Republic of Lebanon

Ministry of Education
and Higher Education

Educational Center for
Research and Development (ECRD)

EVALUATION GUIDE

ENGLISH LANGUAGE

SAMPLES OF SCHOOL EXAMINATIONS

SAMPLES OF OFFICIAL EXAMINATIONS

SECONDARY CYCLE

October 2000

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الشهادة الثانوية العامة

October 2000

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Preface

The Educational Center for Research and Development is rightfully proud to have scored a significant breakthrough in the field of school work evaluation.

The new curricula, as issued and implemented, had lacked a comprehensive evaluation system in line with the curricular goals, objectives and content. In May 1999, a committee was formed to work out the principles and bases for evaluation as well as prepare lists of competencies to be realized for each subject matter and grade. Teachers were duly trained on the new system during the summer of 1999. As soon as evaluation guidelines for the first two years of each cycle were developed, they were distributed to the schools and teachers. Training sessions continued throughout the school year and summer of 2000. Meanwhile work by the central committee and the various subject–matter teams was kept up to fill out the details for the third year of each cycle, prepare model questions for the official examinations of Grade 9 of Basic Education, and the third year of the secondary cycle, and issue complete evaluation gridlines for each subject from Grade 1 of Basic Education through the end of the secondary cycle. This is definitely a pioneering job in the history of education in Lebanon and indeed in most of the Arab countries.

Scientifically, the value of this achievement lies in the fact that, unlike past efforts, it went beyond mere assessment, which would have marginalized a significant part of the curriculum. It, instead, opted for an integrated evaluation process capable of making a more equitable and accurate judgement of the student's daily work and performance in the official examinations. Here the teacher's attention should be drawn to the difference between assessment and evaluation: the former relies on the mark scored by the student as the sole indicator of his/her results, whereas the latter includes, besides the mark, appreciating how far the student has acquired the competencies and skills envisaged in the discipline as exhibited in class, as well as certain attitudes in various situations.

Therefore, it is of utmost importance to consider education and evaluation as two inseparable complementary entities to the extent that evaluation becomes an essential aspect of the learning/teaching process. It is of course essential that the teacher be fully aware of the required competencies–and inform the student of them–in order to select relevant work techniques for use in the teaching plan.

We can thus say that evaluation is a comprehensive operation, which requires the use of various types of gauging and estimation procedures. This operation is not limited to the mark, but involves numerous activities, which help appraise the student's work. Evaluation does not necessarily depend on pen-and-paper tests, but includes the execution of definite tasks and activities as well as the observation of performance. After collecting information through the evaluation of the student's work, the teacher will make use of it to realize two goals: on the one hand, to reassess continuously the teaching process with a view to improving it; and on the other, to make the student aware of his/her achievements and weaknesses.

Finally, we would like to express our thanks and appreciation to all those who participated in this process from beginning to end. We would also like to emphasize that the Educational Center always welcomes the opinions and comments of all concerned for use in making any necessary modifications to the evaluation system's techniques.

Nemer FRAYHA

2 October 2000 **President**

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DOMAIN	COMPETENCIES
Oral Communication: **Listening & Speaking**	• **Comprehend explicit information in spoken discourse.** (Summarize arguments; outline salient points; identify main idea.) • **Interpret information in spoken discourse.**(Identify tone, mood, interaction and register; determine and discuss a speaker's motive and point of view; interpret nonverbal communicative signals; synthesize details into one idea; criticize evidence; draw conclusions; predict consequences; identify problems; formulate hypothesis and analyze findings.) • **Demonstrate and expand linguistic competence.** (Identify special syntactic structures; list specialized terms used; identify nonstandard structures; identify transitionals and explain their functions; identify key terms used.) • **Impart and seek information**. (Discuss critically others' opinion; initiate and develop conversations;use a variety of tones; use speech to suit context and audience). • **Carry out transactions using oral language.** (Argue for/against and issue; persuade cogently and clearly; participate in group discussions.) • **Demonstrate awareness of the rules of spoken discourse.** (Observe turn-taking conventions; speak clearly and coherently; keep interruptions brief and functional.)
Written Communication: **Reading & Writing**	• **Develop literal comprehension of printed discourse**. (Identify main ideas; identify supporting details; answer literal comprehension questions.) • **Develop interpretive comprehension of printed discourse**. (Identify tone and mood; infer implied meaning and assumptions; deduce and predict outcomes; recognize biased writing and propaganda.) • **Utilize reading strategies to comprehend printed discourse**. (Pre-read to establish background knowledge; preview to establish overall idea; skim to outline main points.) • **Demonstrate awareness of linguistic and organizational features of text**.(Identify devices of coherence and cohesion; identify elements of unity; interpret figurative language; identify appropriate lexical items to suit tone, style, mood, purpose and theme.)

DOMAIN	COMPETENCIES
Written Communication: Reading & Writing	• **Communicate using expressive, transactional and creative writing**. (Write a diary, keep a journal, describe situations and processes; argue for or against an issue, narrate incidents and experiences from different points of view.) • **Apply process writing skills**. (Select a topic, write a first draft, revise individually or in pairs; produce many drafts.) • **Develop the linguistic and stylistic qualities of good writing**. (Use appropriate lexical items; maintain thematic unity; establish coherence.)

Evaluation Sheet

Domain: Oral Communication: Listening
Competency: - Interpret information in spoken discourse.

Situation:

- **Individual**
- **Limited time: Suggested time 30 minutes at the end of the first term after three months of instruction.**

The teacher reads the following tape-script, or has two students role play, or plays a tape. The tone of the speakers must reflect certain required character types that the teacher wants the students to identify.

Conversation Tape-script

Martin: I don't know why we listen to that guy.
Pat: Ah, come on, Martin. Anybody can make a mistake.
Martin: Yeah, but George never gets anything straight.
Pat: Here he comes now.
George: Hi, Martin. Hi, Pat.
Pat: How ya doin', George?
George: Hey, we don't have to stand in line! That's great!
Martin: Of course we don't have to stand in line. The movie started 45 minutes ago.
George: That's impossible! The last show always starts at nine o'clock at this place!
Pat: Not if the movie is three hours long, it doesn't.
George: Oh, I didn't think of that!
Martin: Why didn't you call the theater and find out what time it started?
George: Why didn't *I* call? Why didn't *you* call? You're the one who said you wanted to see it. I said, "Fine, why don't we meet at a quarter of nine." Never said I knew what time it started.
Pat: Hey, cool it, you two. So we don't see it tonight. So what. It'll be around for weeks. We can see it next week.
Martin: Yeah, OK.
Pat: So, what do you want to do? You want to get a pizza or something?
Martin: Naw, I already ate.
George: Hey, why don't we see that new French film? It's supposed to be really funny.
Pat: Fine with me.
Martin: Sure. Maybe it will help me on the French test.
George: It's playing at the Cinema 6. We can get there in 20 minutes. Let's go!
Martin: Uh, hold on, George.
George: What's wrong? What's this?
Pat: It's a quarter, George.
George: Yeah, but what for?

Martin: A phone call.
George: Phone call? Who am I gonna call?
Martin: The Cinema 6, pal. Find out what time the movie starts.
George: Oh, yeah. Good idea.

(Adapted from Swartz, Barbara Fowler and Smith, L. *This is a Recording: Listening with a Purpose,* New Jersey, Prentice Hall, Inc., 1986, p.76)

Directions: Answer the questions below concerning the conversation.

1. As you listen to the conversation, take notes concerning the characteristics of each of the speakers as implied through the tone of their voice. Give two characteristic traits of each of the three speakers.

_____

_____

_____

2. Listen to the conversation once again and then fill in the chart below concerning the characters.

Give two non-standard words or phrases that best illustrate each of the two characters under one of the headings. You may add additional headings if necessary.

	Calm	**Concerned**	**Easily angered**	**Organized**
George				
Martin				

3. Circle T if a statement is true; F if it is false.

a. Martin is angry with George T F

b. Pat doesn't care to see the film T F

Sample 2 **First Secondary - First Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening
Competency: - Comprehend explicit information in spoken discourse.

Situation:

- **Individual work**
- **Limited time: Suggested time 20 minutes at the end of the first term after three months of instruction.**

The students listen to the following tapescript. The tone of the speaker must reflect certain required character types that the teacher wants the students to identify.

If you drive eleven Kilometers west from Inverness, you come to Loch Ness, the most famous loch in Scotland. Loch Ness is famous because it's an extremely big lake. In fact it's the longest, deepest loch in Scotland. It's also supposed to be the home of the Loch Ness Monster. There have been reports of a monster in the loch for centuries. People say they have seen an animal with a heavy body, a long neck, and a small head.

A photograph was taken in 1977 and it's supposed to be a picture of the Loch Ness Monster. If that is so, the monster must be very small. In fact it's more likely that it is a photo of a bird swimming in the loch, with just it's neck and head showing above the water. We still don't know if there is a monster in Loch Ness.

The loch is certainly big enough for a large animal to hide in. It's only about fifteen hundred meters wide, but it's forty kilometers long, and it's two hundred and seventy meters deep in some places. The water of the loch is dark brown, so it's almost impossible to see anything underwater. Perhaps there is something there, but we have no idea what it is –for the moment.

(*Adapted from the BBC English , Stage two book*)

Directions: Answer the following questions concerning the tapescript.

1- As you listen to the tapescript, take notes concerning the monster as implied through the tone of the speaker. Give three description traits of it.

_____

_____

_____

2- Circle T (true) or F (false) next to each statement.

- The loch is located in Ireland. T F
- The lake is very deep T F
- People believe in the monster T F
- The author believes in the monster T F
- The water of the lake is clear. T F

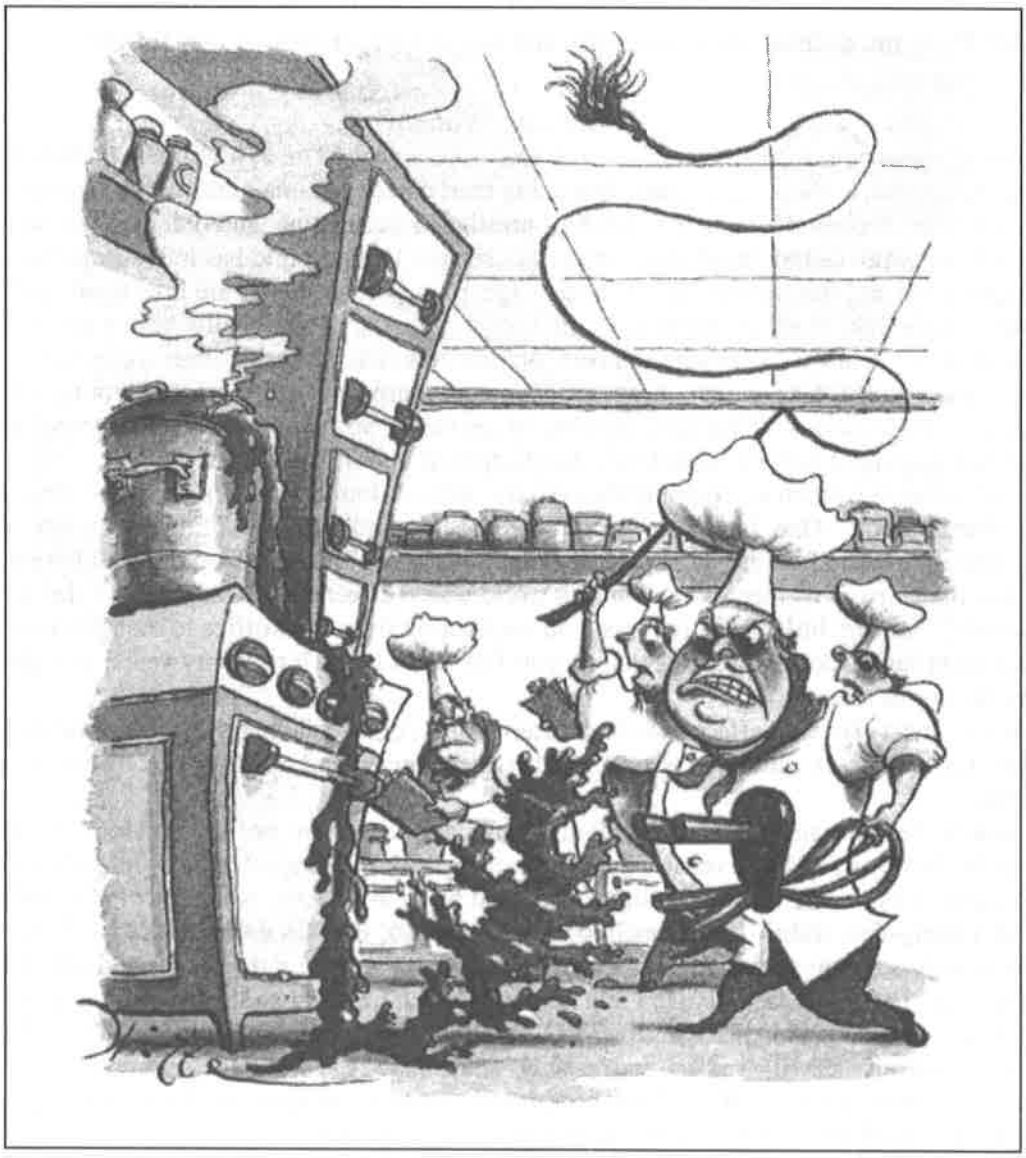
Sample 3 **First Secondary - First Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Speaking
Competency: - Impart and seek Information.

Situation:

- **Individual**
- **Limited time: Suggested time 15 minutes for the student to examine cartoon and prepare a two-minute commentary on the situation.**



Sample 4 **First Secondary - First Foreign Language**

Evaluation Sheet

Domain: Written communication: Reading
Competency: - Develop literal comprehension of printed discourse.

Situation:

- **Individual**
- **Limited time: Suggested time: 45 minutes at the end of the first term after three months of instructions**

Directions: Read the article below carefully and answer the questions that follow:

Working Women

Two million American women enter the work force every year. The new workers include all ages and background: teenagers, college graduates launching their careers, young housewives anxious to increase the family income, society women in search of prestige or occupation, and older women who have lost their husbands or who cannot stand their empty house after the last child has left. Altogether, more than half the eighty-four million women of working age in the United States are now employed or seeking employment. Although most of them are still clinging to the traditionally "feminine" jobs (nursing, teaching, and office work), growing numbers of pioneers are venturing into other fields. They run businesses; they manage farms; they become astronauts, carpenters, lawyers, truck or taxi drivers, coal miners, jockeys, or politicians. They join the army or the navy. So far no woman has become president of the country; but that might happen, as indeed it has happened in other nations.

The tide of working women is sweeping the country, with various consequences, some more obvious or predictable than others. One hardly needs to mention the economic effect of their activities, since more than fifty percent of families are now living on two incomes. But few people would have guessed ten years ago that the entry of women in the working world would affect the development of the suburbs. Yet working women, having little time to waste on commuting from their office to their kitchen, are taking middle-class families back to the cities that they had deserted in the last twenty years. For the city is the place where most jobs are.

But the most striking effect of women's new role is of a social nature. It touches family life, the number and upbringing of children, the relations between parents and children, and the relations between men and women.

It would be pleasant to believe that all young girls in the past got married for romantic reasons, but the fact is that many of them regarded marriage as their only chance to gain independence from their parents, to have a provider, or to be assured of a good place in society. A couple of generations ago, an old maid of twenty-five didn't have much to look forward to; she was more or less fated to remain with her parents or to live in some relative's home where she would help with the chores and the children. Not so any more. In the first place, women remain young much longer than they used to, and an unmarried woman of twenty-eight or thirty doesn't feel that her life is over. Besides, since she is probably working and supporting herself, she is free to marry only when and if she chooses. As a consequence, today's women tend to marry later in life. They have fewer children – or none at all – if they prefer to devote themselves to their profession. The result is a decline in the birth rate.

(adapted)

Directions: Based on the text you have just read, answer the following questions in brief complete sentences.

1. What is the main idea of the text?

_____

2. In your opinion who would be interested in reading this text? Why?

_____

_____

3. Skim the text and mention two effects of working women?

_____

_____

4. a. In your opinion, are these effects the same as those in Lebanon? Why or why not?

