

على المترشح ان يختار أحد الموضوعين التاليين

الموضوع الأول

PART ONE: Reading

(15 points)

Read the text carefully then do the activities.

Children are increasingly becoming target groups for aggressive forms of marketing practices and for commercial pressure with a view to stimulate and increase their consumption. One reason for this is that they play an important role as consumers since they have a vital role in choices concerning consumption in the family economy.

The authorities as well as parents and socially engaged citizens should see it as an important task to identify the driving forces and consequences of children's role as consumers.

Children and parents should be educated to develop skills to face the increasing flow of commercial information and pressure. Besides, they should also develop a broader perspective on values and environmental consequences of consumption. Consumer education should therefore be strengthened as a subject in schools.

Teenagers nowadays are treated as investments that yield higher returns as time continues. The proliferation of technology means marketers can advertise to youth through many types of media. Therefore, teens need to be alert to advertising. Sometimes, it is not only a matter of shampoo or jeans, but a matter of health.

Adapted from: <http://ilsr.org/rule/advertising>

A. Comprehension and Interpretation. (8 pts)

1. *Choose the letter that best corresponds to the right answer.*

The text is : a. a newspaper article b. a web article c. a magazine article

2. *Are these statements true or false? Write T or F next to the letter corresponding to the statement.*

- Young consumers are not important to marketers.
- Children have an essential role to play in the family economy.
- Children need to be taught how to face aggressive advertising.
- Technology helps the spread of advertising for children.

3. *Answer the following questions according to the text.*

- Why are children important to marketers ?
- Should consumer education be taught at school ?
- How are teenagers seen by advertisers ?

4. *Who / What do the underlined words refer to in the text ?*

- their (§1)
- they (§3)

5. *Copy the title you think is the most appropriate.*

- The Role of Advertising in Society
- Children and Advertising
- The Advantages of Advertising for Children

B. Text Exploration : (7 pts)

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

- a. reduce (§1) b. unessential (§2) c. weakened (§3) d. consumers (§4)

2. **Rewrite sentence « b » so that it means the same as sentence « a ».**

1.a. I regret that children are seen as target groups for marketers.

b. I wish

2.a. If aggressive adverts are not banned from the media, children will experience severe consequences.

b. Unless

3. **Join each pair of sentences with the connector between brackets. Make any necessary changes.**

a. The bright colours used in adverts influence children. Children prioritize advertised toys over things they really need. (*as a result*)

b. Marketers use persuasive tactics in advertising. Children believe the products will bring them happiness. (*such...that*)

4. **Fill in the gaps with words from the list.**

experts - buy - but - spend

Children are the main target for advertisers. Not only do children today have more disposable income at younger age, ...(1)... they also have a significant influence over family purchases. A report estimated that Canadian children aged 9 to 14 influence their parents to ...(2)... \$ 1.9 billion in family purchases per year. Advertising ...(3)... call it « pester power » or the « nag factor »-the ability to get children to influence their parents to ... (4)... a specific product.

Part Two : Written Expression

(05 pts)

Choose ONE of the following topics.

Topic one : Use the notes below to write a composition of 80 to 120 words on the following topic :

Advertising has become a real menace to children.

- Encourage spending money / unnecessary goods
- Raise family expenditure
- Excessive consumption
- Increase debts
- Obesity /other diseases

Topic Two : You bought an iPhone from an electronics retailer but you discovered it was a counterfeit.

Write a letter of complaint of 80 to 120 words to MR. Walid, the head of the department store.

(Sign the letter as Amir Makhoulf)

انتهى الموضوع الأول

Part One : Reading**(15 points)***Read the text carefully and do the activities.*

Quasars are extremely distant objects in our known universe. They are the furthest objects away from our galaxy that can be seen. Quasars are extremely bright masses of energy and light, but because they are so far away, they appear as faint red stars to us here on Earth. The name quasar is actually short for quasi-stellar-object.

