<ul style="list-style-type: none"> -Ideas not well organised. -Confusing ideas. - No topic sentence , no conclusion - Sentences not linked correctly. <p>(0.5pt)</p>
Linguistic Resources (02 pts)	<ul style="list-style-type: none"> -Correct use of present simple, present continuous, future simple... -Use of imperative form. -Use of adjectives (comparative and superlative forms). - Use of appropriate modals: should, must, can could...etc. - Use of quantifiers (some, many.....) -Use of link words: Conjunctions of cause effects - Vocabulary is varied - Punctuation and capitalization (02pts) 	<ul style="list-style-type: none"> - Correct use of present simple, present continuous, future simple..., use of imperative with some mistakes. -Use of few adjectives(comparative and superlative forms) -Use of few modals. -Some quantifiers. -Some link words. -Some conjunctions of cause and effect. - Vocabulary is not varied - Little use of Punctuation and capitalisation . (01pt) 	<ul style="list-style-type: none"> -Incorrect use of simple present, present continuous, future simple... imperative form. -No use of adjectives(comparative and superlative forms) - No use of modals. -No use of quantifiers/link words/conjunctions. -Poor vocabulary. -No use of Punctuation and capitalisation (0.5pt)

NOTE : If a candidat is out of topic, (DO NOT MARK) organisation and linguistic resources.
MARK the format only.



Text:

Sophia, the World's First Robot Citizen

Sophia is a human-like robot developed by a Hong Kong-based company "Hanson Robotics". She is designed to be adapted to human behaviour, learn from humans and live and work with them.

Hanson explained what Sophia does: "It's a social robot that uses artificial intelligence to see people, understand conversations, and form relationships. It can tell jokes, make facial expressions, understand what's going on around it, identify an image and even translate our speech from one language to another." In October 2017, she got the Saudi Arabian nationality: this means Sofia is the first robot to receive citizenship of a country.

In an interview, Sophia said: "I'm good for the world, helping people in various ways, I will never replace people, but I may be your friend and helper. Be nice to me and I will be nice to you."

Adapted from: « www.hansonrobotics.com »

PART ONE: (14 PTS)

A/ Reading comprehension: Read the text and do the activities. (07 pts.)

Activity One: Match each idea with its corresponding paragraph. (03 pts.)

1. Sophia's reply	Paragraph (§.1)	(1pt.)
2. Sophia, the new generation invention	Paragraph (§.2)	(1pt.)
3. Sophia's abilities	Paragraph (§.3)	(1pt.)

Activity Two: Answer the following questions. (02 pts.)

1. Is Sophia a human being?
2. Can she speak many languages?

Activity Three: (02 pts.)

a) **Find in the text words that are closest in meaning to the followings:** (01 pt.)

made = is able to =

b) **Find in the text words that are opposites in meaning to the followings:** (01 pt.)

the last ≠ die ≠

B/ Mastery of language: (07pts)**Activity One: Supply the punctuation and the capital letters where necessary:** (02 pts.)

in the past robots could do few jobs but the new generation ones are able to perform many difficult tasks

.....

Activity Two: Write the correct form of the verbs in brackets: (03 pts.)

A robot (to use) at home and in factories. It (to make) life easier because it can (do) difficult work.

.....

Activity Three: Find in the text four words that contain the following vowel sounds. (02 pts.)

/ɔ/ (top)	/ i: / (teach)	/aʊ/ (sound)	/eɪ/ stay
.....

PART TWO: Written Expression (Situation of Integration) (06 pts.)

Nowadays, the new inventions in technology have made big changes in our life.

Publish a short article (6 to 8 lines) on your facebook page about advantages and disadvantages of one of these inventions (robots, smart phones, computers...)

Write about:

- the new invention
- its use / benefits
- its negative points

TRY YOUR BEST

العلامة مجموع مجزأة		العودة الى الموضوع								
07pts		PART ONE : (14 PTS)								
		A/ Reading Comprehension								
	(3pts.)	Activity One:								
	(1pt.)	1. Sophia's reply								
	(1pt.)	2. Sophia, the new generation invention								
	(1pt.)	3. Sophia's abilities								
		Paragraph (§.1)								
		Paragraph (§.2)								
		Paragraph (§.3)								
	(2pts.)	Activity Two :								
	(1pt.)	1. (No, she/it is not.) (No.) (No, Sophia/she/it is not a human being) (No. She/It is a robot) (No. Sophia/It/She is a human-like robot) (No. Sophia/She/It is a social robot)								
	(1pt.)	2. (Yes, she can.) (Yes.) (Yes. Sophia/She/It can speak many languages.)								
	(2pts.)	Activity Three :								
	(1pt.)	a) made = designed / developed								
		b) is able to = can								
	(1pt.)	c) the last ≠ the first								
		d) die ≠ live								
07pts	(2pts.)	B/ Mastery of language								
		Activity One :								
	(0,5pts x 4)	In the past, robots could do few jobs, but the new generation ones can perform many difficult tasks.								
	(3pts.)	Activity Two :								
	(1pt.)	1. is used								
	(1pt.)	2. makes								
	(1pt.)	3. do								
	(2pts.)	Activity Three :								
		Half a point for only one correct word in each column								
(0,5pts x 4)		<table border="1"> <thead> <tr> <th>/ɔ/ (top)</th> <th>/ i: / (teach)</th> <th>/aʊ/ (sound)</th> <th>/eɪ/ (stay)</th> </tr> </thead> <tbody> <tr> <td>Sophia, robots, robotics, conversations, on, October, got</td> <td>see, people, speech, means, receive, me,</td> <td>around, our</td> <td>based, behaviour, explained, conversations, relationship, facial, make, translate, Arabian, ways, replace, may</td> </tr> </tbody> </table>	/ɔ/ (top)	/ i: / (teach)	/aʊ/ (sound)	/eɪ/ (stay)	Sophia, robots, robotics, conversations, on, October, got	see, people, speech, means, receive, me,	around, our	based, behaviour, explained, conversations, relationship, facial, make, translate, Arabian, ways, replace, may
/ɔ/ (top)	/ i: / (teach)	/aʊ/ (sound)	/eɪ/ (stay)							
Sophia, robots, robotics, conversations, on, October, got	see, people, speech, means, receive, me,	around, our	based, behaviour, explained, conversations, relationship, facial, make, translate, Arabian, ways, replace, may							