_____

_____

b. Mention one way how working women may change the family in Lebanon.

_____

5. Fill in the missing words in the paragraph below from the list given. Use the correct form of the word to fit into the sentences.

clinging commuting upbringing chores old maid

Many societies try _____ to their customs and traditions. Change is very slow. Working women often find it difficult to do their _____ well and on time and find _____in modern cities very frustrating. In fact, many young women these days remain _____ due to the conflict in customs and the values people hold. Perhaps parents should think more deeply about the _____ of their children in today's modern world.

Evaluation Sheet

Domain: Written Communication: Reading
Competencies: - Develop literal comprehension of printed discourse.
- Utilize reading strategies to comprehend printed discourse.

Situation:

- **Individual**
- **Limited time: Suggested time: 45 minutes at the end of the first term after three month of instructions**

Read the following article and answer the questions that follow.

Winning Waves

As I passed through a major intersection in Burbank, California, a bright smile suddenly flashed through my windshield. A crossing guard was waving excitedly, as though she had spotted a long-lost friend. She's obviously mistaken me for someone else, I thought.

A day or two later it happened again. I stopped at the light, and she was smiling and waving at me again. Then she turned and smiled and waved at other bicyclists, drivers, pedestrians who waved and smiled back. Another time I watched as she helped an elderly woman cross the street. The woman, apparently deaf, signed, "I love you." The crossing guard hugged her and signed the message back.

Eventually, I decided to park my car and meet her. "If I can get people to smile, it makes my day", explained Bonnie Stefonovich, 42. "To make people happy is worth more than all the money the banks hold to me. If you know anyone going through a rough time, send them here to my crossing road."

(Adapted from the Los Angeles times)

Based on the text you have just read, answer the following questions.

1- What is the main idea of the text?

_____

_____

2- Is the topic stated or implied?

_____

_____

3- What is the motive of this crossing guard?

_____

_____

4- Scan the text and fill in this cloze exercise.

A day or ----- later it happened again. I stopped at the light, and ----- was smiling and waving at me-----. Then she turned and smiled and -------at others-bicyclists, drivers, pedestrians who waved and -------back. Another time I watched as she -------an elderly woman cross the street. The woman apparently deaf, signed, "I love you." The crossing guard hugged her and ------- the message back.

Sample 6 **First Secondary - First Foreign Language**

Evaluation Sheet

Domain: Written Communication: Writing
Competency: - Communicate using expressive, transactional and creative writing.

Situation:

- **Individual**
- **Limited time: Suggested time: 50 minutes at the end of the first term after three months of instruction**

Directions: Imagine you are a reporter for the LBCI in Lebanon. Your job is to read the daily English newspapers and give brief reports to your boss. Show your ability in writing reports by summarizing the news item below which appeared in one of the newspapers.

BAN DRIVERS FROM USING CELL PHONES?

When cellular phones were introduced 13 years ago, they were an expensive toy. Today, they are an everyday sight. About 35 million Americans own cell phones, and that number is expected to more than double by the year 2000.

People buy cell phones for convenience. The phones make it possible to call and be called from just about anywhere. Since almost every family in the U.S. owns a car, many Americans use their phones while they drive. This is also the fashion in Lebanon.

But a Canadian study recently reported something that many people had long suspected. It showed that using a cell phone while driving greatly increased the risk of being in an accident. In fact, drivers who used cell phones had the same accident risk as drunk drivers.

Safety experts have urged the U.S. to follow the example of countries such as Australia and Switzerland. Those countries have banned the use of cell phones while driving.

Some people oppose a ban. They argue that drivers need the phones, especially n emergencies. Instead of banning the phones, they say that people should be better educated bout how to use cellular phones in cars.

What do you think? Should people be banned from using cellular phones when they drive?

Well, we strongly believe that the Canadian study is correct. Driving and talking on the phone are a dangerous combination. Anybody who does both should get a traffic ticket, the same as any other reckless driver.

Of course, cellular phones are a great safety device. But there is a time and a place for all conversations. True, cell phones are not the only distractions facing drivers. But having a fight with our boyfriend on the phone is a lot more distracting than tuning in the radio. Also, talking on a cell phone is not the same as talking with a passenger. Passengers can see when a driver faces a tricky turn and stop talking for a moment.

Researchers estimate that accidents caused by drivers using cell phones may cost the U.S. between $2 billion and $4 billion a year. It is hard to believe that a bunch of phone conversations are worth that steep a price tag. It is still harder to believe that any conversation is worth a person's life.

(Adapted from Junior Scholastic Online: htt.p://www.scholatic.com/juniorsc.)

Evaluation Sheet

Domain: Written Communication: Writing
Competencies: - Communicate using expressive, transactional and creative writing.
- Apply process writing skills.

- **Situation: Individual**
- **Limited time: Suggested time: 50 minutes at the end of the first term after three months of instruction.**

Directions: Imagine you are a crossing guard at one of the busiest intersections of downtown Beirut. Your job is to help pedestrians cross this busy street safely. Write a well organized informative essay explaining to the drivers how important it is to abide by driving rules and to acknowledge the crossing guard signals. Organize your thoughts according to this outline. Revise and edit your essay then rewrite it in legible handwriting.

TOPIC OUTLINE

Topic Sentence _____

I. First Main Idea _____
   1. Minor Idea _____
   2. Minor Idea _____

II. Second Main Idea _____
   1. Minor Idea _____
   2. Minor Idea _____

Concluding Sentence _____

Domain	Competencies
Oral Communication: Listening & Speaking	• **Comprehend explicit information in spoken discourse.** (Identify main ideas; relate supporting ideas to the main idea.) • **Interpret information in spoken discourse.** (Distinguish between facts and opinion; relate information to prior knowledge; identify style and register.) • **Demonstrate and expand linguistic competence.**(Identify nonstandard structures; list items that show emotive values; identify key terms and transitional words, phrases or sentences.) • **Impart and seek information.** (Make a presentation on a research project; participate in and lead debates; defend opinion; dramatize a situation.) • **Carry out transactions using oral language.** (Identify the elements that contribute to the flow of argument; point out the strengths and weaknesses of argument; comment on the language used by the speaker.) • **Demonstrate awareness of the rules of spoken discourse.** (Employ diction appropriate to topic and situation; observe turn-taking rules; use appropriate tone, intonation, and body language.)
Written Communication: Reading & Writing	• **Develop comprehension of printed discourse.**(Identify author's attitude, bias, and intention; discuss theme, plot, characters, and setting in a literary text; explain idiomatic expressions.) • **Develop understanding of the linguistic features of printed discourse.** (Identify key terms; identify coherence devices; identify mode of development; determine formal schemata used; identify and explain figurative language; point out technical terms and expressions.) • **Utilize reading strategies.** (Focus on author's plan; locate contextual clues, cohesive devices and transitional links.) • **Communicate using expressive, transactional and creative writing.**(Keep diaries and journals; write autobiographical notes; prepare memos, notes, instructions and directions; fill out forms and applications; design advertisements; write essays; write questionnaires and reviews; write poems, songs, rhythms, stories and dramas.) • **Apply process writing skills.** (Apply prewriting, writing, and revising techniques; participate in peer and group writing and editing activities.)

Sample 1 **Second Secondary - Humanities - First Foreign Language**

Evaluation Sheet

Domain : Oral Communication: Listening

Competency: - Comprehened explicit information in spoken discourse.

Situation:

- **Individual work**
- **Limited time (Suggested time: 45 minutes)**

Teacher reads the following selection. (As the teacher speaks, he/ she shows the class visuals: passport, previous written requests for a visa by the applicant, etc. The teacher, however, delivers the selection in a below average manner so that the students may provide their constructive feedback on delivery in question 3.)

Thank you Mr. Consul for giving me this opportunity to explain to you my case and plead for a visa to my home country. The following are the details which you requested of me.

I have been trying to obtain a visa to Lebanon for the past ten years but always my application has been rejected. I realize that the political situation has not permitted this, but I strongly believe that since my health is failing, this may be the last opportunity for me to visit my dear home place before I say goodbye to the world forever. Also, and perhaps more importantly, I must go to Lebanon this year to attend the art and literary exhibition held in honor of the great Lebanese American artist and writer, Gibran Khalil Gibran, that is being held in September. As I am closely related to the late Gibran Khalil Gibran, my presence is of much significance. I am his only living relative, first cousin Hanna (John in English) Khalil Gibran. In the States, I live at 100 Black Street, apartment number 50. The city I have recently moved to is New York of the state of New York.

Although I have lived most of my life in the U.S., I was born in the town of Bcherri, North Lebanon, on September 1, 1920. I still have strong roots for my homeland. I fell in love when I was 20 and was to be married to a cousin of mine, but she died one week before our wedding. I never loved again nor married. I came to the States a shattered man and decided to build my fortune by myself. I worked hard nights to pay my way through school and university, and now I am happy to say that I have been quite a successful lawyer for the past thirty years. Although I am retired, I am a consultant to the judicial court of New York.

I have planned to leave for Lebanon this year, 1999, on September 1, although the exhibition is on September 10, as I believe traveling on my birthday will give me luck.

Again, I thank you for this chance to explain my case and hope that your embassy will issue me a visa soon.

Directions: Listen to the selection, and then answer the questions below:

1. What type of presentation is the listening selection? _____
2. Fill in the main ideas required for a visa application in the chart below.

APPLICATION for VISITOR'S VISA

Name _____
(1) Last (2)First (3) Middle

Address _____
(4) Number and street (5) Apt. number

_____
(6) City or town (7) County, province, district, state

_____
Country

Date of birth _____ Age _____
(9) month (10) day (11) year (12)

Place of birth _____ Male ___ Female ____ Married ___ Not Married___
(13) (14) (15)

Occupation _____
(16)

Reason for visit (17)_____

_____

Date of intended visit _____
(18) month (19) day (20) year

(Adapted from Swartz, Barbara Fowler and Smith, L.
This is a Recording: Listening with a Purpose,
New Jersey, Prentice Hall, Inc., 1986, p. 43)

1. a. Provide constructive feedback on delivery to the presenter of the listening selection by filling out the form below:

Delivery

Indicate a global rating for each of the three aspects of delivery given below. First indicate the numerical rating and then your reasons for this rating. Use the scale below:

5 = excellent 4 = good 3 = average 2 = fair 1 = poor

	Rating	Reason/s for Rating
Non-verbal Communication **1. Presentation** - Gestures - Facial expressions - Body actions/posture - Eye contact - Appearance		
2.Visuals - Type - Relevance - Appropriate - Presentation - Method of use		
3. Verbal Communication - Method of Presentation - Suitable for occasion - Avoided distractions - Rate and pauses - Voice: volume and pitch/ pronunciation and articulation		

b- Suggest one way the presenter could have improved one of the three aspects of the delivery given in the table.

_____

Sample 2 **Second Secondary - Humanities - First Foreign Language**

Evaluation Sheet

Domain : Oral communication : Listening

Competency : - Comprehened explicit information in spoken discourse.

Situation:

- **Individual work**
- **Limited time (Suggested time: 45 minutes)**

Students listen to a tape of the following selection.

Dear sir,

This is a summary of the activities in which I have been engaged since I graduated from San Luis University.

I became a Geological Engineer in June, 1980 at San Luis University, in San Luis, Mexico.

Afterward I worked for Compania Minera Las Torres and engaged in the following activities:

From June 1980 to September 1985, I was in charge of the geological works at the Cabeda, Bolantios, and Peregina mines, in the Guanjato District, Mexico. Also my Bachelor's thesis work was developed on the basis of the Economic Geology evaluation of the Peregrina Mine. Most of my work was related to the mining operation of the former mines, and also the exploration of new areas nearby.

From October 1985 to January 1986, I worked for Consejo de Resoursos Minerals, searching for silver vein deposits in the El Mauguey Project in Mexico. My work consisted of a systematic sampling of the entire mine, and diamond drill exploration.

In January 1986, the Bank of Mexico sponsored me to study English at Colorado State University and afterward to take graduate courses in Economic Geology.

I plan to finish my intensive English courses in August, and I would like to continue my studies in Economic Geology pursuing a degree of Master of Science. I would also appreciate advice as to what preparatory courses I may need before beginning work on that degree.

Thank you very much,
Raul Tapia (Mexico)

(Adapted from Reid's *The Process of Composition* 1988)

Directions: Listen to the selection, and then answer the following questions.

1- What type of presentation is this listening selection?

_____

_____

2- Write a chart of the applicant's main work experiences.

_____

_____

Sample 3 **Second Secondary - Humanities - First Foreign Language**

Evaluation Sheet

Domain : Oral Communication : Speaking

Competency : - Impart and seek information

Situation:

- **Individual work**
- **Limited time: Suggested time 10 minutes for the whole class to read the selection, 15 minutes to prepare the oral presentation, and 2 minutes for each student to deliver the oral presentation. Note: Students listening to the oral presentation could be filling out a checklist similar to the one given in the listening exercise on each of the student presenters. In this way, they would be involved in active listening. If this is the case, the listening/speaking evaluation would be an integrated one .**

Directions: Read the following news item and prepare a 2 minute reaction to the topic. In your oral presentation, include the following:

- two reasons why you believe national tests in Lebanon are undesirable for all secondary class subjects.
- two reasons why you believe national tests in Lebanon are desirable for all secondary class subjects.

Give one example for each reason.

NATIONAL TESTS FOR STUDENTS?

Should students all across the U.S. take national tests?

President Bill Clinton wants the U.S. government to create a national test for fourth-graders in reading and for eighth-graders in math. In his second inaugural address, he said that he hoped to launch "a new crusade for...national standards representing what all our students must know to succeed in the 21st century."

The President and his supporters say that such tests are necessary because U.S. students lag behind other industrialized nations in basic skills, such as reading and math. So far, seven states and 15 urban school districts have agreed to use the tests, which could begin as early as the year 2000.

But many people are opposed to these national tests. "New federal tests are a bad idea and a waste of money," says Representative Bill Goodling (Republican , Pennsylvania). Opponents say that local schools know what is best for their students. National tests would be the first step in ending local control of schools. Opponents also say that the cost of writing the tests could be $90 million or more. Last month, the White House and Congress reached a compromise that calls for a year of study to see if national tests are needed.

Do we need national tests?

(Selected from http://www.scholastic.com/juniorsc... archive/articles/97)

Sample 4

Domain : Oral Communication : Speaking

Competency : - Impart and seek information.

Situation

- **Individual work**
- **Limited time: Suggested time 10 minutes for the whole class to read the selection, 15 minutes to prepare the oral presentation, and 2 minutes for each student to deliver the oral presentation. Note: Students listening to the oral presentation could be filling out a checklist on each of the student presenters. In this way, they would be involved in active listening. If this is the case, the listening/speaking evaluation would be an integrated one.**

Directions: Based on the listening comprehension activity (about Raul Tapia), the students will be instructed to present themselves orally, and to detail their educational background and/or their work experience, and/or their scholastic activities to prospective college recruiters.

Sample 5 **Second Secondary - Humanities - First Foreign Language**

Evaluation Sheet

Domain : Written Communication : Reading

Competency : - Develop conprehension of printed discourse.

Situation:

- **Individual**
- **Limited time (Suggested time: 45 minutes)**

Directions: Read the internet article carefully, and answer the questions that follow:

AFRICAN CONFERENCE CALLS FOR END TO THE USE OF CHILDREN AS SOLDIERS

(22 April 1999, Maputo, Mozambique)—*The African Conference on the Use of Children as Soldiers closed today in Maputo, Mozambique, with a declaration demanding an end to the use as soldiers of children under 18 years of age and the rapid adoption of new international legislation to ensure respect for this standard. Olara Otunnu, the Special Representative of the UN Secretary-General for Children and Armed Conflict and Graca Machel, who prepared a report on the issue for the UN in 1996, both called for the swift adoption of an Optional Protocol to the Convention on the Rights of the Child to raise the international minimum age for recruitment and participation in armed conflict from 15 to 18.*

"This conference will mark a turning point in efforts to protect children from participation in armed conflict. I believe that African governments and civil society are united in their determination to put an end to this abuse of children."
Jo Becker
The Chair of the Coalition to Stop the Use of Child Soldiers

According to Jo Becker, the Chair of the Coalition to Stop the Use of Child Soldiers, "This conference will mark a turning point in efforts to protect children from participation in armed conflict. I believe that African governments and civil society are united in their determination to put an end to this abuse of children." She called upon the international community to increase significantly support for programs to prevent recruitment and demobilize and reintegrate child soldiers.

