


المادة : لغة إنكليزية الشهادة : المتوسطة نموذج : رقم (١) المدة : ساعتان	قسم: اللغة الإنكليزية الهيئة الأكاديمية المشتركة	 المركز العربي للبحوث والدراسات
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نموذج مسابقة (يراعي تعليق الدروس والتوصيف المعدل للعام الدراسي ٢٠١٦-٢٠١٧ وحتى صدور المناهج المطورة)

Part One: Reading Comprehension

(Score: 24/40)

Read the selection below about the damage that tornadoes might cause and then answer the questions that follow.

The Tornado Mystery

1 The myth of tornadoes continues to puzzle storm researchers. Why do they form out of one severe thunderstorm but not another? On one day but not the next? Why is one more powerful than another? And most particularly, perhaps, why is one tornado two hundred feet wide and another a mile or more in diameter?

2 A tornado is a violent rotating column of air extending from a thunderstorm to the ground. The most violent tornadoes are capable of tremendous destruction with wind speeds of up to 480 km per hour. They can destroy large buildings, uproot trees and hurl vehicles hundreds of meters.

3 Forces other than damaging winds are at work inside tornadoes. Sometimes, as the twisting funnel passes over a house, the walls and ceiling **burst** apart as if a bomb had gone off inside. This is caused by the low air pressure at the center of a tornado.

4 The pressure at the center of a tornado is usually thirteen pounds per square inch. However, inside the house the air pressure is normal, about fifteen pounds per square inch. The difference in pounds per square inch between the inside and outside pressure may not seem much. But suppose a tornado funnel passes over a small building that measures 20 by 10 by 10 feet. On each square inch of this building, there is pressure from the inside that is not balanced by air pressure outside the building. This unbalanced pressure adds up with more inches of the ceiling and the four walls and becomes higher and more dangerous.

5 If windows are open in the building, some of the inside air will **rush** out through them. This will balance the pressure inside and outside the building. But if the windows are shut tightly, the enormous inside pressure may cause the building to burst.

6 Unfortunately, heavy rain and hail often occur in thunderstorms that later **produce** tornadoes. So people frequently shut all windows to protect their property. This may cause far worse damage later. For the same reason, the door of an underground storm shelter must have an air opening for relief of pressure. Otherwise, the shelter door might be blown out when a tornado passes over it.

7 Predicting tornadoes is so difficult that many people up till now **rely** on natural warning signs such as sky color and thunder. But none, alone or together, guarantees a tornado is coming soon. Not even the best weather-forecasting technology can determine more than a few minutes ahead of time whether or not a tornado will **strike**.

Questions:

A- Answer questions 1 to 3 in complete sentences using your own words.

- 1- Based on paragraph 4, what is the difference in pounds (per square inch) between the air pressure inside a house and inside a tornado? **(Score: 02)**
- 2- According to paragraph 5, what relieves the pressure on a building during a tornado? Explain how. **(Score: 03)**
- 3- What makes the writer believe it is still not easy to tell when a tornado occurs? **(Score: 03)**
- 4- Refer to the selection and select the correct choice that completes the following sentence: Tornadoes can destroy buildings because the **(Score: 02)**
 - force of a tornado increases the air pressure in a building.
 - weight of a tornado can crush a building's roof when it passes overhead.
 - air pressure inside a tornado is less than the air pressure inside a building.

B- Based on the selection, what does each of the following underlined pronouns refer to? **(Score: 02)**

- 1- They (Paragraph 2)
- 2- This (Paragraph 3)
- 3- This (Paragraph 6)
- 4- it (Paragraph 6)

C- The table below shows the yearly number of tornadoes per month in USA and Canada. Read the table carefully and then answer the following question. **(Score: 02)**

Table: The Yearly Number of Tornadoes per Month in USA and Canada

Month	January	February	March
Country			
USA	35	39	56
Canada	4	6	9

How are USA and Canada similar and different in the occurrence of tornadoes?