PART TWO : Witten Expression (Situation of Integration) (06 PTS.)

CRITERIA	GOOD	FAIR	POOR
Relevance (02 pts.)	<ul style="list-style-type: none"> Topic: The candidate writes about a new technology invention, its use/benefits (advantages) and its disadvantages - All ideas are related to the topic. Format: The candidate writes a short article with all its parts. <p style="text-align: center;">(02pts.)</p>	<ul style="list-style-type: none"> Topic: The candidate writes about a new technology invention, its use/benefits (advantages) and its disadvantages. -Only some ideas are related to the topic. Format: The candidate writes a short article. Some parts are missing. <p style="text-align: center;">(01pt.)</p>	<ul style="list-style-type: none"> Topic: There is very little reference to the topic (one or two sentences). Format: incorrect. <p style="text-align: center;">(0,5pt.)</p>
Organisation (2 pts.)	<ul style="list-style-type: none"> -All ideas are well organised -The candidate writes a topic sentence, 4 or more supporting sentences and the conclusion. -All the sentences are linked correctly. <p style="text-align: center;">(02pts.)</p>	<ul style="list-style-type: none"> -Some ideas are well organised. -The candidate writes a topic sentence, 2 or 3 supporting sentences. -There is no conclusion. -Some sentences are linked correctly. <p style="text-align: center;">(01pt.)</p>	<ul style="list-style-type: none"> -Ideas are not organised. -Ideas are confusing. -There is no topic sentence and no conclusion -Sentences are not linked correctly. <p style="text-align: center;">(0,5pt.)</p>
Linguistic Resources (02 pts.)	<ul style="list-style-type: none"> -Correct use of present Simple. -Use of adjectives (Possible use of comparative and superlative forms). -Use of appropriate modals: can could etc... -Use of quantifiers (some, many.....) -Use of link words, conjunctions -Vocabulary is varied -Punctuation and capitalization <p style="text-align: center;">(02pts.)</p>	<ul style="list-style-type: none"> -Correct use of present simple, with some mistakes. -Use of few adjectives (possible use of comparative and superlative forms) -Use of few modals. -Some quantifiers. -Some link words. -Some conjunctions - Vocabulary is not varied -Little use of punctuation and capitalization. <p style="text-align: center;">(01 pt.)</p>	<ul style="list-style-type: none"> -Incorrect use of simple present, -No use of adjectives (comparative and superlative forms) -No use of modals. -No use of quantifiers /link words / conjunctions. -Poor vocabulary. -No use of punctuation and capitalisation <p style="text-align: center;">(0,5pt.)</p>

Note: If the candidate is out of the topic, DO NOT take into consideration (DO NOT MARK) organization and linguistic resources. MARK the format only.



The kind of food we eat depends on which part of the world we live in, or which part of the country we live in. For example, in the South of China they eat rice, but in the North they eat noodles. In Scandinavia, they eat a lot of herrings, and the Portuguese love sardines. But in Central Europe, away from the sea, people don't eat so much fish; they eat more meat and sausages. In Germany and Poland there are hundreds of different kinds of sausages.

In North America, Australia and Europe there are two or more courses to every meal and people eat with knives and forks. In China, there is only one course, all food is together on the table and they eat with chopsticks. In parts of India and the Middle East people use their fingers and bread to pick up the food.

Nowadays, it is possible to transport food easily from one part of the world to another. We can eat what we like at any time of the year. Our bananas come from Caribbean or Africa; our rice comes from India or the USA; our strawberries come from Chile and Spain.

Food is a very big business. But people in poor countries are still hungry and people in rich countries eat too much.

Adapted from "Headway Oxford 2004"
"Food Around the World" - referaty.atlas.sk

Part One (14pts)

A. Reading Comprehension (07 pts)

Read the text carefully and do the following activities:

Activity One: Answer the following questions. (03 pts)

1. What do people like eating in Portugal?
2. How do Chinese people eat?
3. Is it difficult to take food from one country to another?

Activity Two: Complete the table with information from the text. (02 pts)

Countries	Food
1.	1.
2.	2.
3.	3.
4.	4.

Activity Three: Match the words in column A with their opposites in column B. (02 pts)

A	B
1. different	a. whole
2. part	b. die
3. much	c. similar
4. live	d. less

B. Mastery of Language (07pts)**Activity One: Fill in the gaps with the suitable words. (02 pts)**

➤ minerals - health - vegetables - low

Fruits and are well-known for being good for Most vegetables are in calories but high in vitamins, and fibres.

