

English Exam N° 3

Hello!

. I am Nada Tamimi. I am a Palestinian girl. I live in Jabalia refugee camp, Gaza Strip. Maybe I'm not old enough, but I'm mature to write in the name of the Palestinian children who didn't have enough time to enjoy life. All of us are suffering from war. We are facing a heinous genocide. Life is scary now and our shelters are falling on our heads after each bombing. Most of us died, or lost his beloved people. We are terrified and getting more scared all the time. There is no safety in our occupied land.

Until when? Do we have to convince the world that Palestinian children are just like any other children in this world? Until when? Do we have to convince the world that our mothers are like any mother in the world? Until when? Do we have to convince the world that we are humans and we do not deserve to be dehumanized? But despite this, we are proud of being Palestinian. We are from the people that do not surrender. We are from the people that do not bow down. We are from the people that resist and freed the world, but yet have not seen freedom.

We are aware that a lot of children around the world are free and happy. They dream of success and progress, whereas all what we hope that one day this war will end, and we can live in peace and tranquility. We believe that every person in the world bears a responsibility to protect the Palestinians and put an end to this shameful cycle of destruction.

Please, Save Gaza. Let us Live. Free Palestine.

Adapted from: <https://reliefweb.int/report/occupied-palestinian-territory>
Palestinechronical.com / Asala Assyria discourse

Part One: (14pts)

A/ Reading Comprehension: (07pts)

Activity one: Write: True – False – Not Mentioned. (2pts)

1. The text is a message from refugee children in Palestine.
2. The United States has supported a ceasefire in Gaza.
3. The children in the occupied land live in a safety environment.
4. The children in Gaza dream of peace and tranquility.

Activity two: Answer the questions: (03pts)

1. Do the children in Gaza have enough time to enjoy life?
2. Why are they terrified and getting more scared all the time?
3. The children in Gaza are proud of being Palestinian. How do they express that?

Activity three: Lexis: (02pts)

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

Perhaps =

wish =

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

humanized ≠

peace ≠

B/ Mastery of language: (7pts)

Activity One: Spot the mistakes and write the corrected sentences on your answer sheet. (2pts)

I dream of life without troublez. I want to lived in a peaceful end a beautiful word.

Activity two: Combine the following sentences using connectors: while – if – because of (3pts)

1. a. The Security Council involves his responsibility.
b. Most of problems in the world will end.
2. a. The United States rejected a ceasefire project in Gaza Strip.
b. Many nations were expressing their sympathy with the Palestinian people.
3. a. People in Gaza are facing a terrible genocide.
b. The brutal massacres committed by the Israelis army.

Activity three: Write the following words in the right box according to the pronunciation

of their final "s": (2 pts)

heinous – encourages – hopes – responsibilities

/S/	/Z/	/Iz/
1.	1. 2.	1.

Part Two: Integrated Situation. (6 pts)

Everyone has got a dream he or she wants to achieve in life. Like many Palestinian kids who hope to live in peace and serenity. Write a short **article** for your school magazine in which you talk about your **future dream**. Use the following hints:

- **Future personality** (strong – determined – a successful person)
- **Dream job** – Why did you choose it?
- **Future goals** (travel around the world / be an effective individual in the society / be a part of charity work ...)

GOOD LUCK

**Text :****A wonderful Trip to Djanet**

Hi, Emily.

I want to share with you the most beautiful moments of an amazing journey I spent in the south of Algeria. On 30th December, a morning flight took us from Tamanrasset to Djanet, 700 Km to the northeast. First, we visited the city of Djanet, which is called « The Pearl of the Tassili ». We saw its 16th century « Ksar » and its superb palm groves. The weather was a bit cloudy, but we appreciated the visit. Then on the next day, we drove northwest to the Tassili National Park, a UNESCO World Heritage Site. When we finished the visit of the park, we could not come back to our hotel. Therefore, we camped in the lovely oasis of Essendilen we returned to Djanet to celebrate New Year's Eve. After a sleepful day, we walked to Tamrit Plateau and valley where we admired nice rock paintings of antelopes.

The next day, we continued our trip to Sefar, the Rock City or the City of Caves. It is one of the largest cities in the world and the eighth wonder of the world. It has been on the World Heritage List since 1982. It was discovered in 1965. It is seen a fabulous open-air museum which house hundreds of thousands of ancient carvings, drawings and cave paintings. That was our last night in the Sahara. What a splendid trip !

Wish you were with me.

Adapted from 2MS coursebook

Elisabeth

Part One: (14pts)**A/ Reading Comprehension: (7pts)**

Read the text carefully and do the following activities.