The African Charter on the Rights and Welfare of the Child already sets 18 as the minimum age for recruitment and participation in armed conflict but is not yet binding because not enough governments have become parties. Ms. Janat Mukwaya, the Ugandan Minister of Gender and Development working to promote the Charter, announced at the closing session that the two ratifications needed for its entry into force would be secured within a month, and that ten governments had indicated their intention to join over the coming months.

Mr. Forquilho Albino, himself a former child soldier and Coordinator of the National Ex-Child Soldier Project of Rebuilding Hope in Mozambique, called for long-term support for efforts to provide former child soldiers with education and help to overcome their suffering. "Before this conference, it was difficult to speak about the problems being faced by former child soldiers. We can now work together – civil society and government – to ensure that all children, especially those who have already participated in armed conflict, never again have to endure these terrible experiences." Rebuilding Hope is trying to identify all the former child soldiers in Mozambique as many were not formally demobilized following the peace accords in 1992.

More than 250 representatives of governments and civil society from 50 countries around the world participated in the conference, which adopted a powerful declaration that will be formally presented to the Organization of African Unity by the government of Mozambique. The conference, which was jointly organized by the International Save the Children Alliance and the Coalition to Stop the Use of Child Soldiers, as the first in a series of four regional conferences to be held in 1999. The remaining conferences will address the situation of child soldiers in Latin America (July), Europe (November) and Asia (October).

(Selected from http://www.hrw.org/campaigns/crp/maputo-pr.htm)

Answer the questions below based on the internet article.

1. Skim the article and identify the author's purpose.

_____

2. How does the situation in the article compare with the situation in Lebanon concerning children soldiers? Give one reason for your answer.

_____

_____

3. Identify two words that have a positive connotation and two words that have a negative connotation in the context of the article. Explain the meanings near each word.

_____

_____

_____

_____

Sample 6 **Second Secondary - Humanities - First Foreign Language**

Evaluation Sheet

Domain : Written Communication : Reading

Competenc : - Develop comprehension of printed discourse.

Situation:

- **Individual**
- **Limited time (Suggested time: 30 minutes)**

Directions: Read the following article carefully, and answer the questions that follow:

The Forgotten Letter

We Americans have forgotten how to write letters as a means of keeping in touch over long distances with people we care about. This is sad but not at all surprising. The principle cause for our shift away from letter writing can be summed up in two words: the telephone. The telephone has caused us to put away our pens and paper because it is generally more convenient and immediately gratifying for both the sender and the receiver. The end result has been that we are now reaching each other more quickly but not necessarily more effectively.

Most people prefer calling to writing because it takes less time. The American culture places a great emphasis on accomplishing things as quickly and efficiently as possible. So, it is not startling that we could place a ten-minute phone call to let a loved one know what is going on in our lives rather than spend an hour explaining details in a letter. In addition, telephoning is more convenient because there is less work involved. Left to choose between the more expensive one-step telephone call and the cheaper multi-step letter, the majority of us are willing to pay more for the convenience of talking on the phone.

Because a phone call is quicker and immediately gratifying, I'm afraid that we are beginning to forget the benefits of letter writing as a means of communication. A letter offers some advantages that a phone call does not. The writer can, for example, think carefully about what he wants to say. It gives him the chance to remember things he may forget in a spontaneous conversation. It also provides him with the time to organize his thoughts. Moreover, a letter can be kept and enjoyed several times.

In closing, our desire to give up letter writing for telephoning can be explained but should not be excused. Both means of communication are effective. However, if we lose the art of letter writing, we will lose part of our effectiveness to communicate with each other over long distances.

(Adapted from Coffey's *Communication Through Writing*, 1987)

Answer the following questions based on the article "The Forgotten Letter".

1. Identify the author's purpose in this article.

_____

_____

2. How are the ideas developed in this selection? Support your answer by providing examples.

_____

_____

_____

_____

3. Identify words that have positive connotations, and words that have negative connotations in this article.

_____

_____

_____

_____

Evaluation Sheet

Domain : Written Communication : Writing

Competencies : - Communicate using expressive, transactional and creative writing.
- Apply process writing skills

Situation:

- **Individual**
- **Limited time (Suggested time: 60min.)**

Directions: Based on the reading selection "African Conference Calls for End to the Use of Children as Soldiers", write a well-developed essay of four paragraphs (introduction, two body paragraphs and a concluding paragraph) for a local newspaper in Lebanon on one of the topics below following the suggested step procedure.

- Brainstorm for ideas and make a preliminary outline for yourself.
- Write the essay supporting your ideas from your readings and/or experiences.
- If you quote, summarize or paraphrase any information from the reading selection, and acknowledge the source.
- Re-read your essay and edit for any language errors.
- After you have finished your essay, fill out the following final topic outline for main and minor ideas.

Topic 1 Give the effects on children who participate as soldiers in war time.

Topic 2 Give the reasons why you think governments would want to use children during times of war.

Final Topic Outline

Thesis statement:_____

_____

_____

I. First Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

II. Second Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

Concluding Sentence _____

Sample 8 **Second Secondary - Humanities - First Foreign Language**

Evaluation Sheet

Domain : Written Communication : Writing

Competency : - Apply process writing skills.

Situation:

- **Individual**
- **Limited time (Suggested time: 60 min.)**

Directions: Based on the reading selection "The forgotten letter", write a well-developed essay of four paragraphs emphasizing *the importance of letter writing as a means of communication* as well as a means of *developing writing skills*. Follow the following suggested steps:

- Brainstorm for ideas.
- Fill out the following topic outline.
- Write the essay supporting your ideas from your readings and /or experiences.
- Revise your essay.
- Re-read your essay for language errors.

Final Topic Outline

Thesis statement _____

_____

I. First Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

II. Second Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

Concluding Sentence _____

DOMAIN	COMPETENCIES
Oral Communication: Listening & Speaking	• **Comprehend explicit information in spoken discourse.** (Identify main points in a lecture; summarize, outline, and/or paraphrase information.) • **Interpret information in spoken discourse.** (Relate information to past experience; synthesize details into one idea.) • **Impart and seek information.** (Deliver cause/effect presentations; clarify issues through providing measures and explaining consequences; compare and contrast issues and topics; explain lab experiments; report field observations; present speech from visuals.) • **Converse for various purposes with audience.** (Participate in social conversations; participate in professional conversations; present short commentaries; introduce other speakers; moderate discussions and debates.)
Written Communication: Reading & Writing	• **Develop comprehension of printed discourse.**(Interpret information in graphs, tables, diagrams, and charts; derive pertinent information from text.) • **Utilize reading strategies.** (Skim for main ideas and scan text for specific information.) • **Develop understanding of the linguistic features of printed discourse.** (Use prefixes, suffixes, and word stems to recognize and form words; classify words into semantic and topical categories.) • **Produce transactional writing.** (Report on laboratory work; define scientific terms; describe a process.) • **Develop the linguistic and stylistic qualities of good writing.** (Use the words, expressions, and structures appropriate for topic and task; use technical lexis for a variety of scientific situations; use grammatical components pertinent to scientific discourse.) • **Apply process writing skills.** (Apply prewriting, writing, and revising techniques (brainstorming, webbing, cubing, outlining, clustering, etc..); participate in peer and group writing and editing activities.) • **Demonstrate ability to tabulate scientific information.** (Draw graphs, charts, diagrams; construct tables.)

Sample 1 **Second Secondary - Sciences - First Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening

Competencies : - Comprehened information in spoken discourse.

- Interpret informaion in spoken discourse.

Situation:

- **Individual**
- **Limited time: (Suggested time: 30 minutes)**

Teacher reads (or plays a tape) the following selection.

Good evening and here's the news at six o'clock.

The Department of Health has released today the results of two nation-wide studies which indicate that 10 percent of the surgical procedures performed every year in the United States are unnecessary. The report claims that unnecessary surgery causes 11,000 deaths per year and adds $3 billion to the annual cost of health care in America. According to the Department's study, an oversupply of surgeons and hospital beds, as well as the present system of hospital reimbursement, encourages excessive surgery. Proportionately, about twice as much surgery is performed in the United States as in England.

In response to the problem, the Department of Health has begun a program of asking all patients to get a second opinion before undergoing elective or non emergency surgery.

A spokesperson for the American Medical Association called the government figures about unnecessary surgery "terribly exaggerated" and opposed any call for mandatory second opinions.

(selection from Karant, Priscilla, *Headlines*. New Jersey, Prentice-Hall,Inc., 1982, p.135)

Directions: Listen to a news item on an American television station, then answer the following questions.

1. Summarize the main ideas in the news item in a few sentences of your own.

_____

_____

_____

_____

2. Write a few sentences on how you would like to see the medical system in Lebanon improved?

_____

_____

_____

_____

Sample 2 **Second Secondary - Sciences - First Foreign Language**

Evaluation Sheet

Domain : Oral Communication : Listening

Competencies : Comprehened explicit information in spoken discourse .
- Interpret information in spoken discourse.

Situation:

- **Individual**
- **Limited time: (Suggested time: 30 minutes)**

Students listen to the following conversation:

Interviewer: Do you think you'll enjoy life more after you leave school?
Angela: Oh, yes, I'm sure I will. But I know it won't be easy.
Interviewer: Why is that?
Angela: Well, I'll have to start thinking about a career.
Michael: Yes, I am sure life will become more complicated.
Interviewer: Will you have to leave home as soon as you leave school?
Michael: No, but I'd like to leave home as soon as I can.
Interviewer: What about you Angela?
Angela: Well, it depends. I won't have to leave home. But if I go to university, I won't live at home anymore. I will live on campus.
Michael: Yes, most people leave home when they go to university.
Interviewer: Do you think you'll get a better job if you go to university?
Michael: No, I don't think so. Of course, it depends on what you want to do. But I know a lot of university graduates who can't find jobs because they have had no training professionally.
Angela: Yes, that's right. It's no good having a university degree in something like Philosophy, and then expecting to find a job in industry.
Michael: But you need some qualifications. I mean, if you leave school at sixteen, it'll be very difficult to get a good job.
Interviewer: So, you do have to pass some exams.
Angela: Yes, and of course you won't get a place in a university unless you pass your exams.
Michael: That's true.

(adapted)

Directions: Listen to the following conversation about education and job opportunities, then answer the following Questions.

1. Summarize the main ideas in the selection in a few sentences of your own.

_____

_____

_____

_____

2. How important do you think a university education is in Lebanon?

_____

_____

_____

_____

Sample 3 **Second Secondary - Sciences - First Foreign Language**

Evaluation Sheet

Domain : Oral Communication : Speaking
Competency : - Impart and seek informatiom.

Situation:
- **Individual**
- **Limited time: (Suggested time: 15 minutes to read article, 15 minutes for each student to prepare a three minute oral presentation).**

Directions: Carefully read the following article on "Should Human Cloning Be Allowed?" and do the two assignments below.

1. Prepare a review of the following internet article which you will present orally for two minutes to your classmates.
2. After you have reviewed the article, give the causes why some people would favor cloning of humans and explain the consequences if human cloning were practised in Lebanon.

SHOULD HUMAN CLONING BE ALLOWED?

In January, a Chicago scientist named Dr. Richard Seed made a startling announcement. He wanted to be the first to clone human beings. Cloning, which means creating an exact genetic replica of another living being, has been done only with animals. A sheep named Dolly was created by cloning last year. But cloning has never been used to create a human being. Seed's announcement set off a storm of debate. Until now, every human being has been created by combining the genetic material of one man and one woman. This makes each person an original creation.

A human clone, however, would not be an original. Instead, it would be an exact copy of just one person's genes. Would the clone be uniquely human the same way that other people are? Furthermore, do we have the right to play God by creating clones?

After Seed's announcement, 19 European countries signed a ban on human cloning. In the U.S., President Bill Clinton urged Congress to act quickly in passing a law to postpone the cloning of human beings.

An ABC News poll reported that 87 percent of people in the U.S. oppose the cloning of human beings. So does Ian Wilmut, one of the scientists who cloned Dolly. "I personally could not see any reason we would want to copy a person," said Wilmut.

Other people say that cloning should be allowed, but only in certain circumstances. Harold E. Varmus, director of the National Institutes of Health, says: "Maybe there are some situations in which we would find it ethical."

What do you think? Should human cloning be allowed?

Sample 4 **Second Secondary - Sciences - First Foreign Language**

Evaluation Sheet

Domain : Oral Communication : Speaking
Competency: - Impart and seek informatiom.

Situation:
- **Individual**
- **Limited time: (Suggested time: 15 minutes to read article, 15 minutes for each student to prepare a three minute oral presentation.)**

Directions: Read the following selection carefully and do the assignments below.
1. Prepare a summary of this essay and present it orally to your classmates.
2. Review the article closely and give the causes why people suffer from such symptoms.

The First Twenty- Four Hours.

I hate the first twenty-four hours of a bad cold. Anyone who has said, "Oh, you just have a little cold !" must never have suffered from its aches and pains. To sum it up, when I have a bad cold, I hurt. Even though I am buried under four or five blankets, my feet feel like ice. Rippling up and down my legs, stomach, and arms are hundreds of little goose bumps. They cause me to shake and feel chilly even though inside I feel as if I am burning up. Every muscle in my body, from my feet to my head, aches. It is that terrible dull pain that is constantly there even if I don't move a finger. If I try to ignore my body aches, I am then reminded of my cold by the jabbing pain I feel in my throat when I swallow. The most aggravating part of the cold, however, occurs from my neck up. My head not only hurts, it is messy. I am always sneezing, coughing, blowing my nose, and wiping my watery eyes. It seems as if the plan is to keep a person so busy blowing and wiping that she will forget being sick. It doesn't work. So there I lie too sick to move. My doctor doesn't want to see me because what I have "isn't serious". My co-workers and friends don't want to see me because I "might be catching." Who can blame them? I'd give anything not to be around my self during those first twenty-four hours.

Sample 5 **Second Secondary - Sciences - First Foreign Language**

Evaluation Sheet

Domain : Written Communicatin: Reading

Competency : - Comprehened information in printed discourse.

Situation:
- **Individual**
- **Limited time: (Suggested time: 45 minutes)**

Directions: Carefully read the following text and answer the questions that follow:

CONTROL YOUR HUNGER PANGS AND LOSE WEIGHT

Dieting can be like holding your breath: eventually you have to say uncle. Then, like catching your breath, you're doomed to inhale nearly every scrap of food in sight.

Curiously, we have trained ourselves to wait for hunger, to endure hunger, even to enjoy hunger. But hunger is the No. 1 saboteur of the best-laid weight-control plans I know. Recently, I deliberately gained almost 20 pounds to test weight-control strategies. Putting the weight on was easy. But when I got serious about losing it, I was alarmed that my weight continued to soar – even though I was eating low-fat foods.

Eventually I lost the weight. And the key to keeping the pounds off was learning to control my hunger. The following are proven hunger-cutting techniques that just may help you.

1. *Get off the sugar roller coaster.* When I was trying to reduce my weight, a local baker came out with a low-fat coffee cake. I took one bit and said, "Wow! This tastes awesome! I bet I could eat the whole thing." And then I did.

But I was soon overcome with uncontrollable cravings. That's because the sugar in the coffee cake caused my blood glucose level to spike, then fall. This sent a signal to my brain that my body needed more energy, more food. It was a vicious cycle.

You might say, "Hey, I don't eat that much sugar." And that's the trap. Even savvy, weight-conscious consumers eat hundreds of foods that rapidly convert into glucose. Surprisingly many of them are the highly over-promoted complex carbohydrates.

Whole grains are terrific, but bagels and other refined starches – cream of wheat, instant rice and potatoes, and white-flour pasta – should be struck off the grocery list of anyone trying to lose weight. These foods are quickly converted by the body into simple sugars, ultimately triggering hunger.

In one revealing study, a group of participants was given whole-wheat bread on one occasion and white bread on another. Both times the participants were told to eat until they were full. The group consumed far fewer calories when they ate the whole-wheat bread, and yet were as satisfied as when they ate the greater amount of white bread. Why? One likely reason is that the white bread broke down into sugar more quickly and caused more hunger. The other reason brings us to the next point.