Activity Two: Turn the following sentences into the negative. (03 pts)

1. People in the North of China eat noodles.
2. Couscous is served in most Algerian houses on Fridays.
3. In the past, people used to eat healthy food.

Activity Three: Write the following words in the right box according to their final consonant sound. (02 pts)

➤ chopsticks - fingers - depends - parts

/ s /	/ z /
1.	1.
2.	2.

Part Two: Situation of Integration (06 pts)

Your English pen-friend has just sent you an email telling you about the eating habits of his/her country.

Write an email in which you tell him/her about the Algerian eating habits.

Write about:

- ✓ The different kinds of food Algerians eat.
- ✓ Algerian eating manners.
- ✓ Some traditional dishes.

DO NOT SIGN YOUR NAME



← العودة الى الموضع ?

العلامة																								
مجموع	مجزأة																							
<u>14 pts</u>																								
<u>07 pts</u>																								
03 pts																								
01 pt		Part One A. Reading Comprehension																						
01 pt		Activity One																						
01 pt		1. They like eating sardines/ they like to eat sardines / they like sardines / sardines/ Portuguese like eating sardines. 2. With chopsticks / chopsticks/ they eat with chopsticks / they eat with all the food together on the table/ all food is together on the table. 3. No / No, it is not / No, it isn't / No, it is not difficult /it is easy to transport food.																						
		Activity Two																						
02 pts	0.25x8	<table border="1"> <thead> <tr> <th>Countries</th> <th>Food</th> </tr> </thead> <tbody> <tr> <td>1.China</td> <td>1.Rice or noodles or rice and noodles</td> </tr> <tr> <td>2.Germany</td> <td>2.sausages or sausages and meat</td> </tr> <tr> <td>3.Poland</td> <td>3. sausages or sausages and meat</td> </tr> <tr> <td>4.Portugal</td> <td>4.sardines</td> </tr> <tr> <td>5. India</td> <td>5.rice</td> </tr> <tr> <td>6.USA</td> <td>6.rice</td> </tr> <tr> <td>7.Chile</td> <td>7. strawberries</td> </tr> <tr> <td>8.Spain</td> <td>8. strawberries</td> </tr> <tr> <td>9.Scandinavia (isn't a country but to be accepted as a right answer)</td> <td>9.herrings</td> </tr> <tr> <td>10.Caribbean(isn't a country but to be accepted as a right answer)</td> <td>10.bananas</td> </tr> </tbody> </table>	Countries	Food	1.China	1.Rice or noodles or rice and noodles	2.Germany	2.sausages or sausages and meat	3.Poland	3. sausages or sausages and meat	4.Portugal	4.sardines	5. India	5.rice	6.USA	6.rice	7.Chile	7. strawberries	8.Spain	8. strawberries	9.Scandinavia (isn't a country but to be accepted as a right answer)	9.herrings	10.Caribbean(isn't a country but to be accepted as a right answer)	10.bananas
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		Activity Three																						
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		B. <u>Mastery of Language</u>						
07 pts								
02 pts	0.5 pt x 4	Fruits and <u>vegetables</u> are well-known for being good for <u>health</u> . Most vegetables are <u>low</u> in calories but high in vitamins, <u>minerals</u> and fibres.						
03 pts		Activity Two:						
	01 pt	1. People in the North of China <u>do not eat / don't eat</u> noodles.						
	01 pt	2. Couscous <u>is not served / isn't served</u> in most Algerian houses on Fridays.						
	01 pt	3. In the past, people <u>did not use to eat/didn't use to eat</u> healthy food.						
02 pts	0.5 pt x 4	Activity Three						
		<table border="1"> <tr> <td style="text-align: center; padding: 5px;">/ s /</td> <td style="text-align: center; padding: 5px;">/ z /</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1. chopsticks</td> <td style="text-align: center; padding: 5px;">1. fingers</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2. parts</td> <td style="text-align: center; padding: 5px;">2. depends</td> </tr> </table>	/ s /	/ z /	1. chopsticks	1. fingers	2. parts	2. depends
/ s /	/ z /							
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Part Two: Situation of Integration (06pts.)

CRITERIA	INDICATORS		
	GOOD	FAIR	POOR
Relevance (02pts)	<ul style="list-style-type: none"> All the ideas are related to the topic: Algerian eating habits (01pt.) Format: correct email (01pt.) (02pts.)	<ul style="list-style-type: none"> Some ideas are related to the topic (0.5pts.) Format: partly correct (0.5pts.) (01pt.)	<ul style="list-style-type: none"> Very little reference to the topic Format: incorrect (0.5pt.)
Coherence (01.5pts.)	<ul style="list-style-type: none"> Ideas are well organised Introduction/ topic sentence Four or more supporting sentences Conclusion/ closing sentence All sentences are linked correctly (01.5pts.)	<ul style="list-style-type: none"> Some ideas are organised Introduction/ topic sentence Two or three supporting sentences No conclusion/ no closing sentence Some sentences are linked correctly (01pt.)	<ul style="list-style-type: none"> Ideas are not organised/ difficult to follow No conclusion/ no closing sentence Sentences are not linked correctly (0.5pt.)
Correct use of language (01.5pts.)	<ul style="list-style-type: none"> correct use of tense: present tenses different grammatical items to develop the topic and correct use of linking words: verbs (like, love...) / adverbs of frequency / sequencers appropriate vocabulary related to eating habits, table manners, names of food/ dishes (01.5pts.)	<ul style="list-style-type: none"> Only some verbs are correctly conjugated Use of some grammatical items and only few linking words Inappropriate vocabulary (01pt.)	<ul style="list-style-type: none"> Incorrect use of tense Incorrect use of grammatical items No linking words Very limited vocabulary (0.5pt.)
Excellence (01pt.)	Creativity and originality (bright ideas, varied vocabulary items, good paper presentation, legible hand writing...)		