Activity one : Read the following statements and write "True", "False" or "Not mentioned" (3pts)

1. Sefar was discovered by a tourist guide.
2. Elisabeth had a trip to the South of Algeria.
3. Sefar has been a UNESCO World Heritage list since 1988.

Activity Two: What do the underlined words in the text refer to ? (2pts)

- which →

-you →

Activity Three : lexis (2pts)**a. Find in the text words that are closest in meaning to the following : (01pt)**

1. trip (§1) = 2. biggest (§2) =

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

1. started (§1) ≠ 2. modern (§2) ≠

B/ Mastery of language: (7pts)

Activity one : Correct the underlined mistakes. (2pts)

The Alhambra is an nice palace in Spain. It was buildied between 1238 and 1358. The fountain of the Lions is one of the famousest fountains there. It has been a UNESCO World Heritage for 1984.

Activity Two : Rewrite the following passage using the suitable tense. (3pts)

Topkapi Palace (to be) a famous Turkish landmark in Istanbul. If I go to Turkey, I (to visit) it, certainly. It (to open) as a museum in 1924.

Activity Three : Classify the following verbs according to the pronunciation of their final ed (2pts)

visited / finished / returned / walked

/t/	/d/	/Id/
1/.....	1/.....	1/.....
2/.....	2/.....	2/.....

Part Two : Situation of Integration : (6pts)

You have certainly visited an Algerian city, and surely, you have been impressed by its beauty and cultural richness. Write a report about that trip to share it with people all over the world on your Facebook page. **Talk about :**

- The **trip itinerary** (steps of the trip) and use the chronological sequencers (first, thenetc.)
- Write about the **landmarks** you visited and **outstanding figures** you learnt about there.
- End up your **report with a good conclusion**.

DEM 2024



Text:

My cruise itinerary to Europe

Dear Tom,

Hello, my friend, and thank you for your last letter. I was happy to know about your trip to Asia. El-Khalifa Tower that you visited in the UAE was incredible. I loved your photos of the Golden Temple and Taj Mahal from India, the Great Wall in China and the Hanging Gardens in Iraq.

Therefore, I decided to go on a cruise to visit some European countries next winter. I chose Europe since the weather will be snowy in winter and the cities will be covered in white. I am so excited. First, I am going to sail from Algiers to Italy on a cruise ship. There, I will climb the Gran Sasso Mountain and visit Anchiano, the birthplace of the outstanding Leonardo Da Vinci. I want to explore its streets to see what inspired him to paint the fabulous "Mona Lisa" painting. Next, I will travel to France where I will visit the amazing Eiffel Tower. It is not as tall as El Khalifa Tower, but they are both gorgeous and worthy of a visit. After that, I will go to England. You know! It is famous for its historical places like Big Ben and the Tower Bridge, in addition to well-known figures like William Shakespeare, Sir Winston Churchill and others. Finally, I am going to return to Algiers after a stopover in Spain where I will spend three splendid days there.

Your friend,
Khaled.

Part One: (14 pts.)

A/- Reading comprehension: (07 pts.)

Read the text carefully and do the following activities:

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

- 1- The text is a
a- letter. b- dialogue. c- web article. d- biography.
- 2- Tom had a trip to
a- Africa. b- America. c- Asia. d- Europe.
- 3- Khaled will visit countries.
a- two. b- three. c- four. d- five.

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

- 1- Will Khaled travel to Italy by plane?
- 2- Why did he choose to visit Europe?

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

A	B
1- happy.	a- known.
2- countries.	b- nations.
3- outstanding.	c- excited.
4- famous.	d- prominent.

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

Yesterday, I goed on an trip with her friends to Algiers on car.

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

The last trip was fantastic. We (**to see**)(1).... several landmarks, including the Sidi M'Cid Bridge which (**to locate**)(2).... in Constantine. We (**to stay**)(3).... there for four days before coming back home.

Activity Three: Cross (×) the silent letters. (02 pts.)

know - climb - walk - castles.

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

Last summer, you had a wonderful **trip** with your family around Algeria. Write **a letter** to your friend in which you describe your **itinerary**, telling him or her about:

- The places you went to (Algiers, Oran, Constantine, etc.)
- The famous landmarks you visited.
- The outstanding figures of those places you learnt about.
- What you did. (Your activities during the excursion.)
- Your feelings (happy, pleased, exhausted, tired, etc.)

Remember to use sequencers (first, then, next, after that, finally).

DO NOT SIGN YOUR NAME



استخدم جهازك لقراءة الرمز الشريطي QR Code والانتقال المباشر للإجابة النموذجية لهذا الموضوع.