A quasar is believed to be a super massive black hole surrounded by an accretion disk, which is a flat, disk-like structure of gas that rapidly spirals around a larger object, like a black hole. A quasar gradually attracts this gas and sometimes other stars or even small galaxies with their super strong gravity. When these objects get sucked into the black hole, the result is a massive collision that causes a gigantic explosive output of radiation energy and light. This results in a flare, which is a distinct characteristic of quasars.

Once the light and radiation from these galaxies and stars are absorbed into a black hole, they travel billions of light years through space. When we look at quasars which are 10-15 billion light years away, we are looking 10-15 billion years into the space.

Astronomyforkids.com

A. Comprehension and Interpretation. (8 pts)**1. Circle the letter that corresponds to the right answer.**

The text is : a. narrative b. descriptive c. argumentative

2. Write the letter which corresponds to the right answer.

A. Quasars are

- a. the nearest objects to our galaxy
- b. not very far from our galaxy
- c. the most distant objects from our galaxy

B. A quasar a disk-like structure of gas.

- a. attracts
- b. releases
- c. emits

C. Quasars are

- a. 10-15 billion miles away
- b. 10-15 million light years away
- c. 10-15 billion light years away

3. Answer the following questions according to the text.

- a. Why do quasars appear to us as faint red stars ?
- b. What effect does the massive collision of matter have ?
- c. How is the distance in the outer space measured ?

4. Identify the paragraph where the idea of how quasars act in the universe is mentioned.**5. Choose the general idea of the text.**

- a. The formation of quasars
- b. The location of quasars
- c. General description of quasars

B. Text Exploration (7 pts)

1. Match words with their opposites.

| Words | Opposites |
|-------------|-------------|
| 1. Close | a. Massive |
| 2. Weak | b. Absorbed |
| 3. Tiny | c. Strong |
| 4. Released | d. Distant |

2. Divide the following words into roots and affixes.

disappearance - extremely - radiation - unidentified

| Prefix | Root | Suffix |
|--------|------|--------|
| | | |
| | | |
| | | |
| | | |

3. Ask questions which the underlined words answer.

- A quasar attracts gas, stars or even small galaxies.
- Absorbed galaxies and stars travel billions of light years through space.

4. Reorder the following sentences to make a coherent paragraph.

- Depending on the star's size, this collapse can result in a white dwarf,
- When a star runs out of fuel, it can no longer hold itself up against its own gravity.
- a powerful supernova explosion, or even a black hole.
- This leads to a dramatic collapse inwards, creating a super dense core.

Part Two : Written Expression

(05 pts)

Choose ONE of the following topics :

Topic One : Using the notes below, write a composition of 100-120 words to describe the planet Mercury.

- Mercury : the Roman version of the god Hermes
- very small planet / the closest to the Sun / very hot planet
- diameter : 4876 km / orbits the Sun : 87.969 days
- looks like the moon / has craters and basins
- no air / no water / presence of hydrogen and helium gases

Topic Two : Young people who are addicted to fast foods are the most likely to become obese.

Write a composition of 100-120 words stating the main causes of obesity, its dangers and how to control it.

Your teachers wish you best of luck !