2. *Fill up with fiber.* Fiber, derived from plants, is classified as soluble or insoluble. Both types are beneficial. Soluble fibers dissolve in water, and so they soak up liquids. Insoluble fibers do not dissolve in water, though they assist in moving waste through the body.
Soluble-fiber foods are among your most important weapons against hunger. When water and soluble fiber mix in the gut, the stomach and small intestine expand, sending satiety signals that shut off further eating. That's why the experimental subjects were satisfied with fewer calories when they ate whole-wheat bread than when they consumed white bread, which has the fiber refined out of it. The more fiber you load up on early in the day, the more effectively you may kill hunger – and impulse eating – into the evening hours, where it counts the most. Especially useful are the high-soluble-fiber foods, such as beans of all kinds, some high-fiber cereals, pumpernickel bread, oat bran, cabbage and Brussels sprouts.

From "Dr. Bob Arnot's Revolutionary Weight Control Program
Reader's Digest, June 1997

Answer the following questions based on the reading text you have just read.

1. In your own words, what is the main idea of the selection?

_____

_____

2. In your own words, what are the two main ways to lose weight?

_____

_____

3. List five foods that are bad for dieting and five that are good for dieting according to the selection.

Good for Dieting	Bad for Dieting

Sample 6 **Second Secondary - Sciences - First Foreign Language**

Evaluation Sheet

Domain: Witten Communication: Reading

Competency : Develop comprehesion of printed discourse.

Situation:

- **Individual**
- **Limited time: (Suggested time: 30 minutes)**

Directions: Read carefully the following passage and answer the questions that follow:

Transferring Western Technology to Developing Nations

During the 1980's, unemployment and underemployment in some countries have been as high as 90%. Some countries do not produce enough food; basic needs in housing and clothing are unmet. Many of these countries look to the industrial processes of the developed nations for solutions to these problems.

But the problems are not always solved this way. The industry of the developed nations is highly automated and very expensive. It provides fewer jobs than un-automated industrial processes, and highly skilled workers are needed to maintain and repair the equipment. These workers must be trained, but many nations do not have the necessary training institutions. Thus, the cost of importing industry becomes higher. Students must be sent abroad to receive vocational and professional training. Often, just to begin training, the students must first learn English, French, German, or Japanese. The students then spend many years abroad, and some do not return home.

All nations agree that science and technology should be shared. However, countries adopting the industrial processes of the developing nations need to look carefully at the costs. Many of these costs are hidden. Students from these nations should study the problems of the industrialized countries closely. With care, they will take home not the problems of science and technology, but the benefits.

(adapted)

Answer the following questions based on the passage you have just read.

1. What is the main idea of this selection?

_____

_____

_____

2. What are the two main points in which developing countries differ from developed nations?

_____

_____

_____

_____

3. In your own words, what solution is offered to bring developing nations up to speed ?

_____

_____

_____

_____

Sample 7 **Second Secondary - Sciences - First Foreign Language**

Evaluation Sheet

Domain : Written Communication : Writing

Competencies: - Produce transactional writing
- Apply process-writng skills

Situation:

- **Individual**
- **Limited time: (Suggested time: 60 min.)**

Directions: Write a well-developed essay of four paragraphs (introduction, two body paragraphs and a concluding paragraph) for your classmates on one of the topics below following the suggested step procedure.

- Brainstorm for ideas and make a preliminary outline for yoursel.
- Support your ideas from your readings and/or experiences.
- If you quote, summarize or paraphrase information from the reading text " Control your Hunger Pangs and Lose Weight", acknowledge the source.
- Fill out the following final topic outline after you have finished the essay for main and minor ideas.
- Re-read your essay and edit for any language errors.

Topic 1 Dr. Bob Arnot in the article actually mentioned six ways one can use to control weight. Give two more ways you think he might have discussed.

Topic 2 Give advice to a friend who is very fat on how best to lose weight. Keep in mind that your friend has exams in a few weeks.

Final Topic Outline

Thesis statement _____

_____

I. First Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

II. Second Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

Concluding Sentence _____

Sample 8 **Second Secondary - Sciences - First Foreign Language**

Evaluation Sheet

Domain : Written Communication : Writing

Competencies : - Produce transactional writng.
- Apply process-writing skills.

Situation:
- **Individual**
- **Limited time: (Suggested time: 60 min.)**

Directions: Write a well-developed essay of four paragraphs (introduction, two body paragraphs and a concluding paragraph) for your classmates on one of the topic below following the suggested step procedure.
- Brainstorm for ideas and make a preliminary outline for yourself.
- Support your ideas from your readings and/or experiences.
- If you quote, summarize or paraphrase information from the reading text.
- "Transfering Western Technology to Developing Nations", acknowledge the source.
- Re-read your essay and edit for any language errors.

Topic : Advise a friend of yours who is leaving Lebanon to a developed nation to study or train, on the best ways to use his/her science and technology, and on the benefits that they will have for the future in Lebanon.

Final Topic Outline

Thesis statement _____

_____

I. First Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

II. Second Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

Concluding Sentence _____

DOMAINS	COMPETENCIES
Oral Communication : Listening & Speaking	• **Comprehend explicit information in spoken discourse.** (Identify main ideas and supporting details; formulate questions relating to main ideas and supporting details; take notes; summarize, outline and paraphrase information; chart information using graphic organizers.) • **Interpret information in spoken discourse.** (Infer, predict, and draw logical conclusions; recognize multiple point of view; relate tone, stress, and intonation to the purpose of what is heard; discriminate between argumentative and expository modes.) • **Demonstrate and expand linguistic competence.** (Identify key terms; indicate the manner of theme development; recognize deviation from standard English; classify formative language; identify modes of development; determine formal/informal, standard, non-standard, literal/figurative use of English.) • **Impart and seek information.** (Contribute to brainstorming activities; give a speech; defend a point of view; report findings of research; ask questions debate others' opinion; comment on speakers' argument and style.) • **Use appropriate socio-linguistic rules.** (Participate in social conversations; participate in professional conversations; make polite interruptions for expressing own observations; show awareness of purpose audience, contextual and cultural aspects; participate in scientific defensive discourse.) • **Carry out transactions using oral language.** (Participate in discussions; express ideas; participate in and lead debates; suggest alternatives and fill in information gaps.) • **Demonstrate ability to use verbal and non-verbal communication to convey message.** (Recite poems with awareness and rhyme; tell stories and demonstrate scenes with proper use of tone, intonation, stress and body language.)

DOMAINS	COMPETENCIES
Written Communication: Reading &Writing	•**Develop literal and interpretive comprehension of printed discourse**. (Identify main ideas and issues; determine implied meaning; explain terms relevant to area of study; relate content to previous knowledge; explain tone, mood, and attitude; infer, predict and draw logical conclusions.) •**Utilize reading strategies**. (Scan to locate specific information; skim text for the gist or main idea; vary reading rate, identify contextual clues that help explain message; identify problems and suggest solutions.) •**Demonstrate awareness of linguistic and organizational features of a text**. (Recognize and explain the meaning of dialect forms, archaic words, technical language; recognize nuances in meaning of words; show awareness of various text structures; identify elements of coherence and unity.) • **Produce expressive, transactional, and creative writing.** (Write about personal experience; produce different modes of writing; write an objective report; rewrite a story; relate text to personal experience; write a critical report.) •**Develop the linguistic and stylistic qualities of good writing**. (Write from a prompt; choose words for maximum effect; maintain coherence; develop main idea; sustain thematic unity; publish material in school journal; use a variety of grammatical constructions and sentence lengths.) •**Apply process writing skills**. (Apply prewriting, writing, and revising techniques (brainstorming, webbing, cubing, outlining, clustering, etc..); participate in peer and group writing and editing activities.)

Evaluation Sheet

Domain: Oral Communication: Listening / Speaking
Competenies: -Interpret information in spoken discourse.
-Impart and seek inforamtion.

Situation:
- **Individual**
- **Limited time: (Suggested time 60 minutes)**

Read the following speech to the class, using the proper stress and intonation. It is one of those early speeches made by Lebanese Premier Riad Solh when Lebanon earned its National Independence. Remind students that they will have to listen carefully as the speech will be read to them twice.

Transcript:

We shall learn how to live with Freedom after we have learned how to die for it. Remember Mayssaloun, we were all marching to our death for honor, for pride, for freedom. But no one ever bore in mind: for a better life, a happier life, or a more productive use of Arab skills and intelligence. No, it was all revenge on history and the brilliant past revisited.

We were defeated at Mayssaloun and we had to start all over again. But as of today we are free men in a free country. The time has come for us to dump that syndrome of defeated people in perpetual anger. This land is not only fit for angry heroes, there should be enough room for happy human beings, too.

It should flow with contentment, serenity, joy, and prosperity as well as justice, equality, dignity, and culture. . . .

Being a citizen of an independent country does not always make you a free man. Only human rights and democracy do. But those blessings do not become effective by decrees only, they should be implemented by all the shareholders, you the people. The People of Lebanon more than others, with its multiple ethnic and religious groups, should always keep in mind that fraternity without equality will remain an empty word. The true cement is democracy and the ballot box will remain our best friend: free to choose, free to change. A far better way to soothe our anger than the officers' tank. Ultimately a popular uprising will always be safer than a take-over by a few. . . . Believe me there is no such a thing as pawning your freedom and your rights for safety, order, and stability. It will take bloodshed to take them back.

- ALIA SOLH -
(Adapted from *Arabies Trends* / THE ARAB CENTURY, pp. 26, 28)

Directions: Listen to an early speech made by Lebanese Premier Riad Solh when Lebanon earned its National Independence. See that you listen carefully as the speech will be read to you twice, and then answer the following questions:

1. In what specific sense did Premier Solh envisage Lebanon as a free country with free citizens?

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2."A popular uprising will always be safer than a take-over by a few." What exactly did Premier Solh mean by saying this? With what tone did he address his audiences?

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Read Premier Solh's speech once more to the class, and then ask the students to prepare their oral presentations.

Directions: In his speech, Premier Solh considers that "a popular uprising will always be safer than a take-over by a few." Suppose you disagree with Solh on this specific point. Have 10 minutes to prepare your counter-argument and then make a 2-3 minute oral presentation of it in front of your classmates.

Sample 2 **Third Secondary – Humanities - First Foreign Language**

Evaluation Sheet

Domain: Written Communication: Reading / Writing
Competencies: - Develop literal and interpretive comprehension of printed discourse.
- Demonstrate awareness of linguistic and organizational features of a text.
- Produce expressive, transactional, and creative writing.

Situation:
- **Individual**
- **Limited time: (Suggested time 50 mins. for session 1 & 50 mins. for session 2)**

Read the following article, in which the writer sheds lights on a pioneer figure in Lebanon's political history, her father, Premier Riad Solh, when Lebanon earned its National Independence. Make sure that, as you read, you follow closely the thematic thread that the writer develops. When you are through, answer the questions that follow.

RIAD SOLH:

Man who made Lebanon a regional model for democracy, culture, and prosperity.

Freedom my love
I died for thee
I would have loved to live
more for thee

- Riad Solh -

This is the epitaph that Riad would have had on a small white grave by the sea near his "friend" the Imam (Imam al-Auza'i, an eminent 8th century Muslim scholar who, in the name of Islam, protected the Christians of Lebanon against the ill-treatment of the Abbasid governor of the region).

But the people of Lebanon had decided otherwise: another grave, another epitaph altogether. They were paying a farewell tribute to the man who gave them a new vision and a new taste of life, who taught them that dreams had no walls and that through freedom alone they could make them come true.

By public subscription from the poorest to the wealthiest, the nation raised a mausoleum with the inscription:

To Riad Solh
from the grateful nation.
1898-1951

* * *

"Beware of the misbehaving Freedom, it will either disintegrate into chaos or be dismantled by a dictator in the name of order." This ominous warning was uttered by Riad Solh on Day 1 of Independent Lebanon, more than half a century ago. . . .

Riad Solh would count the blessings of Independent Lebanon for hours on end. He was very protective of that new-born independence for fear it is misused or abused. Freedom was his first and everlasting love. His quest for it started years and miles away.

The time: a sunny day of the year 1908
The place: Salonica in Greece

A few youngsters running along the beach, screaming joyfully: Missolonghi, Missolonghi. That was the name of the game, the very popular one among Greek boys at that time. It aped the famous battle between Greek freedom fighters and the Turks. But before starting their fake battle, the boys were already fighting over who played what role. The highly coveted one was that of the famous Greek freedom fighter, the hero who defended Missolonghi in 1823. Botzaris the brave.

Among the boys were two newcomers, Riad and Ahmad the sons of the newly appointed Ottoman governor to Salonica, Rida Solh. At a glance the two Solh boys grasped the rules of the Greek game. Leaving the other boys to their precast battle, Riad grabbed the wooden swords awaiting the young warriors and proclaimed himself Botzaris the Great.

"You cannot be Botzaris," said a Greek boy, "you are the son of the Ottoman governor?"

"Well, I'll be Kapitan Pacha, the Turkish admiral who in the end had beaten you all," replied the governor's son.

"You cannot be that either. My father told me that you Arabs are no rebels, no fighters, no heroes. You serve under the people who have stolen your countries and your freedom."

Our Arab boy did not quite understand the Greek child's words, but he surely felt them deep in his flesh and soul as a disgrace and had an irresistible urge to react. He took his younger brother's hand and jumped into the sea to drown all the wooden weapons.

The angry Greek boys followed them and the battle ended in a tragedy which was to become a turning and decisive moment in Riad's life. His beloved brother Ahmad drowned and his little body buried forever in the alien grave of Salonica.

Riad's first revolt was against his father, but Rida Solh explained to his broken-hearted son that despite the Greek boy's words, for generations on end his forbears were Arab freedom fighters, but unfortunately fighting is not always rewarded with freedom; it is often punished with more repression. The new strategy was to infiltrate the structures of the Ottoman Empire and break them from within to emancipate the Arab provinces.

A few months later, the governor took his son to Istanbul to meet the Ottoman Sultan. The ruler, who knew the boy and was quite fond of him, greeted him gently and lifted him to his lap.

Being seated there on the lap of the mighty Sultan, surrounded by the glitters and gilt of the imperial palace, in short on top of the world, Riad, the little Arab boy, felt that nothing yet mattered to him, but the fact that he could not be "Botzaris," a hero not even in mock battles.

As the officer brought the coffee tray, at a glance Riad decided to avenge his brother's death and his people's shame. He pushed the tray as an awkward move and the boiling coffee splashed about, burning the Sultan's hands and staining his studded sword. The stain on the sword was the good omen. This was all the little boy could do at that age and in this place. The only arm in his possession was the cup of boiling coffee and he used it. It didn't occur to him that he had no choice but to remain silent and obedient. He was not seeking an alibi but an action. It was his first act of rebellion. Thus he became the youngest freedom fighter ever.

From the Sultan's lap, Riad marched to his own freedom and to that of the Arab world. He fathered the independence of Lebanon and became an active member of all liberation movements from Waters to Waters, that is, from Morocco on the Atlantic Ocean to Iraq on the Arabian Gulf.

After the impromptu in the Sultan's Seraglio, he threw a bomb on the Turkish Wali's carriage at age thirteen; at age sixteen he was sentenced by an Ottoman court to be hanged with his father ex-governor and ex-member of the Ottoman Parliament. The sentence was later commuted to life imprisonment in Anatolia. Until November 22nd 1943, when Riad Solh came back from his last jail in Rachayya, a free man to a free country, he had already collected from Turkish and French authorities five death sentences, a dozen life terms, and tremendous hardships like hiding in forests and caves weeks on end, escaping in a fisherman's boat and on a cattle train.

He had it all except resting in a rose garden surrounded by his daughters. But in the end he had fulfilled his childhood dreams, succeeding where his ancestors, and even Botzaris the Great himself, had all failed. He had even succeeded with a bonus: Lebanon was not only independent in 1943, it became the very first Arab country to accede to independence. It was not an easy task, because at that time the country was labelled the weakest, the least homogeneous, the most precarious of them all. . . . Lebanon should always lead the way with all the blessings conferred on free souls. Free Lebanon became the platform for all liberation movements in the Arab world in Riad Solh's time and after his death. His legacy was "Lebanon, free country, also Freedom country."