العلامة		عناصر الإجابة
مجموع	مجزأة	
07 pts.	03 pts. 6 x 0.5	<p>PART ONE:</p> <p>A/ Reading comprehension:</p> <p>Task 01:</p> <p>1- a- letter.</p> <p>2- c- Asia.</p> <p>3- c- four.</p>
	02 pts. 2 x 01	<p>Task 02:</p> <p>1- No, Khaled will not travel by plane. / No, Khaled will not. / No, Khaled won't. / No, he will not. / No, he won't. / No. / Khaled will travel by ship. / He will travel by ship.</p> <p>2- He chose Europe because the weather will be snowy in winter and the cities will be covered in white. / Because the weather will be snowy in winter and the cities will be covered in white. / Because the weather will be snowy in winter / Because the cities will be covered in white.</p>
	02 pts. 4 x 0.5	<p>Task 03:</p> <p>1- happy. → a- known.</p> <p>2- countries. → b- nations.</p> <p>3- outstanding. → c- excited.</p> <p>4- famous. → d- prominent.</p> <p>1- happy = excited.</p> <p>2- countries = nations.</p> <p>3- outstanding = prominent.</p> <p>4- famous = known.</p> <p>(1 - c) (2 - b) (3 - d) (4 - a)</p>
07 pts.	02 pts. 4 x 0.5	<p>B/ Mastery of language:</p> <p>Task 01:</p> <p>Yesterday, I <u>went</u> on <u>a</u> trip with <u>my</u> friends to Algiers <u>by</u> car.</p>
	03 pts. 3 x 01	<p>Task 02:</p> <p>Note: Candidates can rewrite the whole passage with the correct form of verbs. /or:</p> <p>1- saw. 2- is located. 3- stayed.</p>
	02 pts. 4 x 0.5	<p>Task 03:</p> <p>know - climb - wakk - casxles.</p>



CRITERIA	INDICATORS		
	GOOD	FAIR	POOR
Relevance (02 pts.)	<p>Topic: The candidate writes about his or her trip, describing his or her itinerary.</p> <p>- All the ideas are related to the topic. (01 pt.)</p> <p>Format: Correct; the candidate writes all the parts of a letter. (01 pt.)</p> <p>(02 pts.)</p>	<p>Topic: The candidate writes about his or her trip, describing his or her itinerary, but only some ideas are related to the topic (at least four). (0.5 pt.)</p> <p>Format: Correct; the candidate writes a letter; some parts are missing. (0.5 pt.)</p> <p>(01 pt.)</p>	<p>Topic: There is very little reference to the topic.</p> <p>Format: Correct or incorrect.</p> <p>(0.5 pt.)</p>
Coherence (01.50 t.)	<p>- Ideas are well organised.</p> <p>- Introduction, topic sentence, or four or more supporting sentences.</p> <p>- Conclusion.</p> <p>- All the sentences are linked correctly.</p> <p>(01.5 pts.)</p>	<p>- Some ideas are organised.</p> <p>- Introduction, topic sentence, or no conclusion.</p> <p>- No topic sentence or (no) conclusion.</p> <p>- Two or three supporting sentences.</p> <p>- Some sentences are linked correctly.</p> <p>(01 pt.)</p>	<p>- Ideas are not organised. or difficult to follow.</p> <p>- No introduction, no topic sentence, and no conclusion.</p> <p>- The sentences are not linked correctly.</p> <p>(0.5 pt.)</p>
Correct use of language (01.50 pt.)	<p>- Correct use of tense: past simple; adjectives.</p> <p>- Correct use of link words.</p> <p>- Vocabulary varied according to the topic.</p> <p>(01.5 pts.)</p>	<p>- Correct use of past tense.</p> <p>- Use of some adjectives.</p> <p>- The vocabulary is not varied.</p> <p>- A few mistakes are accepted.</p> <p>(01 pt.)</p>	<p>- Incorrect use of past tense.</p> <p>- No adjectives.</p> <p>- Very limited vocabulary.</p> <p>- More than six mistakes (Any kind of mistakes).</p> <p>(0.5 pt.)</p>
Excellence (01 pt.)	<p>- Creativity and originality (Bright ideas, varied vocabulary items, good paper presentation, legible handwriting, etc.)</p>		

N.B: The candidates are allowed to pick out and use ideas from the text **without** copying down the whole text.