D- Use contextual clues to figure out the meaning of each word in the box below. Then fill in the blanks with the correct words to complete the following sentences. Make the necessary changes. **(Score: 04)**

burst (Paragraph 3)	rush (Paragraph 5)	produce (Paragraph 6)
rely (Paragraph 7)	strike (Paragraph 7)	

- 1- In some regions, when strong lightningone neighborhood, it would start a big fire and destroy the whole area.
- 2- We had to home from the party when the baby-sitter phoned to say that our daughter was sick.
- 3- With the continuous drop in temperature, the water pipes are expected to during this cold weather.
- 4- He always tries toon his wife to support him when things get tough at work.

E- In each of the following, there is ONE grammatical error. Identify the error and then correct it.

(Score: 04)

- 1- They are talking for the last two hours, and I am not sure if they are done.
- 2- What kind of computer did they got from the store?
- 3- I wish I have one million dollars now.
- 4- The teacher told the students to not forget their books.

F- Rewrite the following sentences, starting each as indicated, without changing the meaning.

(Score: 02)

- 1- "I won't be able to go with Sara because I have an appointment with the dentist," Sam says.

Sam said that.....

- 2- Hana had to add more wood to the fire because it was cold weather.

Due to.....

Part Two: Writing

(Score: 16/40)

Choose ONE of the following prompts:

Prompt (A): *Natural hazards caused by hurricanes, earthquakes, floods etc. can be disastrous because they lead to losses in life and property. People must be made aware of procedures they should follow before, during and after a natural disaster emergency.*

Provide an outline and then write an essay in which you explain the above statement. As you develop your essay, refer to how different parties (e.g. people, governments, schools or media) can spread awareness about the procedures that should be taken to protect people in case of a natural disaster.


In your essay, provide a thesis statement in the introduction, a topic sentence in each body paragraph and support the main idea with relevant, specific and adequate details. Give examples drawn from your experience, reading, or observation. Your essay should be between 150-200 words with an appropriate title. Revise and proofread your essay.

Prompt (B): *We should always remember that we have two hands: The first is to help ourselves, and the second is to help others.*

Based on the statement above, write a narrative essay about someone who once witnessed a natural disaster (e.g. snowstorm, volcano, etc.) but could survive because of others' help. As you develop your essay, describe what happened, how people helped him/her and the lesson learnt. Copy and fill in the chart below and then write the essay. Your essay should be between 150-200 words with an appropriate title. Revise and proofread your essay.

1	Title	
2	Setting	
3	Characters	
4	Events	
5	Lesson learnt	

Your essay will be evaluated based on ideas (Score: 05), language (Score: 05), chart and title (Score: 04), tidiness and handwriting (Score: 02)

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أسس التصحيح (تراعي تعليق الدروس والتوصيف المعدل للعام الدراسي ٢٠١٦-٢٠١٧ وحتى صدور المناهج المطورة)

A-

- 1- The difference between both pressures is two pounds per square inch.
- 2- Opening the windows relieves the pressure because the air that goes out will make a balance between the inside and outside pressure.
- 3- The writer believes that it is not easy to tell when a tornado occurs because people still use natural signs to expect it, and weather forecasting can predict it only the last few minutes.
- 4- Tornadoes can destroy buildings because the air pressure inside a tornado is less than the air pressure inside a building.

B-

- 1- "They" in paragraph 2 refers to the most violent tornadoes.
- 2- "This" in paragraph 3 refers to the burst of walls and ceiling.
- 3- "This" in paragraph 6 refers to shutting the windows.
- 4- "it" in paragraph 6 refers to the shelter door.

C-

In both USA and Canada, the number of tornadoes increases over the three months. In USA, tornadoes increase from 35 in January to 56 in March; and in Canada from 4 in January to 9 in March. Both countries have the highest number in March and the lowest in January. However, the total number of tornadoes that occur in USA is higher than that in Canada in the three months.