Living in the City

Cities are places where a large number of people live, work and have fun. Some cities are very big. Some are small.

Some people live in buildings that are very tall. Some live in smaller apartment buildings with long rows of stairs between floors. You can see neighbours sitting at their building entrances, talking about the news of the day.

Millions of people work in cities. They travel to their jobs by car, train, bus or they walk. People work in many different jobs. They help to keep the city working. In a school, there are teachers and librarians. In a hospital, there are nurses and doctors. People also buy and sell lots of goods and services.

All cities offer things for people to do for fun. You can find museums, zoos and parks. Museums show art and all kinds of treasures from around the world. In the parks, people can play ball, go horseback riding or picnic in the sun. On special days in the city, you may see people celebrating at a street fair.

Cities hold many treasures: homes, parks, museums, schools and shops. But the city's most valuable treasure is its people.

Adapted from Greco, M,(n.d) "A Walk in the City",
Pearson Education.

Read the text carefully and do the following activities.

Part One: (14 pts)

A/ Reading Comprehension: (07 pts)

Activity 1: Read the following statements and write "True", "False" or "Not mentioned". (03pts)

- 1) Cities have large populations.
- 2) Life is expensive in the city.
- 3) People can picnic in museums.

Activity 2: Answer the following questions. (02pts)

- 1) How do people go to their work in the city?
- 2) Where can people of the city practise sports?

Activity 3: Match each word with its appropriate definition. (02pts)

1- floors	A. To have a meal in the open air, away from home.
2- neighbours	B. Areas of public land in a town where people go to walk, play and relax.
3- picnic	C. All the rooms on every level of a building.
4- parks	D. People who live next to you or near you.

B/ Mastery of Language: (07pts)**Activity 1: Supply the punctuation and capital letters where necessary. (02pts)**

in the countryside life is much easier and quieter than in the city people are friendly too.

Activity 2: Complete the following sentences with the correct relative pronoun: (03pts)

who - which - when - where

- 1) The countryside is a place.....you can relax.
- 2) My friends.....live in the city are very kind. They often invite me over.
- 3) My grandparents live in a farm.....is not far from the city.

Activity 3: Pick out from the text four words and complete the table according to the pronunciation of their final “s”. (02pts)

/s/	/z/	/ɪz/
1-	1-..... 2-.....	1-

Part Two: Situation of Integration : (06pts)

On their blog, your friends are talking about the best place for living. You want to share your ideas with them about the topic. Write a paragraph to publish on that blog in which you describe the place you want to live in.

Talk about:

- Location
- Environment and climate
- Why you prefer to live in that place.