The text:

Nowadays more and more teenagers are getting involved in community activities. Some may join different charity groups to help the needy in their neighbourhoods or other areas. Others may set up volunteer clubs at their schools and develop their own plans to help people in the community. These may include various community activities, such as donating old clothes, cleaning up the environment, and organising after-school activities for children like writing short stories and poems. (§ 1)

When teenagers take part in community activities, they gain numerous benefits. First, they come into contact with other teenagers who share similar interests. Second, teenagers can know many new things and learn to improve essential life skills. Finally, community activities can increase teenagers' self-confidence and boost their well-being. (§ 2)

Omar started his volunteering activities eight years ago when he was in 2nd MS. One day, while he was watching a programme on TV, he saw how difficult life was for children in poor areas and in Gaza. His parents encouraged him to do something good, so Omar started to put aside some of his pocket money for charity. Since then, whenever his school raises money to help people in need, Omar has always donated some. (§ 3)

At the end of each school year, Omar also collects unwanted textbooks and notebooks from his classmates to send to poor students in different regions. In autumn and winter, Omar and his friends usually collect warm clothes to donate to people in the cold mountainous areas in the country or for children in Gaza. Omar is proud of what he does to help other people. He has also persuaded his younger brother and his cousins to join him in his charity work. (§ 4)

Adapted from: <https://liveworksheets.com/>

A) Reading Comprehension (07 pts)

Read the text carefully and do the following activities:

Activity One (03 pts): Answer by "True" or "False".

1. Omar learnt about some children's difficult life from a local newspaper. (.....)
2. He donates some of his pocket money to charity. (.....)
3. He prevented other people from doing voluntary work. (.....)

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

1. Give a title to this text.
2. What do the underlined words in the text refer to?

they (§ 2) =

him (§ 4) =

Activity Three (02 pts): Find in the text words that are opposites in the meaning to the following.

1. less (§ 1)
2. out of (§ 2)
3. rich (§ 3)
4. wanted (§ 4)

B) Mastery of Language (07 pts)

Activity One (02 pts): Rewrite the following sentences, and supply punctuation and capitalisation where appropriate:

every year thousands of teenagers join algerian charities

.....

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

1. Charity work (to provide) more help for the Palestinian people **if** the Muslims (to donate) more money.
2. **If** teenagers (to have) enough time, they (to join)the charity work in their hometown.

Activity Three (02 pts): Circle the silent letters in the following words.

write – who – know – autumn

PART TWO (06 pts): Situation of Integration:

On their blog, your friends are talking about what they could do to make the world a better place. You want to share your ideas with them about this topic. Write a short paragraph to publish it on that blog in which you describe a voluntary work you want to do in your community (hometown), its benefits and why do you want to do it?

This following hints may help you:

- **Donate:** money / food / clothes / medicine / books.....etc.
- comfort / support / standby / give a hand / first aid / health care.....etc.
- **Collect:** medicine / money / clothes / toys / books.....etc.

The text:

Nowadays more and more teenagers are getting involved in community activities. Some may join different charity groups to help the needy in their neighbourhoods or other areas. Others may set up volunteer clubs at their schools and develop their own plans to help people in the community. These may include various community activities, such as donating old clothes, cleaning up the environment, and organising after-school activities for children like writing short stories and poems. (§ 1)

When teenagers take part in community activities, **they** gain numerous benefits. First, they come into contact with other teenagers who share similar interests. Second, teenagers can know many new things and learn to improve essential life skills. Finally, community activities can increase teenagers' self-confidence and boost their well-being. (§ 2)

Omar started his volunteering activities eight years ago when he was in 2nd MS. One day, while he was watching a programme on TV, he saw how difficult life was for children in poor areas and in Gaza. His parents encouraged him to do something good, so Omar started to put aside some of his pocket money for charity. Since then, whenever his school raises money to help people in need, Omar has always donated some. (§ 3)

At the end of each school year, Omar also collects unwanted textbooks and notebooks from his classmates to send to poor students in different regions. In autumn and winter, Omar and his friends usually collect warm clothes to donate to people in the cold mountainous areas in the country or for children in Gaza. Omar is proud of what he does to help other people. He has also persuaded his younger brother and his cousins to join **him** in his charity work. (§ 4)

Adapted from: <https://liveworksheets.com/>

A) Reading Comprehension (07 pts)

Read the text carefully and do the following activities:

Activity One (03 pts): Answer by "True" or "False".

1. Omar learnt about some children's difficult life from a local newspaper. (**False**)
2. He donates some of his pocket money to charity. (**True**)
3. He prevented other people from doing voluntary work. (**True**)

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

1. Give a title to this text. **The Importance of Volunteering**
2. What do the underlined words in the text refer to?

they (§ 2) = **...teenagers...**

him (§ 4) = **...Omar...**

Activity Three (02 pts): Find in the text words that are opposites in the meaning to the following.