D-

- 1- strikes
- 2- rush
- 3- burst
- 4- rely

E-

- 1- are talking → have been talking
- 2- got → get
- 3- have → had
- 4- to not → not to

F-

- 1- Sam said that he wouldn't be able to go with Sara because he had an appointment with the dentist.
- 2- Due to cold weather, Hana had to add more wood to the fire.

دليل توضيحي للتوصيف المعتمد في مادة اللغة الانكليزية وآدابها
الشهادة المتوسطة

**Basic Education Certificate/ Cycle III
Grade Nine
Specifications for English Language Exam**

I- Overview

This document is intended to provide detailed specifications for the English language official examination administered at the conclusion of Cycle III of Basic Education. The examination is designed to assess students' achievement of the language skills of Grades 7, 8 and 9.

The specifications presented in this document are mainly explanatory notes that accompany the guidelines issued in Arabic. We hope they will help in making informed decisions on assessing the teaching and learning of literacy in Grade 9. The purpose is to provide practitioners, teachers and test developers with details to ensure valid and reliable assessment as well as proper test preparation, administration, and scoring.

II- Exam Components

The English Language Official examination should be comprised of a reading comprehension part and a writing part. Both sections are scored separately as follows:

- Grade distribution: Reading Comprehension = 24/40; Writing = 16/40 (5 for ideas and organization, 5 for language and style, 4 for graphic organizer or outline, and 2 for tidiness and legible handwriting)
- Duration: 2 hours

III- Exam Specifications

A) Part I- Reading Comprehension

The reading comprehension section measures students' abilities to closely read, think about what they have read, and fully understand literary and informational passages independently and proficiently. Students have approximately 60 minutes to complete the reading comprehension part.

1) Guidelines for Determining the Appropriate Level of Reading Passages

Selecting reading passages of appropriate complexity level is essential for assessing comprehension skills and developing testing items. Passages, too basic or too simple for the grade level, will not include the necessary structures, vocabulary, syntax, and content development needed for assessing grade-level skills. Passages, too complex for the grade level, will contain characteristics that interfere with the assessment.

Different criteria can be utilized for determining the appropriate level of literary and informational passages. Some criteria can be used to determine a range of different appropriateness levels such as the passage meaning, structure, language features, purpose and knowledge demands. Provided that the passage should be appropriately accessible, not too simple nor too complex, the following criteria are explained to show how they vary in different passages in order to determine the appropriate level of the reading passage. The level of appropriateness can be determined by the number of accessible traits of the passage:

a) Meaning:

A passage may range from having one level or multiple levels of meaning, theme, or central idea. This means that the idea can be explicit, obvious, or clearly revealed early in the text or it can be inferred and conveyed with some subtlety.

b) Structure :

A passage may range from using one plot to using more than one storyline. This means that the plot can be explicitly and chronologically organized where organization and connections between ideas are explicit and clear or it might include flashbacks, multiple characters or scenes in which organization and connections between ideas are implicit and subtle.

c) Language features:

A passage may range from using simple and explicit language, familiar vocabulary and simple sentence structures to using literary /figurative language, academic words and a variety of sentence structures.

d) *Purpose:*

A passage may range from having an explicitly stated purpose and a singular perspective to having an implicit purpose that is inferred from context and includes multiple perspectives.

e) *Knowledge demands :*

A passage may range from having a single theme with allusions and cultural elements fully explained to having multiple themes, allusions, cultural elements, and discipline-specific knowledge.

2) Guidelines for Selecting a Reading Passage

The following points should be considered in selecting the reading passage.

The passage:

- a) should be selected based on the themes and skills suggested in the English Language Curriculum of Grades 7, 8, and 9.
- b) might be of different genres and types; fiction/nonfiction and literary/informational passage; for example, a short story, myth, biography, autobiography, news or feature article, essay or report.
- c) might be authentic or adapted from sources such as magazines, journals, newspapers and books.
- d) might cover concrete or abstract topics from a wide range of academic content areas such as sciences, social studies and literature.
- e) should be preceded by a preview or statement that introduces students to its content.
- f) words that hinder comprehension of the passage should not exceed six unfamiliar words.
- g) is recommended to be accompanied with informational graphics related to the passage topic.