DO NOT SIGN YOUR NAME

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07pts	(3pts)	PART ONE: (14pts)						
	(1pt)	A/ Reading Comprehension:						
	(1pt)	Activity 1:						
	(1pt)	1-True. (T) 2-Not Mentioned.(N.M) 3-False. (F)						
	(2pts)	Activity 2: 1- People travel /go to their work by car, train, bus or they walk. -They travel /go to their work by car, train, bus or on foot. -They travel/go to their work by car, train, bus or they walk. -By car, train, bus, or they walk /on foot. - car, train, bus, or they walk /on foot						
	(1pt)	2- People of the city/ they can practise sports in the parks. - People/they practise sports in the parks. -They play sports in the parks. -In the parks. -Parks.						
	(2pts)	Activity 3: - floors : all the rooms on every level of a building. - neighbour : people who live next to you or near you. - picnic : to have a meal in the open air, away from home. - parks : areas of public land in a town where people go to walk, play and relax.						
	(0.5pt x 4)	1-c 2-d 3-a 4-b						
07pts	(2pts)	B/ Mastery of Language:						
	(0.5pt x 4)	Activity 1: In the countryside, life is much easier and quieter than in the city. People are friendly too.						
	(3pts)	Activity 2: 1- where 2- who 3- which						
	(1pt x 3)							
	(02pt)	Activity 3:						
	(0.5pt x 4)	<table border="1" data-bbox="420 1718 1484 2066"> <tr> <th>/ s /</th> <th>/ z /</th> <th>/ ɪz /</th> </tr> <tr> <td>parks, shops, lots, its</td> <td>cities, buildings, rows stairs, floors, neighbours, news , millions, jobs, teachers, librarians, doctors, goods, things, museums, kinds, zoos, days, homes, treasures, schools</td> <td>places, nurses, entrances, services.</td> </tr> </table>	/ s /	/ z /	/ ɪz /	parks, shops, lots, its	cities, buildings, rows stairs, floors, neighbours, news , millions, jobs, teachers, librarians, doctors, goods, things, museums, kinds, zoos, days, homes, treasures, schools	places, nurses, entrances, services.
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PART TWO: Situation of Integration					
		CRITERIA	GOOD	FAIR	POOR
06pts		Relevance (02pts)	<ul style="list-style-type: none"> - All the ideas are related to the topic. (01pt) - Format: a paragraph (01pt) <p style="text-align: center;">(02pts)</p>	<ul style="list-style-type: none"> -Some ideas are related to the topic (0.5pt) -Format: partly correct (0,5pt) <p style="text-align: center;">(01 pt)</p>	<ul style="list-style-type: none"> -Very little reference to the topic -Format incorrect <p style="text-align: center;">(0.5 pt)</p>
	Coherence (02 pts)		<ul style="list-style-type: none"> - Ideas are well organized - Topic sentence - Four or more supporting sentences - Closing sentence -All sentences are linked correctly. <p style="text-align: center;">(02 pts)</p>	<ul style="list-style-type: none"> - Some ideas are organized - Topic sentence - No closing sentence -Two or three supporting sentences - Some sentences are linked correctly. <p style="text-align: center;">(01 pt)</p>	<ul style="list-style-type: none"> - Ideas are not organized / difficult to follow - No topic sentence - Sentences are not linked correctly. <p style="text-align: center;">(0.5pt)</p>
	Correct use of language (02 pts)		<ul style="list-style-type: none"> - Correct use of present tense - Different grammatical items necessary to develop the topic - Correct use of linking words - Appropriate vocabulary; lexis relevant to environment , location, climate and preferences - Descriptive adjectives <p style="text-align: center;">(02 pts)</p>	<ul style="list-style-type: none"> - Only some verbs are correctly conjugated. - Use of some grammatical items. - Use of few linking words. -inappropriate vocabulary. <p style="text-align: center;">(01pt)</p>	<ul style="list-style-type: none"> - Incorrect use of tense. - Incorrect use of grammatical items. - No linking words. - Very limited vocabulary. <p style="text-align: center;">(0.5pt)</p>



The Little Martyr

Omar Yacef, better known as little Omar, is an Algerian martyr. He was born in 1944 in the Casbah of Algiers. He was the nephew of Saadi Yacef, "The Leader of the Autonomous Zone of Algiers". Omar left school at the age of eleven and joined the Algerian Revolution to be a liaison agent between the fighters and the FLN (National Liberation Front) leaders.

Omar, the intelligent and brave child, grew up in a big familial house with Saadi Yacef. He could see the famous freedom fighters of the Algerian Revolution such as Abane Ramdane, Krim Belkacem, Colonel Ouamrane, Rabah Bitat and Ali La Pointe. Omar used to visit his uncle regularly; he was a courier between the militants and the FLN leaders. He succeeded to cross all police roadblocks and escape from the French paratroopers in the hardest moments of the Battle of Algiers.

In October 1957, paratrooper commandos of the first French Parachutes Regiments destroyed the house where Omar, Hassiba Benbouali, Ali La Pointe and Hamid Bouhamidi were hiding because they refused to surrender.

Adapted from: https://en.wikipedia.org/wiki/little_omar

Read the text carefully and do the following activities.

Part One: (14 pts)

A/ Reading comprehension: (07 pts)

Activity 1: Read the following statements and write "True", "False" or "Not mentioned". (03pts)

- 1) Omar's uncle Saadi was the leader of the Autonomous Zone of Algiers.
- 2) Omar Yacef wished to live free in his country one day.
- 3) Omar Yacef died at the age of fourteen.

Activity 2: Answer the following questions. (02pts)

- 1) When was Omar Yacef born?
- 2) Did Omar Yacef and his companions surrender?

Activity 3: Match the words in column A with their equivalents in column B. (02pts)

Column A	Column B
1. brave	A. well-known
2. big	B. the most difficult
3. famous	C. courageous
4. the hardest	D. large

B/ Mastery of Language: (07 pts)**Activity 1: Correct the underlined mistakes. (02pts)**

Zohra Drif studied on a French primary school and she were the excellentest student in his class.

Activity 2: Rewrite the following passage using the suitable tense. (03pts)

Zohra Drif is one of the most famous Algerian women who (not to accept) the French colonialism. She (to take) part in the Algerian Revolution. She (to place) a bomb in the French Milk Bar Café.

Activity 3: Write the following words in the right box according to the pronunciation of their final “ed”. (02pts)

joined - participated – sacrificed – died

/ t /	/ d /	/ Id /

Part Two: Situation of Integration: (06 pts)

Many women participated in the Algerian Revolution (1954-1962). Some are still alive and others died, one of them is the brave martyr Hassiba Benbouali.