- | | | | |
|----------------------------|----------------------------|----------------------------|--------------------------------|
| 1. less (§ 1) | 2. out of (§ 2) | 3. rich (§ 3) | 4. wanted (§ 4) |
| 1. ...more... (§ 1) | 2. ...into... (§ 2) | 3. ...poor... (§ 3) | 4. ...unwanted... (§ 4) |

B) Mastery of Language (07 pts)

Activity One (02 pts): Rewrite the following sentences, and supply punctuation and capitalisation where appropriate:

every year thousands of teenagers join algerian charities
Every year, thousands of teenagers join Algerian charities.

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

1. Charity work (to provide) **...will provide...** more help for the Palestinian people **if** the Muslims (to donate) **...donate...** more money.
2. **If** teenagers (to have) **...have...** enough time, they (to join) **...will join...** the charity work in their hometown.

Activity Three (02 pts): Circle the silent letters in the following words.

write – who – know – autumn

PART TWO (06 pts): Situation of Integration:

On their blog, your friends are talking about what they could do to make the world a better place. You want to share your ideas with them about this topic. Write a short paragraph to publish it on that blog in which you describe a voluntary work you want to do in your community (hometown), its benefits and why do you want to do it?

This following hints may help you:

- **Donate:** money / food / clothes / medicine / books.....etc.
- comfort / support / standby / give a hand / first aid / health care.....etc.
- **Collect:** medicine / money / clothes / toys / books.....etc.

Text:

Children and teenagers all over the world use the Internet everyday. The most frequent uses are online games, looking for the information on subjects that are of interest or browsing for fun, looking for the information for schoolwork (reading books for the lessons, making reports, cheating, watching science-fiction films), communicating (instant messaging, having chats with friends, e-mailing), downloading (of music, films, games and etc.).

However, kids and teenagers need to learn to be responsible for **their** own behavior on the Internet with guidance from their families and communities. The main danger relating the use of the Internet to children is inappropriate access to information. They also risk “friendship” with strangers **which** can be dangerous for them.

Older people can also face some risks when using the Internet. For instance, people shouldn't put their personal information such as name and address online. Someone can invade their privacy without their knowledge. They should always be careful about their credit card when they do shopping online or pay for something because the credit card information can be stolen.

Therefore, we should be critical users of the Internet, because a lot of information on the internet comes from many sources and not all is reliable.

Adapted from: <https://freetime4english.blogspot.com>

Part one(14 points)**A/Reading Comprehension(7pts)****Read the text carefully and do the following activities:****Activity one:(02pts): Read the text and write true, false or not mentioned.**

1. Young people are the best to use the Internet.
2. Children use the Internet only for studying..
3. You can be responsible for your behavior on the Internet.
4. People shouldn't be careful when they do shop online.

Activity two(3pts): Answer the following questions according to the text.

1. What are the dangers related to surfing the Internet?
2. Why should we be critical users of the internet ?
3. What do the underlined words refer to in the text:

Their →.....

Which→.....

Activity three(2pts): Choose the appropriate equivalent for each word

Risks =..... (a- problem /b-dangers /c – harmless /d-safety)

Teenagers =..... (a-children/b- adults /c-adolescents /d-kids)

Communities =..... (a-societies /b-cities /c-families/ d- responsibilities)

Dangerous =.....(a- safe / b-careful / c-beautiful / d-harmful /

B-Mastery of language

Activity one(2pts): Spot the mistakes and correct them(2pts)

The Internet are the greater invention of the 20th century. But he can has bad effects on teenagers.

Activity two(03pts):Write the correct form of the verbs in brackets.(3pts)

The misuse of the internet (**to affect**)..... our culture and traditions .If we want to prevent ourselves and our community from its dangers , we should (**to be**)careful or we (**to regret**)in the future .

Activity three (02pts):Classify the following words correctly

Advantages - books - communities – chats -

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

II - Part two: Situation of integration(6pts)

the use of the internet can have a bad influence on our culture and traditions.Under the slogan **Together to raise awareness of the dangers of The dangers of the Misuse Of The Internet** write an open letter giving advice and making recommendations to your young fellow citizens on how / why to protect your national identity and culture .

Write about :

- The negative impact of the misuse of the internet (give arguments)
- What we should /shouldn't do to protect our national identity ,culture and traditions.