He wanted to humanize the notion of freedom: from a passion to a blessing, from a projective fiery quest to a lively multi-faceted way of life. For there is a tremendous difference between freedom as a missing object you have to battle for and freedom at hand which you have to handle knowingly for fear of losing it again by misuse or abuse.

Knowingly means not to live beneath it because you ignore the protection of human rights; not to step over it because you dismiss democracy as codified freedom, which makes it accessible to everyone: seen by the blind, heard by the deaf, obeyed by the mighty, and open to the outcast but closed to the outlaw.

With enthusiasm the people of Lebanon followed Riad Solh in his dream of making Lebanon the pilot country in the region for democracy, culture, and prosperity by keeping the windows widely open to ideas, to research and creativeness. Beirut would become little Baghdad in the days of al-Amin, the scholar-philosopher caliph; little Damascus in the days of Abdul Malik, the builder caliph; little Grenada at all times with its innovative taste, beauty, and joy.

For this pilot country and hence for the Arabs, Riad's dreams had no walls. Living then in Lebanon was a sort of ascent to a better quality of life, a higher self esteem – the two promoters of achievement and progress. Lebanon was described as little America, the golden land, where all neighbors or otherwise wanted to be. . . .

Suddenly, however, came the end of joy and Freedom. Too much of a good thing and Riad was no more: he was assassinated on one of those roads to freedom away from home. He would have repeated what he had always said: "Dreams have no walls, but freedom should have a roof woven with yarns of rules, laws, and ethics."

Was Riad – Knight of Freedom – the hero of the useless? Not as long as there are free men on earth. And freedom fighters in the South, who decided to die for freedom, took up the torch; they will hand it to their sons who will one day open Riad's book and learn again how to live with freedom.

- ALIA SOLH -

(Adapted from *Arabies Trends* / THE ARAB CENTURY, pp. 26-27)

1. **The above article surveys three major landmarks in Premier Solh's life and political career. Incorporate these in a *topic outline* that also includes the subpoints that would go under these major headings.**

2. **The writer points out that her father's legacy was "Lebanon, free country, also Freedom country." What does the writer mean by this? Explain with specific evidence from the text.**

3. **The repetition of the idea that "dreams have no walls" seems to have helped unify the article in a coherently organized line of thought. Explain how.**

4. In the article, we read that "democracy as codified freedom . . . makes it accessible to everyone: seen by the blind, heard by the deaf, obeyed by the mighty, and open to the outcast but closed to the outlaw." What exactly do you think the writer wishes to say here?

Consider the scene in the Riad Solh reading text where young Riad and his brother Ahmad got involved in a dispute and then in a fight with the group of Greek boys, leading to Ahmad's death. Rewrite the scene in stage-script form including relevant stage directions (as might appear on the pages of a printed play).

Sample 3 **Third Secondary – Humanities - First Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening / Speaking
Competencies: - Comprehend explicit information in spoken discourse.
- Interpret information in spoken discourse.
- Impart and seek information.

Situation:
- **Individual**
- **Limited time: (Suggested time 60 minutes)**

Read the following selection to the class, using the proper stress and intonation. It is adapted from the Declaration of American Independence (as drafted by Thomas Jefferson, third president of the U.S.A. and one of the forefathers of American Independence). Remind students that they will have to listen carefully as the text will be read to them twice.

Transcript:

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organising its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and, accordingly, all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But, when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies, and such is now the necessity which constrains them to alter their former systems of government. . . .

We, therefore, the representative of the United States of America, in general Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be free and independent states; that they are absolved from all allegiance to the British Crown, and that all political connection

between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And, for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

(Selected from the *Declaration of American Independence*)

- THOMAS JEFFERSON -

Directions: Listen to a selection from the *Declaration of American Independence* (as drafted by Thomas Jefferson, third president of the U.S.A. and one of the forefathers of American Independence). See that you listen carefully as the text will be read to you twice, and then answer the following questions:

1.Explain the theory of "government" which is being put forward in this document.

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2. On what "truths" does Jefferson establish the claim of the American colonies for independence? Why are these "truths" said to be self-evident?

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3. **What kind of sanctions are claimed at the beginning and end of the listening text in support of Independence?**

4. **What purpose does Jefferson achieve in the transition from "right" to "duty" in relation to a people's endeavor to "throw off a despotic government"?**

5. **Pick examples from the listening text to illustrate the use made of (a) legal and (b) religious terminology.**

Read the selection from Jefferson's Declaration of American Independence once more to the class, and then ask the students to prepare their oral presentations.

Directions: Imagine you are an envoy of the British Crown commissioned to invalidate the American separatists' claims for independence, and convince them in effect that their move does not in any way serve their general welfare. You meet with their representative and soon the two of you are engaged in a debate over the issue. Have 10 minutes to prepare your counter-argument and then make a 2-3 minute oral presentation of it in front of your classmates.

Evaluation Sheet

Domain: Written Communication: Reading / Writing
Competencies: - Develop literal and interpretive comprehension of printed discourse.
- Produce expressive, transactional, and creative writing.

Situation:
- **Individual**
- **Limited time: (Suggested time 50 mins. for session 1 & 50 mins. for session 2)**

Read the following article, in which the writer sheds lights on Martin Luther King, noted Black leader of the civil-rights movement in the United States – who paid his life as a high price for a noble cause. Make sure that, as you read, you follow closely the thematic thread that the writer develops. When you are through, answer the questions that follow.

Martin Luther King:

A man who had a dream

The Reverend Martin Luther King did not die in vain when he was shot dead by a sniper at a motel in Memphis, Tennessee, in 1968. Yet at the time many thought he had.

In American Blacks' struggle for rights and dignity, he was the great advocate of non-violence. Yet the murder provoked mobs to riot, burn, loot and kill across the land. The civil-rights movement had suffered a great double blow: not just the death of its leader, but the reaction to it. Almost everybody agreed on that.

Almost everybody was wrong. King proved to be worth even more to his cause dead than alive. His influence had been on the wane since it peaked with his famous "I Had a Dream" speech to 200,000 demonstrators in Washington five years earlier, when he called, in the mesmerising cadences of a southern preacher, for his country "to live out the true meaning of its creed: We hold these truths to be self-evident, that all men are created equal."

Yet since then King and his wing of the civil-rights movement – the Southern Christian Leadership Conference – had lost influence everywhere except in the old South.

Southern blacks remained thankful for the gains that he and other activists, mostly committed Christians, had won for them. And those gains were big. Though slavery ended in 1865, 80 years later blacks in the South still could not use the same water fountains, public (or petrol-station) lavatories, restaurants or hotels, as whites. Nor attend the same schools. Even buses, churches, beaches, playgrounds and – nationwide – baseball and the army were segregated. Yet by the mid-1960s these barriers were going or were gone, and Congress was being strong-armed by President Lyndon Johnson to pass the landmark Voting Rights Act of 1965.

Blacks elsewhere, especially in the inner cities, were less impressed. Many were the children of migrants from the South. But they had not themselves met much overt discrimination. They were more aggrieved at being stuck in slum housing and low-paid, low-status jobs. Their political consciousness and expectations raised by the civil-rights struggle, they provided a ready audience for the sort of radicals who scorned King's "Uncle Tomism" – firebrands like Stokely Carmichael, populariser of "black power," or the Black Panthers' Bobby Seale.

King's murder did not rout the radicals, but it gave moderates a martyr far more inspiring than Malcolm X, the black separatists' alternative. King's vision of an integrated America, "the beautiful symphony of brotherhood," encompassed white, black and (which means most American blacks) all shades in between. His oratory, captured on tape, inspires still. As his widow says, his ideas are now "mainstream" and "deeply embedded in the very fabric of America."

But they are not uncontroversial. King dreamed of a nation where people are judged not "by the color of their skin but the content of their character." Many American blacks today celebrate their distinctiveness. And not just the followers of Louis Farrakhan, whose Nation of Islam took the "million-man march" into Washington in 1995. At elite colleges, many black students prefer to eat at separate tables from whites, and make a point of dressing differently and talking among themselves in a dialect that Californian sociologists call "ebonics." For them, even inter-racial socialising, let alone inter-racial dating, is taboo.

This worries many whites, especially those who marched side by side with King's activists. Isn't it just the color bar revived, they ask? No. Segregation enforced is one thing, chosen another. But it is no road to the integration of King's dream. Time will show whether "equal and separate" is a wiser one.

- Anonymous -
(*The Economist*, December 31, 1999, pp. 52-53)

1."The Reverend Martin Luther King did not die in vain when he was shot dead by a sniper at a motel in Memphis, Tennessee, in 1968. Yet at the time many thought he had." How does the writer elaborate on these two views? Explain.

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2. In the third paragraph, the writer refers to King's famous 1963 speech "I Had a Dream" in Washington. What, in the light of the present reading text, do you think King might have said in that public address? Answer in brief.

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3. In the last paragraph, King's activists worriedly ask, "Isn't it just the color bar revived?" The immediate answer is a firm "No. Segregation enforced is one thing, chosen another." Then in the concluding sentence of the text we read, "Time will show whether 'equal and separate' is a wiser one." How do these three views relate to King's struggle against segregation? Explain in brief.

The main issue in the Martin Luther King reading text seems to be focused on the view that "we are all created equal." Many people endorse this opinion, but there are others who believe that if everybody were equal to everybody else, life would undoubtedly lose its luster and vitality. Write a 4-5-paragraph argumentative essay on how you envisage the concept of equality among people. Support your point(s) of view with reasonable justification. [You may first need to shed lights on the set of basic rights shared by all mankind, and then show how the other rights are "earned" by people through different means.]

Sample 5 **Third Secondary – Humanities - First Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening / Speaking
Competencies: - Comprehend explicit information in spoken discourse.
- Interpret information in spoken discourse.
- Carry out transactions using oral language.

Situation:
- **Individual**
- **Limited time: (Suggested time 60 minutes)**

Read the following selection to the class, using the proper stress and intonation. It is the story of Pygmalion and Galatea, a myth of love told by Ovid, a gifted ancient poet and storyteller – and retold here by Edith Hamilton, a noted authority on classical Greek and Roman mythology. Remind students that they will have to listen carefully as the text will be read to them only once.

Transcript:

A gifted young sculptor of Cyprus, named Pygmalion, was a woman-hater. "Detesting the faults beyond measure which nature has given to women," he resolved never to marry. His art, he told himself, was enough for him. Nevertheless, the statue he made and devoted all his genius to was that of a woman. Either he could not dismiss what he so disapproved of from his mind as easily as from his life, or else he was bent on forming a perfect woman and showing men the deficiencies of the kind they had to put up with.

However that was, he labored long and devotedly on the statue and produced a most exquisite work of art. But lovely as it was, he could not rest content. He kept on working at it and daily under his skillful fingers it grew more beautiful. No woman ever born, no statue ever made, could approach it. When nothing could be added to its perfections, a strange fate had befallen its creator: he had fallen in love, deeply, passionately in love, with the thing he had made. It must be said in explanation that the statue did not look like a statue; no one would have thought it was ivory or stone, but warm human flesh, motionless for a moment only. Such was the wondrous power of this disdainful young man. The supreme achievement of art was his, the art of concealing art.

But from that time on, the sex he scorned had their revenge. No hopeless lover of a living maiden was ever so desperately unhappy as Pygmalion. He kissed those enticing lips – they could not kiss him back; he caressed her hands, her face – they were unresponsive; he took her in his arms – she remained a cold and passive form. For a time he tried to pretend, as children do with their toys. He would dress her in rich robes, trying the effect of one delicate or glowing color after another, and imagine she was pleased. He would bring her the gifts real maidens love, little birds and gay flowers and the shining tears of amber Phaëthon's sisters weep, and then dream that she thanked him with eager affection. He put her to bed at night, and tucked her in all soft and warm, as little girls do their dolls. But he was not a child: he could not keep on pretending. In the end he gave up. He loved a lifeless thing and he was utterly and hopelessly wretched.

This singular passion, however, did not long remain concealed from the Goddess of Passionate Love. Venus was interested in something that seldom came her way, a new kind of lover, and she determined to help a young man who could be enamored and yet original.

The feast day of Venus was, of course, especially honored in Cyprus, the island which first received the goddess after she rose from the foam. Snow-white heifers whose horns had been gilded were offered in numbers to her; the heavenly odor of incense was spread through the island from her many altars; crowds thronged her temples; not an unhappy lover but was there with his gift, praying that his love might turn kind. There too, of course, was Pygmalion. He dared to ask the goddess only that he might find a maiden like his statue, but Venus knew what he really wanted – and as a sign that she favored his prayer, the flame on the altar he stood before leaped up three times, blazing into the air.

Very thoughtful at this good omen, Pygmalion sought his house and his love, the thing he had created and given his heart to. There she stood on her pedestal, entrancingly beautiful. He caressed her and then he started back. Was it self-deception or did she really feel warm to his touch? He kissed her and felt her lips grow soft beneath his. He touched her arms, her shoulders; their hardness vanished. It was like watching wax soften in the sun. He clasped her wrist; blood was pulsing there. Venus, he thought. This is the goddess's doing. And with unutterable gratitude and joy he put his arms around his love and saw her smile into his eyes and blush.

Venus herself graced their marriage with her presence, but what happened after that we do not know, except that Pygmalion named the maiden Galatea, and that their son, Paphos, gave his name to Venus' favorite city.

- EDITH HAMILTON -
(Selected from *Mythology*, Mentor Books, 1942, pp. 108-111)

Directions: Listen to the following selection, the story of Pygmalion and Galatea, a Greek myth of love told by Ovid, a noted ancient poet and storyteller – and retold here by Edith Hamilton, a prominent authority on classical Greek and Roman mythology. See that you listen carefully as the text will be read to you only once, and then answer the following questions:

1. Summarize the story in about 80 words.

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2.In the light of this listening text, what is the crowning function of art? How does Pygmalion's myth illustrate this function?

3. Shed lights on the real and unreal, human and non-human, experiences depicted in this story.

4. What message does this myth convey to its audience? To what extent do you think it's applicable "till the end of time"?

Remind the class that the following speaking activity is integrated with the listening activity they have already done with the selection about Pygmalion's love story. Read the selection once more to the class, and then ask the students to prepare their oral presentations.

Directions: Pygmalion's myth depicts a case of "pre-arranged love and marriage." Do you think that love (whether *spontaneous* or *pre-arranged*) is enough for, or always leads to a successful marriage? Under what conditions do you think "pre-arranged marriage" has good chances to survive? When does it start losing ground? Have 10 minutes to prepare your argument and then make a 2-3-minute oral presentation of it in front of your classmates.

Sample 6 **Third Secondary – Humanities - First Foreign Language**

Evaluation Sheet

Domain: Written Communication: Reading / Writing
Competencies: - Demonstrate awareness of linguistic and organizational features of a text.
- Utilize reading strategies.
- Produce expressive, transactional and creative writing.
Situation:

- **Individual**
- **Limited time: (Suggested time 50 mins. for session 1 & 45 mins. for session 2)**

Read the following selection, in which the writer – Edith Hamilton, a noted authority on classical Greek and Roman mythology – sheds lights on a number of basic features of ancient Greek myths which she presents to the modern reader in a way that preserves the flavor and excitement of the originals. Make sure that, as you read, you follow closely the thematic thread that the writer develops. When you are through, answer the questions that follow.

CLASSICAL GREEK MYTHOLOGY

Greek mythology is quite generally supposed to show us the way the human race thought and felt untold ages ago. Through it, according to this view, we can retrace the path from civilized man who lives so far from nature to man who lived in close companionship with nature; and the real interest of the myths is that they lead us back to a time when the world was young and people had a connection with the earth, with trees and seas and flowers and hills, unlike anything we ourselves can feel. When the stories were being shaped – we are given to understand – little distinction had as yet been made between the real and the unreal. The imagination was vividly alive and not checked by the reason, so that anyone in the woods might see through the trees a fleeing nymph, or bending over a clear pool to drink. . . .