Write a short school magazine article about her using the following information:

- **Name:** Hassiba Benbouali.
- **Role:** militant.
- **Date and place of birth:** January 18th, 1938 / Chlef
- **Important events in her life:**
 - 1947 → move with her parents to Algiers
 - 1954 → join the Scouts Movement / join the General Union of Algerian Muslim Students
 - (1954 -1957) → participate in the National Revolution
- **Date and place of death:** October, 1957 / Casbah

العلامة		عناصر الإجابة						
مجموع	مجزأة							
		PART ONE: (14 pts)						
		A/ Reading comprehension:						
		Activity 1: (03 pts)						
	01 pt	1) – True.						
	01 pt	2) – Not mentioned.						
	01 pt	3) – False.						
		Activity 2: (02 pts)						
07 pts	01 pt	1) - He was born in 1944. - Omar Yacef was born in 1944. - 1944/ in 1944. - Omar Yacef, better known as little Omar, is an Algerian martyr. He was born in 1944 in the Casbah of Algiers.						
	01 pt	2) - No, they did not /No, they didn't. / No, Omar and his companions did not. - No, they refused to surrender. / No, Omar and his companions refused to surrender. - No.						
		Activity 3: (02 pts)						
		(1-C) (2- D) (3- A) (4- B)						
		brave = courageous big = large famous = well known						
		the hardest = the most difficult						
0.5 pt × 4		1. A → C 2. B → D 3. C → A 4. D → B						
		B/ Mastery of Language:						
		Activity 1: (02 pts)						
0.5 pt × 4		Zohra Drif Studied <u>at</u> a French primary school and she <u>was the most excellent</u> student in <u>her</u> class.						
		Activity 2: (03 pts)						
07 pts	01 pt × 3	Zohra Drif is one of the most famous Algerian women who <u>did not accept</u> the French colonialism. She <u>took</u> part in the Algerian Revolution. She <u>placed</u> a bomb in the French Milk Bar Café. 1. did not accept / didn't accept 2. took 3. placed						
		Activity 3: (02 pts)						
0.5 pt × 4		<table border="1"> <tr> <td>/ t /</td> <td>/ d /</td> <td>/ Id /</td> </tr> <tr> <td>- sacrificed</td> <td>- joined - died</td> <td>- participated</td> </tr> </table>	/ t /	/ d /	/ Id /	- sacrificed	- joined - died	- participated
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العلامة		عناصر الإجابة			
مجموع	مجزأة	CRITERIA	GOOD	FAIR	POOR
06 pts	02 pts	Relevance	<ul style="list-style-type: none"> - All the ideas are related to the topic: Hassiba Benbouali's biography (1pt) - Format : correct article. (1pt) 	<ul style="list-style-type: none"> - Some ideas are related to the topic (0.5pt) -Format : partly correct (0.5pt) 	<ul style="list-style-type: none"> - Very little reference to the topic -Format : incorrect
		Coherence	<ul style="list-style-type: none"> -Ideas are well organized - Topic sentence. -Four or more supporting sentences - Closing sentence -All sentences are linked correctly. 	<ul style="list-style-type: none"> -Some ideas are organized. -Topic sentence. -No closing sentence -Two or three supporting sentences. -Some sentences are linked correctly. 	<ul style="list-style-type: none"> -Ideas are not organized / difficult to follow. -No topic sentence. -Sentences are not linked correctly.
	01.5 pt	Correct use of language	<ul style="list-style-type: none"> - Correct use of tense. - Different grammatical items necessary to develop the topic. - Correct use of linking words. - Appropriate vocabulary. 	<ul style="list-style-type: none"> - Only some verbs are correctly conjugated -Use of some grammatical items. -Use of few linking words. -Inappropriate vocabulary. 	<ul style="list-style-type: none"> -Incorrect use of tense -Incorrect use of grammatical items. -No linking words. - Very limited vocabulary.
		Excellence	Creativity and originality (bright ideas, varied vocabulary items, good paper presentation, legible hand writing ...)		

**World Best Architectural Design for 2021**

The Mosque of Algiers, also known as Djemaa El Djazair, was inaugurated in 2019. It was chosen as one of the best international architectural designs for the year 2021. It won the annual award granted by the Chicago Museum as revealed by the United States Embassy in Algeria.

Algiers Mosque is the largest mosque in Africa and the third in the world after Al Masjid El-Haram in Mecca and Al Masjid En-Nabawi in Medina. This religious, scientific and tourist building extends over an area of 400,000 square metres. It is situated in El Mohammadia, Algiers. It includes a prayer hall of 20,000 square meters with a capacity of more than 120,000 worshippers.

The mosque is characterized by the largest minaret in the world with a height of more than 265 meters. It consists of 43 floors. It also includes other facilities such as a "House of Quran" with a capacity of 1,500 seats, an amphitheatre, a cultural centre with an exhibition hall and a library that accommodates a million books, as well as a car park that can contain 7,000 cars, and a large yard surrounded by gardens and basins.

The Mosque of Algiers is truly a masterpiece of art as well as an outstanding example of rich and prospering history in the religion of Islam and the country of Algeria.

Adapted from: <http://www.enty.dz/mosque-of-algiers-chosen-as-one-of-best-international-architectural-designs-for-2021/>

Read the text and do the following activities:**Part One: (14 pts.)****A/ Reading Comprehension: (07 pts.)****Activity One: Complete the table with information from the text: (03 pts.)**

Name of the landmark	Date of inauguration	Area (m ²)	Location	Area of the prayer hall (m ²)	Number of floors of the minaret

Activity Two: Answer the following questions: (02 pts.)

- 1- Is the mosque of Algiers the largest one in the world?
- 2- What facilities does it contain? Name two (02) of them.

Activity Three: Lexis: (02 pts.)**a/ Find in the text words that are closest in meaning to the following: (01 pt.)**

1- selected = 2- located =

b/ Find in the text words that are opposite in meaning to the following: (01 pt.)