الجمهورية الجزائرية الديمقراطية الشعبية

مديرية التربية لولاية الوادي

وزارة التربية الوطنية

متوسطة باهي عبدالرزاق + متوسطة العيد ضو + متوسطة العيد الزاوي + متوسطة عيسى مسعودي +

متوسطة مبارك بوضيبة + متوسطة محمد بوضياف + متوسطة العرفي + متوسطة الفولية + متوسطة ديدني محمد + متوسطة سالم العربي

ماي 2024

المستوى : 4 متوسط

المدة: ساعة ونصف

اختبار الثلاثي الثالث في مادة: اللغة الإنجليزية

Text :

During Syria's earthquake of February 2023, various charitable organizations mobilized to provide relief efforts . I was a member of the Algerian Red Crescent team that joined forces to support those in need by distributing food, water, shelter and medical assistance. It was a real testament to humanity's willingness to help during crisis.

After our mission had finished, I decided to stay for a couple more days in order to make a trip around the country. First , I started in Damascus, the ancient heart of the nation, I wandered through the alleys of the Old City visiting the majestic Umayyad Mosque and the vibrant markets of Souq al-Hamidiyah. Then , I headed towards the ruins of Palmyra . Next, I moved to Aleppo, the city of a thousand minarets where I lost myself in the maze of the City. After that, I went to Hama to enjoy its beautiful sceneries. Finally, I stopped in Latakia with its Mediterranean long beaches and delicious food.

Although I had both good and bad moments in Syria, I was fascinated by its kind hearted and sweet people that I had the chance to meet . My experience was very unique as I have learned and seen lot of exceptional things that will last in my mind and heart forever.

Generated by : <https://chat.openai.com/chat>

Edited by teachers

PART ONE: (14 pts)

A/ Reading Comprehension. (7points)

Read the text and do the following activities.

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

- | | |
|---|-------------|
| 1. Talking about the author's feelings. | Paragraph 1 |
| 2. Describing the mission of the Algerian Red Crescent. | Paragraph 2 |
| 3. Narrating the author's trip around Syria. | Paragraph 3 |

Activity Two: Read the text and answer the following questions.(2pts)

1. Was the author a member in Ness Elkhir charity association?
2. Why did the author decide to stay in Syria for extra time ?

Activity Three: Lexis

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

tour = help =

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

before ≠ less ≠

B/ Mastery of Language (7 points)

Activity One: Correct the underlined mistakes.(2pts)

Last sumer , I go to Algiers were I visited beautifol places.

Activity Two: Turn the following passage into the negative. (3pts)

I was excited about my trip around coastline cities, and I prepared all the necessary stuff . I will stay for more than two weeks.

Activity Three: In each list, pick out the word with a different sound.(2pts)

- silent "l" : half - calm - walk - castle
- /eɪ/ : holiday - famous - high - make
- /t/ : joined - helped - passed - wished
- /ɪz/ : places - bridges - landmarks - watches

Part Two: Situation of Integration (06 pts)

Traveling is a great experience because it makes us learn new things. Last summer , you and your family had a trip around some Algerian cities. In fact, you were surprised by the beautiful views and places you have visited. Write an article in which you describe your trip in order to share it with your school friends.

Write about:

1. Name the cities you visited / the activities you did / how long did you stay
2. Talk about the landmarks you saw and the figures you learned about.
3. Use the past simple tense/ Use chronology sequencers (first, then)

TRY YOUR BEST



Helping Our Neighbors in Gaza

The situation in Gaza is tough. Many people there don't have enough food, clean water, or safe places to live. But even though Gaza is far away, there are things we can do to help.

First of all, we can help organizations like the Red Crescent or UNICEF. They are working in Gaza to deliver food, medicine, and other supplies to the needy. We can donate money to these groups so they can keep helping. Second of all, we as a muslim nation should raise our voices and talk on social media because Sometimes, the biggest help is making sure everyone knows what's going on. We can talk to our families and friends about Gaza, or even write letters or hold small events to raise awareness. Think of it like spreading the word so more people can help. Last but not least, Even after immediate needs are met, people in Gaza will need help rebuilding their lives. We can support organizations working on long-term projects like fixing schools or water systems. Imagine it like helping someone rebuild their house after a fire.

By working together, even small actions from us in Algeria can make a big difference for people in Gaza. It's about showing kindness and support to those who need it most.

Written by the teacher.

Part One: (14pts.)

A/ Reading Comprehension: (7pts.)

Read the text carefully and do the following activities.

Activity one: Read the text and answer with "true" "false" or "not mentioned": (3pts)

The UNRWA organization is helping people in Gaza.

We can't help our people in Gaza through social media.

We can support people in Gaza by donating money to organizations.