We do not know when these myths were first told in their present shape; but whenever it was, primitive life had been left far behind. The myths as we have them are the creation of great poets. The first written record of Greece is the *Iliad*. Greek mythology begins with Homer, generally believed to be not earlier than a thousand years before Christ. The *Iliad* is, or contains, the oldest Greek literature; and it is written in a rich and subtle and beautiful language which must have had behind it centuries when men were striving to express themselves with clarity and beauty – an indisputable proof of civilization. The tales of Greek mythology do not throw an abundance of light upon what early Greeks were like – a matter, it would seem, of more importance to us [*modern Western people*], who are their descendants intellectually, artistically, and politically, too. Nothing we learn about them is alien to ourselves. . . .

The ancient Greeks made their gods in their own image. That had not entered the mind of man before. Until then, gods had had no semblance of reality. They were unlike all living things. In Egypt, a towering colossus, immobile, beyond the power of the imagination to endow with movement, as fixed in the stone as the tremendous temple columns, a representation of the human shape ***deliberately*** unhuman. Or a rigid figure, a woman with a cat's head suggesting inflexible, inhuman cruelty. Or a monstrous mysterious sphinx, ***aloof*** from all that lives. In Mesopotamia, bas-reliefs of ***bestial*** shapes unlike any beast ever known, men with birds' heads and lions with bull's heads and both with eagles' wings – creations of artists who were intent upon producing something never seen except in their own minds, the very consummation of unreality.

These and their like were what the pre-Greek world worshipped. One need only place beside them in imagination any Greek statue of a god, so normal and natural with all its beauty, to perceive what a new idea had come into the world. With its coming, the universe became rational.

Saint Paul said the invisible must be understood by the visible. . . . In Greece alone in the ancient world people were preoccupied with the visible; they were finding the satisfaction of their desires in what was actually in the world around them. The sculptor watched the athletes contending in the games and he felt that nothing he could imagine would be as beautiful as those strong young bodies. So he made his statue of Apollo. The storyteller found Hermes among the people he passed in the street. He saw the god "like a young man at the age when youth is loveliest," as Homer says. Greek artists and poets realized how splendid a man could be, straight and swift and strong. He was the fulfillment of their search for beauty. They had no wish to create some fantasy shaped in their own minds. All the art and all the thought of Greece centered in human beings.

Actually the Greeks did not believe that the gods created the universe. It was the other way about – the universe created the gods.

Human gods naturally made heaven a pleasantly familiar place. The Greeks felt at home in it. They knew just what the divine inhabitants did there, what they ate and drank, and where they banqueted, and how they amused themselves. Of course they were to be feared; they were very powerful and very dangerous when angry. Still, with proper care a man could be quite fairly at ease with them. He was even perfectly free to laugh at them. Zeus (the god of gods), trying to hide his love affairs from his wife and invariably shown up, was a capital figure of fun. The Greeks enjoyed him and liked him all the better for it. Hera was that stock character of comedy, the typical jealous wife, and her ingenious tricks to discomfit her husband and punish her rival, far from displeasing the Greeks, entertained them as much as Hera's modern counterpart does today. Such stories made for a friendly feeling. Laughter in the presence of an Egyptian sphinx or an Assyrian bird-beast was inconceivable; but it was perfectly natural in Olympus, and it made the gods companionable.

On earth, too, the deities were exceedingly and humanly attractive. In the form of lovely youths and maidens, they peopled the woodland, the forest, the rivers, the sea, in harmony with the fair earth and the bright waters.

That is the miracle of Greek mythology – a humanized world, men freed from the paralyzing fear of an omnipotent Unknown. The terrifying ***incomprehensibilities*** which were worshipped elsewhere, and the fearsome spirits with which earth, air and sea swarmed, were ***banned*** from Greece. . . . If the mixture seems childish, consider how reassuring and how sensible the solid background is as compared with the Genie who comes from nowhere when Aladdin rubs the lamp and, his task accomplished, returns to nowhere.

The terrifying irrational has no place in classical Greek mythology. Magic, so powerful in the world before and after Greece, is almost nonexistent here. . . . The ***demoniac*** wizards and the hideous old witches who haunted Europe and America, too, up to quite recent years, play no part at all in the stories. . . .

The world of Greek mythology was not a place of terror for the human spirit. It is true that the gods were disconcertingly incalculable. One could never tell where Zeus's thunderbolt would strike. Nevertheless, the whole divine company, with a very few and for the most part not important exceptions, were entrancingly beautiful with a human beauty, and nothing humanly beautiful is really terrifying. The early Greek mythologists transformed a world full of fear into a world full of beauty.

- EDITH HAMILTON -

(Adapted from *Mythology*, Mentor Books, 1942, pp. 13-17)

1.Define the term "mythology" as it pertains to the context of Hamilton's discourse above.

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2. What basic qualities are featured in the above text in relation to the deities of the ancient Greeks?

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3. Skim the text to find out what is stated or implied about each of the following; supply one example for each.

a. *Disloyal conduct of some ancient Greek gods*

_____

_____

b.*Hamilton's appreciative attitude toward ancient Greek gods*

_____

_____

c.*Hamilton's use of specific examples to support a point*

_____

_____

d.*Divorce from reality*

_____

_____

4. Define the words printed in *bold italics* in the text:

a.***incomprehensibilities:*** _____

b.***banned:*** _____

c.***demoniac:*** _____

d.***deliberately:*** _____

e.***bestial:*** _____

f. ***aloof:*** _____

In her discourse on ancient Greek mythology, Hamilton explains that "the Greeks did not actually believe that the gods created the universe. It was the other way about – the universe created the gods." How would you compare your concept of, and attitude toward "Deity" with those of the ancient Greeks? Develop your answer in a 4-5-paragraph argumentative essay, supporting your treatment with reasonable justification.

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Material: English **Third Secondary-General and Life Sciences – First Foreign Language**

DOMAINS	COMPETENCIES
Oral Communication : Listening & Speaking	• **Comprehend explicit information in spoken discourse.** (Summarize arguments; outline salient points; paraphrase information; recognize specific details; take notes, outline and paraphrase information; extract main ideas; reproduce diagrams/graphs from speech.) • **Demonstrate and expand linguistic competence.** (Identify specific linguistic structures; identify special terms used in the text; identify scientific, linguistic terminology; guess meaning from context.) • **Impart and seek information.** (Deliver cause/effect presentations; contrast by analogy; present long commentaries; present own observations.) • **Carry out transactions using oral language.** (Comment on field observations; substantiate scientific hypotheses; explain lab experiments; express approval/disapproval.) • **Use appropriate socio-linguistic rules.** (Participate in social conversations; participate in professional conversations; make polite interruptions for expressing own observations; show awareness of purpose, audience, contextual and cultural aspects; participate in scientific defensive discourse.) • **Demonstrate ability to use verbal and nonverbal communication to convey message.** (Use appropriate volume and pronunciation; use appropriate rate, gestures; eye contact and body language.)
Written Communication: Reading &Writing	• **Develop literal and interpretive comprehension of printed discourse**. (Interpret point of view; identify and interpret tone; chart and organize information; interpret charts, graphs, tables, pictures, designs, and diagrams; derive relevant information from journals and textbooks; rephrase parts of text; rehearse text; derive and chart information.)

DOMAINS	COMPETENCIES
Written Communication: Reading &Writing	• **Utilize reading strategies**. (Scan to locate specific information; skim text for the gist or main idea; vary reading rate.) • **Demonstrate awareness of linguistic and organizational feature of text.** (Identify and explain scientific terms; identify stylistic features of scientific text.) • **Produce transactional writing**. (Write cause-effect discourse; explain through consequences; contrast by analogy; report lab work; describe a set of operations; develop scientific descriptions; propose a hypothesis; compare and contrast scientfic facts.) • **Demonstrate the linguistic and stylistic qualities of good writing**. (Write coherently, grammatically and clearly; vary style and register according to topic and task; use extensive technical lexis; use a variety of grammatical structures.) • **Apply process writing skills**. (Apply prewriting, writing, and revising techniques (brainstorming, webbing, cubing, outlining, clustering, etc..); participate in peer and group writing and editing activities.)

Sample 1 **Third Secondary- General and Life Sciences - First Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening / Speaking
Competencies: -Demonstrate awareness of linguistic and organizational feature of text.
-Carry out transactions using oral language.

Situation:
- **Individual**
- **Limited time: (Suggested time 20 minutes)**

The following dialog is to be read aloud while students listen.

Introducing Dave Fuller: Wildlife Biologist

by *Ashlee Ghilardi*

Ashlee Ghilardi is with you on Greenland Radio. This evening, we're really lucky to have an interview with Dave Fuller, wildlife biologist with the Massachusetts Department of Wildlife. Dave is going to explain to us about his job, and how it relates to biodiversity.

Q: Dave, thanks for the interview! Tell me, how did you become a wildlife biologist?

A: In high school, I decided I wanted to get a job working outdoors with animals. So I went to UMass, and earned my Bachelor's degree in that field. Then I went on to earn a Master's degree.

Q: You raise sheep in your spare time. How did that start? How does it relate to being a wildlife biologist?

A: My wife, Sue, had kept sheep as pets. When I eventually took a position as a Farm Taker (caretaker) in Petersham, MA, we decided to raise a larger number of them. Sometimes at work I have to help farmers deal with ways to protect their sheep. I know what they're going through from first-hand experience, and can help them out more easily.

Q: What do you think is the future of open spaces and wild animals in Massachusetts 50 years from now?

A: I think the state is going to become more and more urban. We'll be dealing with problems related to development.

Q: What are the biggest environmental challenges here in Massachusetts?

A: There are three challenges here in Massachusetts. The first is loss of habitat. This is caused by people developing so much of the land. Along with development comes pollution. And third, a major regional problem, is acid rain.

Q: Do Massachusetts and New England have a lot of biodiversity?

A: Absolutely. For example, we have a large number of different animal species living in the wild in Massachusetts. Just a few include bears, moose, otters, deer, wild turkeys, and raccoons. And there are many plants of all kinds.

Q: How does your agency, Massachusetts Wildlife, help to maintain biodiversity?

A: We have several different programs. For example, sometimes we purchase land to protect it. We also cut brush to eliminate non-native plants that choke out native plant species. In some instances, we work with highly trained specialists to do what's called a "prescribed burn." "Burning over" an area helps regenerate certain plants. This is especially useful in restoring habitat for species such as butterflies and grassland birds.

Answer the following questions:

A. You will listen to an interview between Ashlee Ghilardi from Greenland Radio and Dave Fuller, a wildlife biologist. The tape will be played twice. Take notes during the second listening and then answer the following questions.

1. From the text you have listened to, write a word which means

   a. natural scientist, ecologist, environmentalist.

   b. living things and the relationships between them.

2. What does Dave mean when he says, "I think that the state is going to become more and more urban"?

3. Several animals have been mentioned in the interview. Name one animal which belongs to each of the following:

   a. Mammal _____

   b. Bird _____

   c. Insect _____

   d. Pet _____

4. Write down three environmental problems that wildlife in Massachusetts is facing.

5. Mention three ways *Massachusetts Department of Wildlife* is applying to help maintain biodiversity?

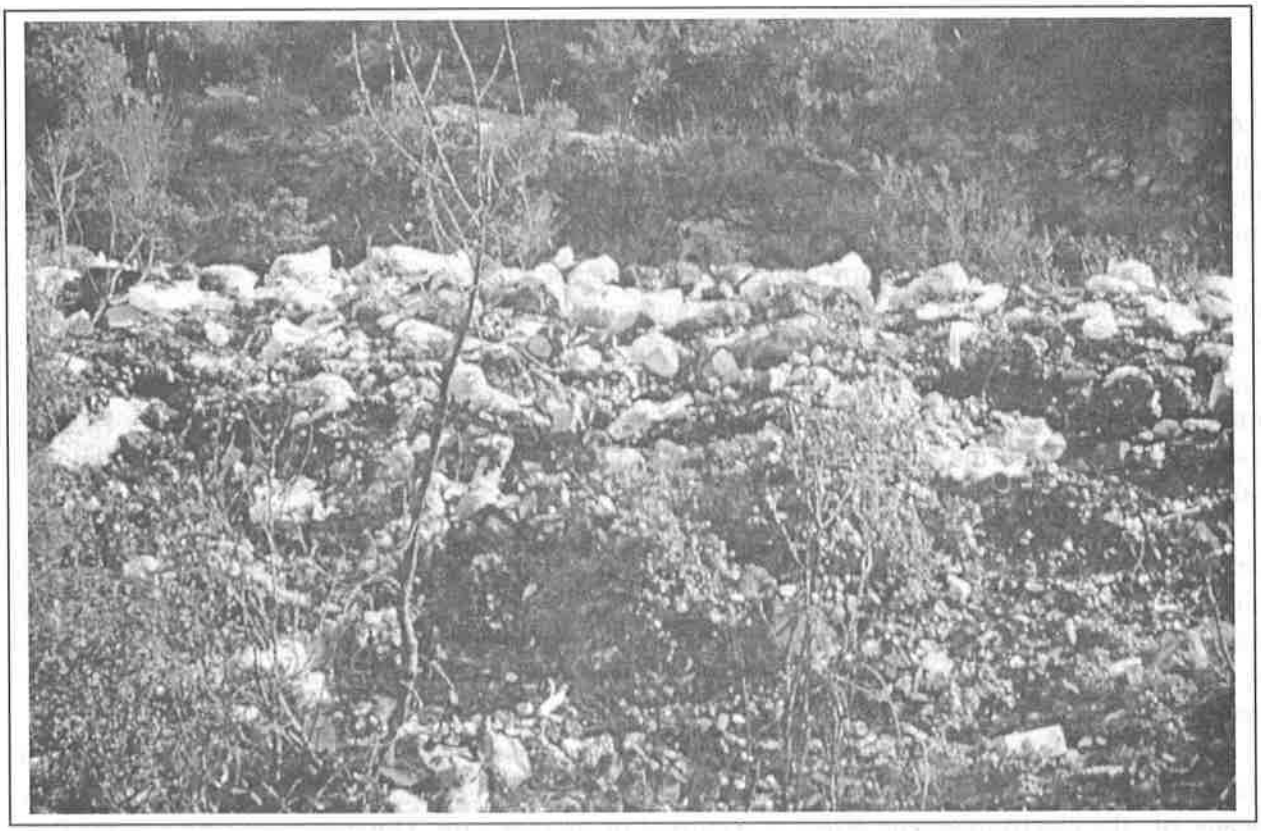
B. Look at the picture below. Take notes of what you think the environmental problem is and how you would help to solve it. For three to five minutes, give an oral presentation in which you specify the problem and detail the possible solution(s) for it. You will be graded for:

a. Content;

b. organization of ideas;

c. delivery; and

d. correct structure.



Evaluation Sheet

Domain: Written Communication: Reading / Writing
Competencies: -Utilize reading strategies.
-Develop literal and interpretive comprehension of printed discourse.

Situation:
- **Individual**
- **Limited time: (Suggested time 20 minutes)**

Do not read the text in depth. Go directly to the exercises and answer them.

Michael Faraday (1791-1867)

Michael Faraday's scientific work laid the foundations of all subsequent electro-technology. From his experiments came devices which led directly to the modern electric motor, generator and transformer. Faraday was also the greatest scientific lecturer of his day, who did much to publicize the great advances of nineteenth-century science and technology through his articles, correspondence and the Friday evening discourses which he established at the Royal Institution.

Michael Faraday was born on 22nd September 1791. At the age of fourteen he was apprenticed to a London bookbinder. Reading many of the books in the shop, Faraday became fascinated by science, and wrote to Sir Humphry Davy at the Royal Institution asking for a job. On 1st March 1813, he was appointed laboratory assistant at the Royal Institution. There Faraday immersed himself in the study of chemistry, becoming a skilled analytical chemist. In 1823 he discovered that chlorine could be liquefied and in 1825 he discovered a new substance known today as benzene.

However, his greatest work was with electricity. In 1821, soon after the Danish chemist, Oersted, discovered the phenomenon of electromagnetism, Faraday built two devices to produce what he called electromagnetic rotation: that is a continuous circular motion from the circular magnetic force around a wire. Ten years later he began his great series of experiments in which he discovered electromagnetic induction. These experiments form the basis of modern electromagnetic technology.