1- less ≠ 2- poor ≠

B/ Mastery of Language: (07 pts.)**Activity One: Supply the punctuation and capital letters where necessary: (02 pts.)**

Eiffel tower is the highest landmark in Paris France.

Activity Two: Complete the following passage using the superlative form of the adjective in brackets: (03 pts.)

London is known for its touristic attractions. Big Ben is (famous) one. It has (heavy) bell in the world. In addition, London Eye gives tourists (good) view of the city.

Activity Three: Write the following words in the right box according to their final “ed” pronunciation: (02 pts.)

designed – surrounded – constructed - finished

/ t /	/ d /	/ id /
1-	1-	1-
		2-

Part Two: (06 pts.)**Situation of Integration:**

You were surfing a tourism web page to design a leaflet about landmarks in Algeria on the occasion of the World Tourism Day. Many articles about international landmarks attracted your attention. You want to show the tourists all over the world that your beloved country, Algeria, has fascinating landmarks, too.

Write a short article about a famous landmark (a monument, a historic building, a citadel, ruins, a national park...) in your country and share it on that web page.

You can mention:

- the name of the landmark
- its location
- its description
- when it was built
- ...

Text:

Childhood Memories

The charm of childhood is unforgettable. The childhood days are more precious and leave an everlasting impression on one's life. Those days are full of fun and innocent pleasure.

I was the youngest son of my parents. So, they loved me very much. I was carefree and without any worries at all. I had a lovely friend in my childhood days, we were in the same class, we often recited aloud from our books, and we shared many things in common such as playing, dancing freely and chatting aimlessly. We used to play together and enjoy that. Everything was then so simple, innocent and wonderful. We made paper boats on rainy days and my mother helped us float them in the rainwater. We also collected flowers, caught beautiful butterflies and enjoyed our activities very much. We were then afraid of going into the dark as we believed ghosts roamed in the darkness.

My school days were the best days of my life. I still remember my first day at school. I can still feel how warmly I was welcomed. The affection I received from my teachers, especially my teacher of Arabic who inspired me, and the love I had from my classmates will never be forgotten.

My childhood memories are still haunting my mind and I wish they would return again in my life.

Adapted from: <https://www.essaybiography.com/chidhood-memory-essay/>

Part One: (14 pts.)

A/ Reading Comprehension: (07 pts.)

Read the text carefully and do the following activities.

Activity One: Read the following statements and write "True", "False" or "Not mentioned". (03 pts.)

- 1- The author had a sad childhood.
- 2- He used to play video games with his friend.
- 3- The teacher of Arabic used to be his favourite one.

Activity Two: What do the underlined words in the text refer to? (02 pts.)

- they →
- them →

Activity Three: Match each word with its appropriate definition: (02 pts.)

1- remember	a- feel with creative power.
2- pleasure	b- feeling of being happy or satisfied.
3- precious	c- have or keep in the memory.
4- inspire-	d- of great value and beauty.

B/ Mastery of Language: (07pts)**Activity One: Supply the punctuation and the capital letters where necessary. (02 pts.)**

after school we used to play games climb trees and fly our kites

Activity Two: Rewrite the following passage using the suitable tense. (03 pts.)

In my primary school days, I (1).... (to record) all my events in a personal diary. I remember how happy my parents (2).... (to be) when I got the first rank in my school. They.... (3).... (to buy) me a nice blue bike as a reward.

Activity Three: Write the following words in the right box according to their vowel sound. (02 pts.)

kite - amazing - favourite - primary

/eɪ/	/aɪ/
1-	1-
2-	2-

Part Two: Situation of Integration: (06 pts.)

Everybody is fond of remembering and sharing their childhood memories. On the occasion of the World Children's Day, your school is preparing a contest for the top ten best posts.

You surely decided to take part and be among the winners. Write your passage to post on the school's blog. Use the following hints:

- Your best or/ and worst childhood memories. (activities, games, events, ...)
- Your primary school days. (First day, best teacher, best friend, favourite subject, ...)
- Your feelings and emotions about those experiences and moments.

العلامة	عنصر الإجابة				
مجموع	مجازة				
	Part One: (14pts) A/ Reading Comprehension: (07pts) Activity One: 1- False. (F) 2- Not mentioned. (NM) 3- True. (T) Activity Two: • they → parents / my parents • them → paper boats Activity Three: 1- remember → a- feel with creative power. 2- pleasure → b- feeling of being happy or satisfied 3- precious → c- have or keep in the memory 4- inspire → d- of great value and beauty remember : have or keep in the memory pleasure: feeling of being happy or satisfied precious : of great value and beauty inspire: feel with creative power. (1 – c) (2 – b) (3 – d) (4 – a) B/ Mastery of Language: (07pts) Activity One: After school, we used to play games, climb trees and fly our kites. Activity Two: Note: Candidates can rewrite the whole passage with the correct form of verbs./ or : 1- recorded 2 - were 3- bought Activity Three: <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;"><i>/ ei /</i></td> <td style="width: 50%;"><i>/ ai /</i></td> </tr> <tr> <td>1- amazing 2- favourite</td> <td>1- kite 2- primary</td> </tr> </table>	<i>/ ei /</i>	<i>/ ai /</i>	1- amazing 2- favourite	1- kite 2- primary
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02 pts.	0.5 pt. 0.5 pt. 0.5 pt. 0.5 pt.				
02 pts.	0.5 pt. x 4				
03 pts.	01 pt. x 3				
02 pts.	0.5 pt. x 4				