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

1. How can we help our people in Gaza?

2. What or who do the underlined words refer to?

They:.....

Their:

Activity three: Match the words in column A with their equivalent in column B: (2pts)

<u>Column A</u>	<u>Column B</u>
Help	Secure
Poor	Give
Safe	Assist
Donate	Needy

B/ Mastery of Language: (7pts.)

Activity One: Correct the underlined mistakes. (2pts)

A good citizen like to be charitable, he should donates money to the needy and he shouldn't being selfish.

Activity two: Put the verbs in brackets in the correct tense: (3pts)

If you (to donate)blood, you (to save) someone's life.

Gaza (to destroy)by the Israeli army.

I like (to help) people in need and I dislike (to be)unhelpful

Activity three: Classify the words according to the pronunciation of their final "s" (1pt)

Organizations- donates – makes - places

/s/	/z/	/iz/

Activity four: Classify the words according to the pronunciation of the letters in bold: (1pt)

Machine – **char**ity – **sh**ould- **ch**ildren

/ʃ/	/tʃ/

Part two: Situation of integration: (6pts)

The Palestinians in Gaza are still suffering from the Israeli attacks, and they need our help.

Write a short article in which you talk about the importance of charity work during these hard times, supply your article with arguments.

الجمهورية الجزائرية الديمقراطية الشعبية

السنة الدراسية: 2024-2023

إختبار الثلاثي الثالث

المستوى: الرابعة متوسط

المدة: ساعة ونصف

وزارة الدفاع الوطني

أركان الجيش الوطني الشعبي

مديرية مدارس أشبال الأمة

المادة: اللغة الإنجليزية

Dear Frank,

I would like to thank you for helping me get on my trip to Europe. It was an unforgettable experience. I made quite a few new friends along the way in my delegation and foreign ones, too. I learned a great deal and had a blast doing it. I studied the medieval history and adapted to the new languages. Seeing and interacting in the different cultures hands on memories which I will carry with me forever. I travelled to six countries, all with their unique cultural opportunities. In France, I climbed the Eiffel Tower. The view was stunning. I had a look at the famous Mona Lisa painting as well. I rode to the London Eye, heard, and visited Big Ben in England. I tasted new foods and the famous chocolates in Belgium. I toured Anne Frank's house and saw windmills in the Netherlands. I enjoyed rafting through the Alps in Switzerland. I even stayed with a family in Germany for three days and went to their school, too. It is an experience I wish everyone could do and enjoy. I definitely have a travel bug. I would like to explore the rest of the world someday, though it is nice to be back in the USA. Thank you for making this once in a lifetime opportunity into a reality. Your contribution definitely didn't go to waste. I feel very satisfied that I was able to go.

Thank you,

William

Adapted from: <https://www.williamsnews.com/news/2010/aug/24/letter-european-trip-memorable-for-teen/>

Part One (14 pts)

A/ Reading Comprehension (07 pts)

Read the text carefully and do the following activities

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

1- The text is

a/ an e-mail

b/ a blog

c/ a letter

d/ a website article

2- William made a tour around

a/ London

b/ Europe

c/ the world

d/ The USA

3- William is

a/ French

b/ Swedish

c/ American

d/ English

Activity Two: Answer the following questions (02 pts)

1- Did William visit Italy?

No He didn't

2- Was it his only trip abroad?

No, He was'ent

Activity three:

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

Exceptional =

viewed =

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

Forgettable ≠

Disappointed ≠

B/ Mastery of Language (07 pts)

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

A tour around the world is an adventure of a lifetime, if you ^{on a} ~~will~~ ^{for a time} want to have a panoramic view on charming ~~a~~ ^{the most} attractions, you plan your journey carefully.

Activity Two: Fill in the gaps with the suitable words: (ever, really, since, first) (3pts).

- really* 1- One of the ~~first~~ things that struck me about London is its rich history.
2- I was ~~ever~~ captivated by the energy and vibrancy of this beautiful city.
3- My trip to Rome was extremely transformative ~~since~~ it opened my eyes to the wonders of the world.