On 29th August 1831, using his "induction ring", Faraday made one of his greatest discoveries—electromagnetic induction: the "induction" or generation of electricity in a wire by means of the electromagnetic effect of a current in another wire. The induction ring was the first electric transformer. In a second series of experiments in September, he discovered magneto-electric induction: the production of a steady electric current. To do this, Faraday attached two wires through a sliding contact to a copper disc. By rotating the disc between the poles of a horseshoe magnet he obtained a continuous direct current. This was the first generator.

Although neither of Faraday's devices is of practical use today they enhanced immeasurably the theoretical understanding of electricity and magnetism. He described these experiments in two papers presented to the Royal Society on 24th November 1831, and 12th January 1832. These were the first and second parts of his "Experimental Researches into Electricity" in which he gave his "law which governs the evolution of electricity by magneto-electric induction". After reading this, a young Frenchman, Hippolyte Pixii, constructed an electric generator that utilized the rotary motion between magnet and coil rather than Faraday's to and fro motion in a straight line. All the generators in power stations today are direct descendants of the machine developed by Pixii from Faraday's first principles.

Faraday continued his electrical experiments. In 1832 he proved that the electricity induced from a magnet, voltaic electricity produced by a battery, and static electricity were all the same. He also did significant work in electrochemistry, stating the First and Second Laws of Electrolysis. This laid the basis for electrochemistry, another great modern industry.

Faraday's descriptive theory of lines of force moving between bodies with electrical and magnetic properties enabled James Clerk Maxwell to formulate an exact mathematical theory of the propagation of electromagnetic waves. In 1865, Maxwell proved mathematically that electromagnetic phenomena are propagated as waves through space with the velocity of light, thereby laying the foundation of radio communication confirmed experimentally in 1888 by Hertz and developed for practical use by Guglielmo Marconi at the turn of the century.

In 1865, Faraday ended his connection with the Royal Institution after over 50 years of service. He died at his house at Hampton Court on 25th August 1867. His discoveries have had an incalculable effect on subsequent scientific and technical development. He was a true pioneer of scientific discovery.

From *IEE Senior Archivist*

A. Skim the text to complete Michael Faraday's time line.

Year	Events
1791	Michael Faraday was born
1805	

B. Scan the text for information that will help you find answers for the following questions. You should try to look only for the relevant information and avoid reading all the text.

1. Define the following:
   i. electromagnetic rotation _____
   ii. electromagnetic induction _____
   iii. magneto-electric induction_____

2. How is Hyppolyte Pixii's electric generator different from Faraday's?

3. How did Faraday's findings help the scientists who came after him to formulate their theories?

Sample 3 **Third Secondary- General and Life Sciences - First Foreign Language**

Evaluation Sheet

Domain: Written Communication: Reading / Writing
Competency: -Apply process writing skills.

Situation:

- **Individual**
- **Limited time: (Suggested time 40 minutes)**

You are the editor of "The Times" newspaper. The following is a letter addressed to you by a scientist expressing in it his observations on the filth polluting the Thames. ***(Adapted from a letter written by Professor Faraday to the editor of "The Times".)***

Dear SIR,

I traversed this day by boat the space between London and Hangerford Bridges between half-past one and two o'clock; it was low water, and I think the tide must have been near the turn. The appearance and the smell of the water forced themselves at once on my attention. The whole of the river was an opaque pale brown fluid. In order to test the degree of opacity, I tore up some white cards into pieces, moistened them so as to make them sink easily below the surface, and then dropped some of these pieces into the water at every pier the boat came to; before they had sunk an inch below the surface they were indistinguishable, though the sun shone brightly at the time; and when the pieces fell edgeways the lower part was hidden from sight before the upper part was under water. ...

The smell was very bad, and common to the whole of the water; it was the same as that which now comes up from the gully-holes in the streets; the whole river was for the time a real sewer. ...

I have thought it a duty to record these facts, that they may be brought to the attention of those who exercise power or have responsibility in relation to the condition of our river; there is nothing figurative in the words I have employed, or any approach to exaggeration; they are the simple truth. If there be sufficient authority to remove a putrescent pond from the neighborhood of a few simple dwellings, surely the river which flows for so many miles through London ought not to be allowed to become a fermenting sewer. The condition in which I saw the Thames may perhaps be considered as exceptional, but it ought to be an impossible state, instead of which I fear it is rapidly becoming the general condition. If we neglect this subject, we cannot expect to do so with impunity; nor ought we to be surprised if, ere many years are over, a hot season give us sad proof of the folly of our carelessness.

Yours faithfully

M. FARADAY

Write a detailed letter in which you state your total agreement with what M. Farady has mentioned in his letter. Then suggest practical solutions that you would like to share with people in authority in relation to the condition of the river.

Notes:

1. In the *opening paragraph* you should state clearly and concisely the reason for writing the letter so that the reader is prepared for the detail which follows.
2. In the *middle paragraphs* you should outline simply and logically why M.F. and you share the same points of view. Include enough details to emphasize your point but not so much that your letter becomes rambling and ineffective. Separate points are best made in separate paragraphs.
3. In the *closing paragraph* suggest clearly and firmly what action you think should be taken in order to resolve the matter.

To accomplish writing the letter

- Write an outline of it;
- Draft it;
- Revise and edit it; then
- Write it neatly taking into consideration the right layout of a letter.

Sample 4 **Third Secondary- General and Life Sciences - First Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening / Speaking
Competencies: -Comprehend explicit information in spoken discourse.
- Interpret information in spoken discourse.

Situation:
- **Individual**
- **Limited time: (Suggested time 20 minutes)**

Teacher reads the following pieces of news.

And now let's listen to the latest in technology

Headline 1. **For billions worldwide, a modified grain could end the lean times**

RICE, which provides more than half the daily food for one third of people across the globe, is a key target for genetic engineers seeking to develop new crops to feed the world's burgeoning population. Just such a strain of genetically-modified rice was unveiled this week in the Philippines at an international conference on rice biotechnology. As an added benefit, the GM rice, which has been tested in China, Korea and Chile, extracts as much as 30 per cent more carbon dioxide from the atmosphere than controls, offering a way of curbing global warming.

Presenting his results--which have yet to be published--at the conference in Manila hosted by the International Rice Research Institute, Maurice Ku of Washington State University says that the bumper yields approach targets, which the IRRI say will be needed to feed the population over the coming 20 years. "The potential is enormous," says Paul Christou, a veteran of rice research at the John Innes Centre in Norwich. "This rice may have potential provided it doesn't make poor farmers more reliant on expensive external inputs, such as herbicides," says Kevan Bundell of the charity Christian Aid.

Headline 2. **Voices From the Egyptian Desert**

CAIRO -- Egypt's ministry of communication and information technology is expected to lift its ban on telephony over the Internet on April 7.

However, the country is only sanctioning its national telephone monopoly, Telecom Egypt, to provide the voice-over-IP (Internet Protocols) service. The move is an attempt by the Egyptian government to stem the loss of revenue that has been flowing to private companies which provide illegal voice-over-IP services.

"I think that's the best way to do it," Ahmed Nazif, Egyptian minister of communication and information technology, said. "If you can't beat them, join them."

Headline 3. ***Chip Helps Paraplegic Walk - Reuters***

STRASBOURG, France -- A paralyzed Frenchman took his first steps in 10 years after a revolutionary operation to restore nerve functions using a microchip implant, newspapers reported on Sunday.
Marc Merger, 39, who was paralyzed in a car accident, received the implant in February during a ground-breaking operation that doctors said gave new hope to thousands of paraplegics. One of the doctors commented, "An extraordinary emotion. Suddenly, we were not teaching a paraplegic to cope with a wheelchair, but to walk."

When Merger was asked about his feelings, he said, " I felt enormous relief, because the operation had been OK. And I was enchanted by the magic of standing up. At the beginning, I could stay standing for about two and a half minutes. Several sessions later, I was at six minutes and a half. I'm telling you, it's magic! "

Merger added the treatment had been tough but he was determined to continue with the support of his wife and two children at his home in the northern city of Strasbourg.

Merger walks by pressing buttons on a walking frame which acts as a remote control for the chip, sending impulses through fine wires to stimulate his leg muscles, newspapers said.

Doctors who carried out the operation in the southeastern city of Montpellier said they had not repaired Merger's injury and the system would only work for paraplegics whose muscles had remained alive despite damage to their nerves.

"For the moment he is like a child learning to walk, but he should still make great progress within the next six months," said Pierre Rabischong, the head of the European Union-sponsored Stand Up And Walk research project which conducted the operation.

Listen to the news. Then do the following exercises.

A. For every set of details, write a topic sentence.

1. _____

The genetically-modified rice may help in feeding the world's rapidly increasing population. It extracts as much as 30 % more carbon dioxide from the atmosphere than controls, offering a way of decreasing global warming. Finally, it does not make farmers more reliant on expensive external inputs.

2._____

The Egyptian government is lifting its ban on telephony over the Internet. And it is only sanctioning its national telephone monopoly to provide the voice-over-IP service.

3. _____

The paraplegic presses buttons on a walking frame which acts as a remote control for the chip. The chip sends impulses through fine wires to stimulate the leg muscles to move.

B. State the problem and the solution mentioned in the following news stories.

1. For billions worldwide, a modified grain could end the lean times

_____

_____

2. Chip Helps Paraplegic Walk

_____

_____

C. State how each of the news stories you've listened to is related to technology. Illustrate with at least one example from each of the stories.

Evaluation Sheet

Domain: Oral Communication: Listening / Speaking
Competency: - Carry out transactions using oral language.

Situation:

- **Individual**
- **Limited time: (Suggested time 15 minutes)**

Nowadays the voice-over-IP services for making phone calls using the Internet, is challenging the traditional phone line services by offering cheaper calls over the Web. The VoIP services are mainly targeted at large companies looking to shave their long-distance telephone costs and this is creating a financial loss in revenue for the government. Do you think that the government has the right to ban telephony over the Internet or find other ways to stem the loss of revenue that has been flowing to private companies which provide illegal voice-over-IP services.

You have five to seven minutes to work with a partner and plan for a debate. One has to propose (support) the banning and the other person has to oppose it. Remember that you have to take the following points into consideration:

a. State your point of view clearly;

b. Make polite interruptions;

c. Use verbal as well as nonverbal cues;

d. Use appropriate mode of presentation;

e. Have appropriate eye-contact and suitable gestures.

Sample 6 **Third Secondary- General and Life Sciences - First Foreign Language**

Evaluation Sheet

Domain: Written Communication: Reading / Writing
Competency: -Produce transactional writing.

Situation:
- **Individual**
- **Limited time: (Suggested time 50 minutes)**

Read the two texts below. Then answer the questions that follow.

Recycling Is Garbage

Source: John Tierney, "Recycling Garbage," New York Times Magazine, June 30, 1996.

Millions of Americans sort their garbage, avoid disposable packaging and feel guilty about waste. But many experts think that the cost of recycling outweighs its benefits and that Americans are actually quite efficient. For example:

- The typical household in Mexico City produces one-third more garbage than an American household, chiefly because Mexicans buy fresh food in bulk and throw away large portions that are unused, spoiled or stale.
- Lightweight plastic packaging and foam make produce less likely to spoil, and require less energy to manufacture and transport than cardboard or paper.
- A typical McDonald's is so efficient, it discards under two ounces of garbage for each customer served, less than the waste from a typical meal at home.
- Juice cartons take half the landfill space occupied by glass bottles, and 12 plastic grocery bags fit the space used by one paper bag.

In 1986 about 10 percent of solid waste was recycled at little cost to consumers or taxpayers. Today, about 25 percent is recycled, but achieving that level has been costly. Most states initially set even higher goals, such as 50 percent in New York and California, 60 percent in New Jersey and 70 percent in Rhode Island -- but none achieved them.

At today's prices, curbside recycling programs typically add 15 percent to the cost of waste disposal. And in New York City collecting a ton of recyclable items is three times more expensive than collecting a ton of garbage -- $200 more per ton than it would cost to bury the material in a landfill.

While recycling does sometimes save energy and reduce pollutants because less paper, glass and metal are manufactured, there may be more cost-effective ways to achieve the same goals.

You would have to use a ceramic mug 1,000 times before the energy consumed per use was equal to using polystyrene cups -- and if the mug broke after only 900 washings, it would have been more efficient to use 900 plastic cups. Requiring 5 cent bottle and can deposits may cost $500 for every ton of cans and bottles collected, but states like Texas and Washington have proven that the most efficient way to reduce litter is to hire roadside clean-up crews.

Where will we put all the garbage? America today has more landfill space available than it did 10 years ago, and if the nation keeps generating garbage at current rates for 1,000 years, the garbage would only fill a landfill 100 yards deep, and 35 miles square.

NY Times Article: Recycling is Garbage

(From a letter written to the NY Times by Bela Liptak, editor of the Environmental Engineers' Handbook.)

In his article "Recycling is Garbage"(6/30/96) John Tierney sounds like Pope Urban VIII who in 1633 believed that the Earth was the flat center of the Universe and considered Galileo as his enemy, because he disagreed. To Tierney, the Earth is inexhaustible and the enemies are the environmentalists, who try to scare us into believing that the raw material and energy resources of the planet are finite and will run out, unless we recycle them. He is not alone with his view. There are many who agree with him that "the oil scare was temporary", that we can continue to increase both population and consumption forever, that the problems in fact are the environmentalists themselves and if we succeed in shutting up these messengers of bad news, there would be no problems. Unfortunately, the Tierneys of this World are completely wrong. The Planet is finite and exhaustible, and our consciousness must change to reflect that, because it is our consciousness which directs our behavior and it is our behavior which determines our future. In order for our species to survive, we must learn from Nature, which does not know waste, which recycles everything. Recycling is NOT a waste disposal option, such as the choice of "burn or bury". Recycling is the basic law of Nature.

Mr. Tierney is trying to defend the indefensible position, that recycling is unnecessary, and that we should transport our waste over state lines to bury it at a per ton cost, exceeding that of many of our fuel or food supplies. His manuscript is full of errors and omissions, a list which would be too long for a letter. Therefore, I will note only a few:

He is wrong in implying that a recycling goal of 25% is excessive. Today Japan, several European nations and even some American cities recycle over 50% of their wastes. He is wrong in implying that landfilling the wastes is a matter of finding the space and controlling "odors and noise." The main problem with burying garbage is the wasting of resources and poisoning of the ground waters. He is wrong in claiming that there can be no market for recycled materials such as newsprint. In locations, where the citizenry demands that their newspapers be printed on recycled paper, there is a booming market for used newspapers. He is wrong in implying that the energy saved through recycling is of no consequence, as we all know that burning fossil fuels pollutes the atmosphere, that their supply is exhaustible, and that the technology for using inexhaustible energy sources has not yet been developed.

It might cost less to the *New York Times* to print such misleading articles than to invest in building paper recycling plants, but that consideration does not make Tierney's article "fit to print."

1. **In two paragraphs compare the two texts and state the points of similarity and differences between the two in terms of content.**

2. **What is the attitude of each of the two writers towards recycling? Justify your answer in four to five sentences.**

3. **In about one hundred words write what you can infer from the two texts about recycling itself.**

4. **The two texts above were written by writers of different genders. Do you think that gender – as defining specific roles in different cultures – interact with patterns of technological implementation and use? Justify your answer by selecting two to three illustrations from the two texts.**

5. **How do you think the citizens of a given society would react towards recycling after they read the above two texts? Justify your answer in four to five sentences.**

Evaluation Sheet

Domain: Written Communication: Reading / Writing
Competency: -Apply process writing skills.

Situation:

- **Individual**
- **Limited time: (Suggested time 50 minutes)**

Doug Bandow states in his article "Our Widespread Faith in Recycling Is Misplaced" that "This moral fervor [of recycling] comes at a price. A new study from the Reason Foundation, **Packaging, Recycling, and Solid Waste**, concludes that recycling, though sometimes beneficial, all too often wastes resources. But then, it has long been known that most trash isn't worth reusing, recycling programs usually lose money, and landfills offer a safe disposal method."

Write an argumentative essay in which you state whether you agree or disagree with what Bandow states in his article. You may refer to the two reading texts above for information. (Approximately 300 words.)

Remember that when you write an argumentative essay you should

1. Open with an introduction. Your introduction should give the reader his/her first impression of the text. The first impression that you aim to give the reader should be of a high quality and in a professional and academic style.
2. Refute the strongest opposition point.
3. State the case.
4. Confirm your proposition.
5. Refute the weaker opposition points.
6. End with the conclusion. Your aim in the conclusion is to convince the reader that your essay has covered all the most important arguments about the issue and that your main premise is the best position on the issue. You should not present any new arguments in your conclusion.