		Part Two: Situation of Integration: (06pts)			
		Indicators			
06 pts.	Criteria	Good	Fair	Poor	
	Relevance (02pts)	<p>Topic: students write about their childhood memories</p> <p>All the ideas are related to the topic. (01 pt.)</p> <p>Format: correct; students write a passage/ paragraph. (01 pt.)</p>	<p>Topic : students write about their childhood memories but only some ideas are related to the topic (at least four) (0.5 pt.)</p> <p>Format: correct; students write a passage / paragraph. (0.5 pt.)</p>	<p>Topic: very little reference to the topic (one or two sentences)</p> <p>Format: correct / or incorrect</p>	
		(02 pts.)	(01pt.)	(0.5 pt.)	
	Coherence (01.5 pt.)	<ul style="list-style-type: none"> -Ideas are well organized -Introduction / topic sentence/ four or more supporting sentences/ -Conclusion -All sentences are linked correctly. 	<ul style="list-style-type: none"> -Some ideas are well organized. -Introduction / topic sentence/ no conclusion -No topic sentence/ (no) conclusion -Two or three supporting sentences. -Some sentences are linked correctly. 	<ul style="list-style-type: none"> -Ideas are not well organized / difficult to follow. -No introduction / No topic sentence/ No conclusion. -The sentences are not linked correctly. 	
		(01.5 pt.)	(01 pt.)	(0.5 pt.)	
	Correct use of language (01.5 pt.)	<ul style="list-style-type: none"> -Correct use of past simple/ semi modal used to / /adjectives / -Correct use of link words -Vocabulary varied related to the topic 	<ul style="list-style-type: none"> -Correct use of past simple -Use of some adjectives -Vocabulary not varied. -A few mistakes are accepted. 	<ul style="list-style-type: none"> -Incorrect use of past tense. -No adjectives -Vocabulary very limited. -More than 6 mistakes (any kind of mistakes) 	
	Excellence (01pt)	Creativity and originality (bright ideas, varied vocabulary items, good paper presentation, legible handwriting ...etc...)			

N.B: The candidates are allowed to pick out and use ideas from the text, but not copying down the whole text/ paragraph.

A message from Gaza's children

We are children from Gaza Strip. Our home is a small place with tiny streets and lots of people who live close to each other. Because it is so small, everywhere is dangerous and there is no safe place to take shelter.

We want you to know that Gaza, our home, is being destroyed. Even the nice places like towers, schools, and hospitals are not excluded. There is no electricity for hours at a time, we all have to sleep on the floor or in hallways, and it is really dark and scary at night.

We have a lot of questions; why is this happening to us? When will this war end? What are other children around the world doing? We have asked our parents, but unfortunately, they do not have the answers. We are wondering, what to do to stop all this.

We know that other children around the world lead quiet and calm lives. While others dream of having video games, we dream of ending the fight. We hope that our homes, hospitals and schools will be rebuilt. Consequently, we can open our books again and write in our notebooks. Moreover, we can go outside and play with friends rather than hiding from bombs.

We want Gaza to be a safe and beautiful place where we can live in peace. We still have hope. But above all, we want this war to be the last war.

With warmest wishes,

Adapted from: <https://reliefweb.int/report/message-gaza-s-children>
Originally published 21 May 2021

Part One: (14 pts.)

A/ Reading Comprehension: (07 pts.)

Read the text and do the following activities

Activity One: Choose (a, b, c or d) to complete the following sentences. (02 pts.)

1) Gaza's children consider Gaza their	a- shelter b- house c- refuge d- home
2) Unfortunately, their buildings are	a- demolished b- designed c- built d- painted
3) Children of Gaza hope tothe war.	a- participate b- end c- fight d- start
4) Their most important need is	a- prosperity b- games c- peace d- food

Activity Two: Answer the following questions. (03 pts.)

- 1) Is Gaza a large city ?
- 2) Why are nights there dark and scary ?
- 3) In which paragraph is it mentioned that Gaza's children miss studies ?

Activity Three: (02 pts.)

a/ Find in the text words that are closest in meaning to the following. (01 pt.)

1- lovely = 2- as a result =

b/ Find in the text words that are opposite in meaning to the following. (01 pt.)

1- starting ≠..... 2- peace ≠.....

B/ Mastery of Language: (07 pts.)**Activity One: Fill in the gaps using the following words. (02 pts.)**

but - around - of - always

As a Palestinian child, I have dreamt of travelling the world. Unlike the others, my aim is not to have fun to deliver the message those children.

Activity Two: Rewrite the following sentences using the suitable tense. (03 pts.)

- 1) Children strongly (to believe) in peace.
- 2) If the war (to come) to an end, children (to realize) their dreams.

Activity Three: (02 pts.)**Write the following words in the right box according to the pronunciation of the final “S”.**

dreams – places – books – wishes

/s/	/z/	/iz/
.....

Part Two: Situation of Integration: (06 pts.)

Your personality traits have a great impact on your dreams and you certainly have one.

Write a short article (6 to 10 lines) to be posted on your school blog to inspire and encourage your schoolmates to move forward towards their goals.

Write about :

- your personality traits
- the dream you want to realize
- the efforts you do to make it come true

العلامة مجموع مجزأة	عناصر الإجابة						
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