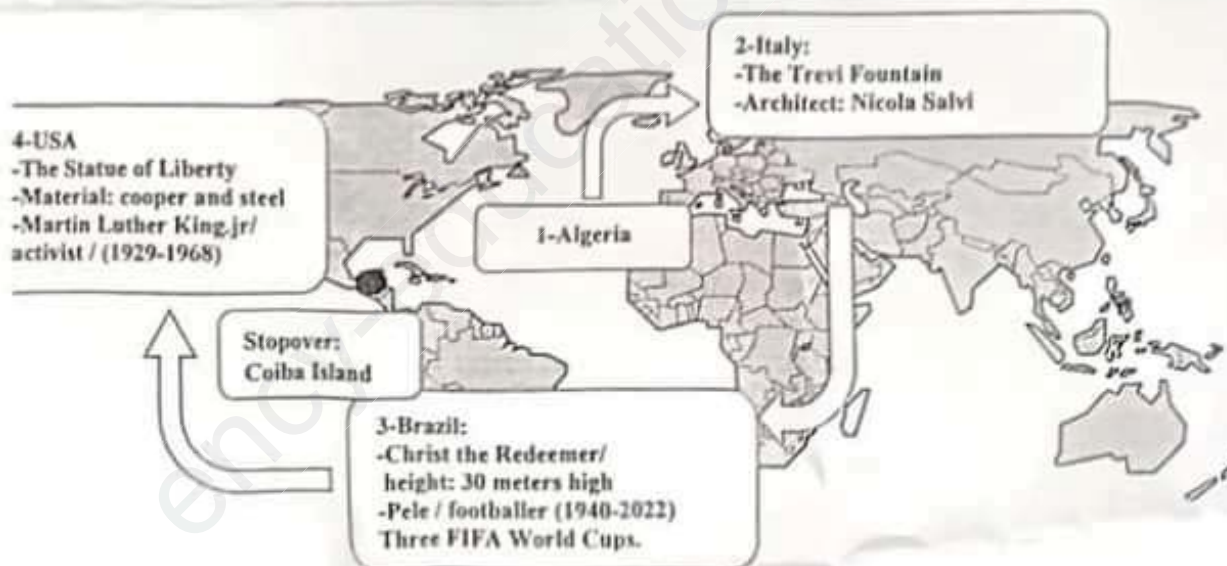
Activity Three: In each list, pick out the word with a different sound (02pts)

- 1- exhibi~~tion~~ - happy - home - holiday.
- 2- spent - last - eas~~ty~~ - catch.
- 3- walk - calm - ta~~k~~ - symbol.
- 4- fantastic - is~~land~~ - outstanding - stopover.

Part Two: Situation of Integration (06 pts)

You have just come back from a trip around the world with a group of friends. You want to send an email to your friends from England to report the events of this unforgettable tour (the places you visited, the activities you did...).

Write an email in which you describe your itinerary trip abroad and talk about the landmarks and the outstanding figures you learnt about.



Good Luck



اختبار الفصل الثالث في مادة الإنجليزية

Text :

Charity refers to a generous feeling towards people in need and also to organizations which provide help to needy persons. The Algerian Red Crescent is a government association and it's the oldest one. A lot of young people take part in the different activities in the ARC, added to other organizations such as Ness El Khir and Kafil El Yatim. The Algerian youth is more and more responsible. They can make decisions to solve different community problems like poverty, violence, drug addiction and many other serious problems

As far as the environment is concerned, they've always encouraged people clean their neighbourhood and not throw rubbish anywhere. They also aim at stopping deforestation by planting trees but the most important is to help the poor, old, needy, handicapped and homeless people.

Reading comprehension:

Task one: True or false. (3pts)

- 1- The algerian young people are aware of their role in the community.
- 2- Drug addiction is a serious problem.
- 3- ARC refers to the Arab Red Carpet.

Task two: Match the words with their definitions.(2pts)

orphan	People without a roof over their heads.
needy	The fact of being used to take or do something regularly.
addiction	Whose parents are dead.
homeless	People who need help.

Task three: Find the opposites in the text. (1pt)

1- old =/=

2- wealth =/=

Find the synonyms in the text .(1pt)

1- association =

2-participate =

Mastery of the language.

Task one: Write the correct form of the verbs.(3pts)

- 1- you ever part in a charity work ? (take)
- 2- The charitable association more than 8000 trees last year. (plant)
- 3- If I rich, I a charitable association.(become/found)

Task two: Put in: while/when (2pts)

- 1- I was reading a brochure about volunteering the bell rang.
- 2- We were planting trees the kids were playing.
- 3- we were preparing lunch, it was raining.
- 4- She was cleaning her backyard she fell down and hurt her leg.

Task three: Cross out the word with the different sound.(2pts)

- 1- face / nice / case / place
- 2- cloud / now / know / loud
- 3- frame / fry / made / pay
- 4- waste / paint / fight / tray

Situation of integration(6pts)

You want to participate in a volunteering charity group to help people in need in your city. Write a short paragraph to tell us about the activities that you will do and what is the importance of such a work.

What can you do to help the poor families?