انتهى الموضوع الثاني

| العلامة | | عناصر الإجابة للموضوع الأول | | | | | | | | | | | | |
|----------------|-----------|--|---|-------------------------------|-------------|--------------------|------------------------|-------------------------------|-------------|----------------|---|---|---|---|
| مجموع | مجزأة | | | | | | | | | | | | | |
| 15 pts | | <p>Part One : Reading A/ Comprehension 1. <i>The text is</i> : (b) « a web article » 2. <i>True or false statements</i> : a. F , b. T , c. T , d. T 3. <i>Answering questions</i> a. Because they play an important role as consumers since they have a vital role in choices concerning consumption in the family economy. b. Yes, it should. c. They are seen as investments that yield higher returns. 4. <i>Cohesive markers</i> a. <u>their</u> : children b. <u>they</u> : children and parents 5. <i>Title</i> : (b) Children and Advertising B/ Text Exploration 1. <i>Lexis</i> a. increase b. important c. strengthened d. marketers 2. <i>Grammar</i> b1. I wish children were not seen as target groups for marketers. OR : I wish teenagers were seen as human beings. b2. Unless aggressive advets are banned from the media, children will experience severe consequences. 3. <i>Joining statements</i> a. The bright colours used in adverts influence children ; <i>as a result</i>, Children prioritize advertised toys over things they really need. b. Marketers use <i>such</i> persuasive tactics in advertising <i>that</i> Children believe the products will bring them happiness. 4. <i>Discourse</i> : 1 : but - 2 : spend - 3 : experts - 4: buy</p> | | | | | | | | | | | | |
| 8 pts | | | | | | | | | | | | | | |
| 1 | 1 | | | | | | | | | | | | | |
| 2 | 0,5 × 4 | | | | | | | | | | | | | |
| 3 | 1 × 3 | | | | | | | | | | | | | |
| 1 | 0,5 × 2 | | | | | | | | | | | | | |
| 1 | 1 | | | | | | | | | | | | | |
| 7 pts | | | | | | | | | | | | | | |
| 2 | 0,5 × 4 | | | | | | | | | | | | | |
| 2 | 1×2 | | | | | | | | | | | | | |
| 2 | 1×2 | | | | | | | | | | | | | |
| 1 | 0.25×4 | | | | | | | | | | | | | |
| 5 pts | 5 | | <p>Part Two : Written Expression</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Relevance</th> <th>Sementic coherence</th> <th>Correct use of English</th> <th>Excellence (vocab+creativity)</th> <th>Final score</th> </tr> </thead> <tbody> <tr> <td>Common streams</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> <td>5</td> </tr> </tbody> </table> | Criteria | Relevance | Sementic coherence | Correct use of English | Excellence (vocab+creativity) | Final score | Common streams | 1 | 1 | 2 | 1 |
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| Common streams | 1 | 1 | 2 | 1 | 5 | | | | | | | | | |

| العلامة | | عناصر الإجابة للموضوع الثاني | | | | | | | | | | | | | | | |
|------------------|--|---|------------------------|-------------------------------|--------------------|------------------------|-------------------------------|-------------|----------------|---------|----------|---|-----------|-----|----|----------|----|
| مجموع | مجزأة | | | | | | | | | | | | | | | | |
| 15 pts | 1 | Part One : Reading | | | | | | | | | | | | | | | |
| 8 pts | | A/ Comprehension | | | | | | | | | | | | | | | |
| 1 | | 1. <i>The text is</i> : (b) «Descriptive » | | | | | | | | | | | | | | | |
| 1.5 | | 2. <i>MCQs</i> : A. c , B. a , C. c | | | | | | | | | | | | | | | |
| 4.5 | | 3. <i>Answering questions</i> a. Because they are so far away / they are the furthest objects away from our galaxy. b. The massive collision of matter causes a gigantic explosive output of radiation energy and light. c. The distance in the outer space is measured in light years. | | | | | | | | | | | | | | | |
| 0.5 | | 4. <i>Identifying the right paragraph</i> : In §2 | | | | | | | | | | | | | | | |
| 0.5 | | 5. <i>The general idea</i> : (c) General description of quasars | | | | | | | | | | | | | | | |
| 7 pts | | | | | | | | | | | | | | | | | |
| 2 | | B/ Text Exploration | | | | | | | | | | | | | | | |
| | | 1. <i>Lexis</i> | | | | | | | | | | | | | | | |
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| <i>Opposites</i> | Distant | Strong | Massive | absorbed | | | | | | | | | | | | | |
| 2 | 0.5×4 (each line) | 2. <i>Morphology</i> | | | | | | | | | | | | | | | |
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| dis | appear | ance | | | | | | | | | | | | | | | |
| | extreme | ly | | | | | | | | | | | | | | | |
| | radiat(e) | ion | | | | | | | | | | | | | | | |
| un | identify | ed | | | | | | | | | | | | | | | |
| 2 | 1×2 | 3. <i>Grammar</i> a. What does a quasar attract ? b. How long do absorbed galaxies and stars travel through space ? | | | | | | | | | | | | | | | |
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