3) Reading Comprehension Levels

Students should be assessed on different levels of reading comprehension:

- Literal comprehension level
- Higher order reading comprehension level

Beyond the literal level, higher order level requires comprehension processes of interpretive/inferential and evaluative / critical reading.

- *Literal comprehension* (or reading the lines) is understanding and locating basic information explicitly stated in the passage. Students go through the passage and retrieve one or more distinct pieces of information. They may identify sequences, stated causes and effects, clearly stated main ideas, supporting details or elements of a story such as characters and setting.
- *Interpretive / inferential comprehension* (or reading between the lines) is constructing meaning and making inferences from one or more parts of the passage or deriving implied meaning or idea. Students need to interpret figurative language or symbols used by the author or interpret anaphora (pronoun/adverb referent). They have to use contextual clues to infer the meaning of vocabulary words or technical terms and determine the subtle shades of meaning of words or phrases. Also, students may infer cause-effect relationships that are not directly stated, determine author's purpose, or attitude in a specific section of the passage or in the passage as a whole. Students need to analyze characters, draw conclusions based on explicit and implied information and understand comparisons, contrasts or analogous ideas.
- *Critical / evaluative reading* (or reading beyond the lines) is examining passage content and structure, evaluating evidence and making judgments about characters, author or information. Students consider the passage critically by recognizing language used to present a viewpoint and by identifying facts and opinions. Students draw upon knowledge, ideas, or attitudes beyond the passage in order to relate the information provided in the passage to their own conceptual and experiential frames of reference.

4) Reading Comprehension Testing Items

- a) The reading passage should be followed by 4-6 sets of testing items that assess the language skills. Testing items in each set should assess as many comprehension skills as possible.
- b) The testing items should assess the skills of answering literal and higher order comprehension skills, inferring meaning of vocabulary in context, and using and recognize grammatically appropriate and meaningful structures in a context.
- c) Reading comprehension testing items should emphasize use of evidence from the reading passage to respond to extended reasoning of higher order comprehension. Students should be asked to give evidence, including citing specific part(s) of a passage to support their responses. One third of the testing items should be at the literal level and two thirds at the higher order level of comprehension.
- d) Reading comprehension testing items may use key words and phrases to indicate what is specifically required such as mainly, primarily, only, except, best, most, least etc. For example: What is the most / least important cause of pollution?
- e) Vocabulary-in-context testing items should focus on using contextual clues to infer the meaning of words or phrases, their relationships and their nuances in a passage such as general academic and domain-specific words and phrases.

5) Reading Comprehension Questions

- a) Questions should fall in 4-6 sets that cover both content (*major minor details, causes effects etc.*) and organization of passage (*main idea with supporting details, order of events, paragraph headings, comparison versus contrast, flashback, problem and solution, conflict and resolution*).
- b) Questions vary among wh-questions, completing sentences, multiple choice
- c) **Cognitive Processes:** Reading comprehension testing items range in difficulty from easy to more challenging based on the demands for cognitive processes. Testing items can be more cognitively challenging in terms of the following points:
 - Number of pieces of information needed to identify
 - Number of inferences required
 - Type of implicit or explicit information to identify
 - Depth of understanding needed
 - Type of interpretation required
 - Familiarity with structure and genre

B) Part II - Writing

- 1) The writing section consists of writing an essay independently in response to a topic or prompt.
- 2) The essay should develop a specified topic connected to the theme of the reading passage.
- 3) Students will be given two prompts to choose one. Each prompt should ask students to write a different type of essay (narrative, descriptive, or expository).
- 4) Essay should be between 150-200 words.
- 5) The prompt should be about a quotation or a statement with clear meaning.
- 6) Instructions should specify what the essay should be about.