You will be graded for the following:

1. Ideas - the heart of the message, the main point
2. Organization - the internal structure
3. Voice - evidence of the writer behind the message
4. Word Choice - the vocabulary or terminology
5. Sentence Fluency - the rhythm and flow, how it plays to the ear
6. Conventions - the mechanical correctness of the piece

Material: English **Third Secondary - Sociology and Economics**
First Foreign Language

DOMAINS	COMPETENCIES
Oral Communication : Listening & Speaking	• **Comprehend explicit information in spoken discourse.** (Summarize lectures; identify speaker, context and audience; identify main ideas; take notes based on what is heard; summarize main ideas; point out gaps in lectures; identify speaker's purpose, role and tone; recognize ideas in different formats; reinterpret ideas.) • **Demonstrate and expand linguistic competence**. (Identify features of style and register; identify key terms; identify transitions; identify methods of development; identify tone, purpose and audience.) • **Carry out transactions using oral language.** (Make timed presentations; interrupt, ask, comment, agree, disagree; ask for repetition and clarification; initiate a conversation; defend a point of view; lead a debate; conduct an interview.) • **Use appropriate socio-linguistic rules.** (Observe turn-taking rules; join conversations at appropriate transition points; keep interruptions brief; speak coherently and clearly; vary style of presentations; observe assigned time.) • **Demonstrate ability to use verbal and nonverbal communication to convey message.** (Use appropriate volume and pronunciation; use appropriate rate, gestures, eye contact and body language).
Written Communication: Reading &Writing	• **Develop literal and interpretive comprehension of printed discourse.** (Identify main ideas and details; recognize irrelevant information and false generalizations; explain implied meaning and attitudes; identify and explain bias, false analogies, and insignificant differences; summarize and paraphrase information; identify mode, tone, mood, purpose audience and register.)

DOMAINS	COMPETENCIES
Written Communication: Reading &Writing	• **Demonstrate awareness of linguistic and organizational feature of text**. (Identify and explain linguistic features; identify thesis statement, topic sentence, supporting details and conclusion؛ identify elements of cohesion in a text؛ explain figurative language.) • **Utilize reading strategies**. (Scan to locate specific information; skim text for the gist or main idea; vary reading rate; transform information into graphic organizers.) • **Produce transactional writing**. (Write business letters; respond to advertisements; fill in application forms; write essays; write reviews.) • **Develop the linguistic and organizational features of text**. (Maintain coherence and unity; use variety of grammatical structures; use literary and socio-economic words for maximum effect.) • **Apply process writing skills**. (Apply prewriting, writing, and revising techniques (brainstorming, webbing, cubing, outlining, clustering, etc..); participate in peer and group writing and editing activities.)

Sample 1 **Third Secondary - Sociology and Economics - First Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening / Speaking
Competency: -Comprehend explicit information in spoken discourse.

Situation:
- **Individual**
- **Limited time: (Suggested time 20 minutes)**

Students are asked to listen carefully the following interview and answer the questions that follow:

An Interview with Paolo Coelho
'The Beyond Is Accessible to Those Who Dare'

Interviewer: In the two centuries since the Enlightenment, man has become the measure of all things. This attitude of mind has changed many things for the better, but it gives short shrift to the spiritual dimension of human existence. People today need to rediscover a relationship with transcendence, but only on condition that it is through their own experience and that they freely consent to that experience, which should not be subjected to any religious authority. By putting forward a model for an individual spiritual quest in your novel *The Alchemist*, you put your finger on this overriding concern of people today. Perhaps this is one of the reasons for its tremendous success.

Paulo Coelho: The Enlightenment did not prevent people from having their irrational side or rule out intuition or enthusiasm. Humanity gradually turned its back on them for other reasons. Yet I am convinced that humanity is now quietly opening its doors again to things which it had rejected and ceased to respect. The most important of these seems to me to be the idea of mystery. This is something that must be understood—not so much the fact that there is a limit to human knowledge as the fact that mystery is part of the human condition. When I fall in love, it is not because the person I love is the best in the world or even the best person for me. Love is beyond reason, and so is spiritual questing. Why do we need spirituality? I do not know. That's part of the mystery. Some people have sought a recipe for the human condition. "You've got to do this," they tell us, you've got to do that. " I don't trust them. But I do trust those who have sufficient humility to respect the mystery surrounding our lives and to acknowledge that there are major reasons that are beyond our understanding. When I wrote *The Alchemist*, I obviously did not know that it was going to be such a success. I only wanted to write about what I firmly believe, which is that everybody needs to live out their personal legend.

I. After you have listened to the interview, indicate whether the following statements are true or false. Give reasons for your answers.

1. The enlightenment has enriched the spiritual dimension of human existence. _____

   Reason: _____

2. The interviewer values the personal experience of people. _____

   Reason: _____

3. According to the interviewer, the "*Alchemist*" is a model of individual spiritual quest. ____

   Reason: _____

4. According to Paolo Coelho, the enlightenment prevented people from being irrational. ____

   Reason: _____

5. Paolo Coelho believes that humanity is re-opening its doors to what it had rejected in the past. _____

   Reason: _____

6. Paolo Coelho believes that love is beyound reason. _____

   Reason: _____

7. According to Coelho, we cannot understand everything surrounding us. _____

   Reason: _____

8. Paolo Coelho knew that his novel will be a great success. _____

   Reason: _____

II. Listen (and take notes) to the response of Paolo Coelho one more time and paraphrase what you have heard. Write your answer is the space below.

Sample 2 **Third Secondary - Sociology and Economics - First Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening / Speaking
Competencies: - Demonstrate and expand linguistic competence.
- Demonstrate ability to use verbal and nonverbal communication to convey message.

Situation:
- **Individual**
- **Limited time: (Suggested time 20 minutes)**

A Raisin in the Sun

What happens to a dream deferred?
Does it dry up
Like a raisin in the sun?
Or fester like a sore
And then run?
Does it stink like rotten meat?
Or crust and sugar over
Like a syrupy sweet?
Maybe it just hangs
Like a heavy load.
Or does it explode?
Langston Hughes, "Harlem"

Listen to the poem being read out twice, then answer the following questions:

1. Listen to the poem and try to give the meaning of "fester" and "stink" from context. Identify the context clues which helped you guess the meaning of the two words.
2. Identify four figures of speech mentioned in the poem. Explain the meaning behind each.
3. Think of a dream you had. Tell your dream to the class observing the proper use of tone, intonation, stress and body language.

Evaluation Sheet

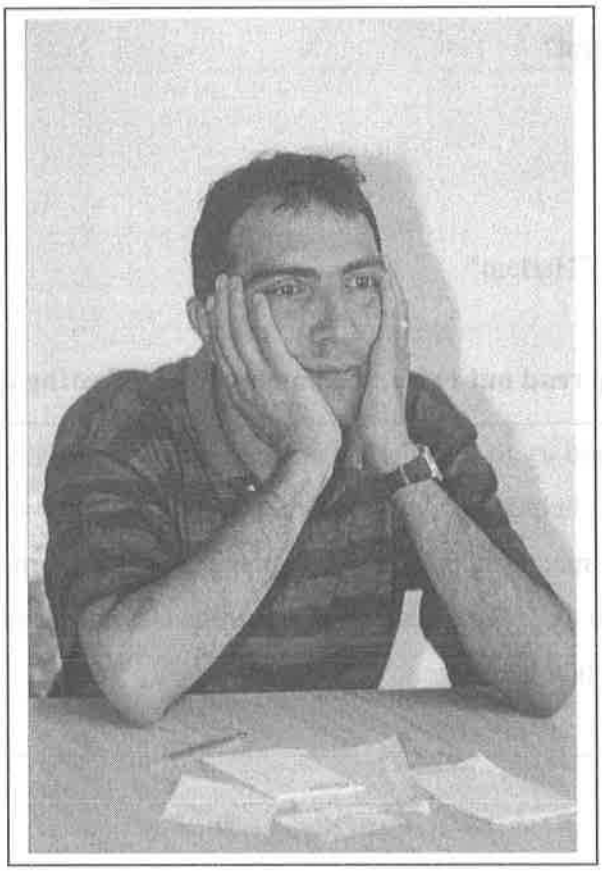
Domain: Oral Communication: Listening / Speaking
Competency: - Carry out transactions using oral language.

Situation:

- **Individual**
- **Limited time: (Suggested time 20 minutes)**

Observe the picture and give a presentation along the following lines:

1. Describe the man you see in the picture.
2. Imagine how the man feels.



Sample 4 **Third Secondary - Sociology and Economics - First Foreign Language**

Evaluation Sheet

Domain: Written Communication: Reading / Writing
Competencies: - Develop literal and interpretive comprehension of printed discourse.
- Produce expressive, transactional and creative writing.

Situation:
- **Individual**
- **Limited time: (Suggested time 60 minutes)**

Homeward Bound?

A court decision may bring Elian closer to being reunited with his father in Cuba.

Among all the images of six-year-old Elian Gonzalez that we've seen since he was rescued from the Atlantic last November, the most poignant is his handwriting. Lawyers for Elian's Miami relatives -- who refuse to send him back to his father in communist Cuba -- had the boy himself sign court papers seeking U.S. asylum. Elian, they said, is capable of deciding where he wants to live. But the first-grader's crude letters betray his tender mind, like the Power Rangers in his toy box. Last week Miami Federal Judge K. Michael Moore dismissed the relatives' case and agreed with Attorney General Janet Reno that only the Cuban father, Juan Miguel Gonzalez, can speak for a child that young. "Each passing day," Moore wrote, "is another day lost" between Juan Miguel and Elian.

Since the night Elian's mother drowned while escaping Cuba, leaving him to float on an inner tube for two days, his saga has been as bizarre and unending as a novel of magic realism. The Miami lawyers are appealing Moore's ruling, and myriad other delay tactics await. Meanwhile, Cuban President Fidel Castro apparently still won't let Juan Miguel, 31, go to Miami to get Elian. Bottom line: this ugly international custody battle has a few more skirmishes to go before one side can claim victory.

The true foes in this fight -- Castro and Miami's Cuban-exile lobby, the Cuban-American National Foundation (CANF)--both want their new missile crisis to last and revive the waning influence they enjoyed during the cold war. "They need this fight the way you and I need oxygen," says Dr. Raul de Velasco, head of the moderate Miami-based Cuban Committee for Democracy. Attorney General Reno insists that keeping Elian here will set a precedent that could in turn make U.S. children legally vulnerable abroad. But at the same time, Al Gore needs Florida votes. As a result, although Reno has demanded that the Miami family stop stalling, the Clinton Administration has little stomach for enforcing its decision to return Elian to Cuba, especially given the protest violence that might erupt in Miami.

High-powered Washington attorney Gregory Craig, who defended Bill Clinton in his impeachment trial, has entered the fray as Juan Miguel's lawyer—raising hopes for a quicker end to the case. But Craig, who told TIME he took the job in part because he too has a six-year-old boy, says not even he knows yet when the father will come for Elian.

I- How did Elian end up in Miami?

II- Who are the following part هتز based on what you have read?

a. Elian Gonzales _____.

b. K.Michael Moore _____.

c. Janet Reno _____.

d. Fidel Castro _____.

e. Dr. Raul de Valesco _____.

III. a. What is the position of the ,awyers for Elian's Miami relatives?

_____

b. What is the position of Fidel Castro?

_____

c. What is the position of the American Administration.

_____

IV. Write an essay to express your position regarding where should Elian live?

Sample 5 **Third Secondary - Sociology and Economics - First Foreign Language**

Evaluation Sheet

Domain: Written Communication: Reading / Writing
Competencies: - Develop literal and interpretive comprehension of printed discourse.
- Produce expressive, transactional and creative writing.

Situation:
- **Individual**
- **Limited time: (Suggested time 60 minutes)**

New Way to Treat Asthma Discovered

Doctors may have found a way to bring hard-to-treat asthma cases under control by reining in the body's immune system, researchers report in yesterday's New England Journal of Medicine.

Tests on an experimental anti-body found it not only attacked asthma symptoms, but allowed patients to be weaned from the steroid drugs that they need to breathe but also have unwanted side effects. About 1 in 20 Americans suffer from asthma, many of them children.

"This is a real innovation," Dr. Henry Milgrom, the study's lead author, told Reuters.

Milgrom and his colleagues tested the antibody anti-IgE and found it blocked a chemical reaction in the body that leads to the wheezing, coughing and shortness of breath seen in an asthma attack. In addition to Genentech Inc., the Swiss pharmaceutical giant Novartis Pharma AG and the Houston-based biotechnology firm of Tanox, Inc., are helping to develop the antibody. Genetech paid for the study and some of the authors are shareholders of the company.

"Anti-IgE is a completely new approach to therapy, one that may greatly improve the treatment outlook for people with allergic asthma," Milgrom said.

Researchers hope that, if the treatment is approved in the U.S. and Europe, it will reduce the need for steroid drugs, which carry serious long-term side effects like stunted growth, high blood pressure, cataracts and osteoporosis. Milgrom said anti-IgE may also help people who suffer life-threatening allergies to peanuts and insect stings. It is already being tested against food allergies.

1- What are the symptoms of asthma?

_____

_____

2. What side effects do steroid asthma drugs have?

_____

_____

3. What other patients may profit from anti-IgE?

_____

_____

4. What is the main idea of the new treatment?

_____

_____

5. Essay Questions: In an essay of approximately 200 words, discuss whether you would be willing to try a new but risky drug on your sick child. Defend your point of view as best you can.

_____

_____

_____

_____

Sample 6 **Third Secondary - Sociology and Economics - First Foreign Language**

Evaluation Sheet

Domain: Written Communication: Reading / Writing
Competency: - Develop literal and interpretive comprehension of printed discourse.

Situation:

- **Individual**
- **Limited time: (Suggested time 60 minutes)**

Pakistani Women Fight Growing Scandal of Wife Burnings

Hundred of Pakistani women are being burnt to death every year by their husbands or in-laws in an upsurge of do-called "stoveburst" attacks.

"It's the easiest way for a husband to get rid of a wife he no longer wants, "said Shahnaz Bukhari, the head of the Progressive Women's Association (PWA), an organization striving to help survivors and alert the public.

"There are no gunshots, no fingerprints. All the husband has to say is that the wife was cooking in the kitchen when the edge of her dupatta [scarf] fell in the stove and caught fire."

Figures compiled by the Human Rights Commission of Pakistan show that the practice is increasing. This may be due in part to the country's economic woes. Men who might previously have taken a second wife now kill the first because they cannot afford to maintain both.

At least four women are said to be murdered every day by husbands or in-laws. In Rawalpindi, about 40 women are admitted to hospital each month, often with as much as 90 per cent burns. "This is just the tip of the iceberg, " said Mrs. Bukhari.

Most victims die. Pakistan has no specialist burns units, apart from a small private one, and hospital hygiene is often poor.

One of the few survivors is Sabira Khan. Married at 16, she was told by her 36-year-old husband that she would not be allowed contact with her own family. For two years, he beat her and kept her prisoner in the house in Jhelum where he lived with his family, until one day her mother arrived, insisting on seeing her.

The husband and mother-in-law ejected the mother and then beat Sabira, who was three months pregnant, and set her alight. Outside, her mother heard her screams and, with the help of neighbors, managed to rescue her. Sabira suffered 60 per cent burns. Her chin had fused to her chest. She still bears the scars.

"Being burnt for such small reasons makes us feel we are not considered as human beings, but as objects which can be broken and replaced," said Sabira, her face half-hidden under a veil.

For survivors such as Sabira, it is hard to re-enter society, not just because of their disfigurement, but the shame of being cast out by their husbands. Their own families often refuse to take them back because it would make it hard for them to marry off other daughters.

Many attacks stem from arguments over money, or a row between a wife and mother-in-law. Also common are "honor killings" when a man catches his wife talking to another man.

Even wealthy, educated women can fall victim to such attacks. Irene Gill grew up in America and held a master's degree in chemistry. She was sent to Pakistan to marry a distant cousin in an arranged marriage. She soon found herself treated like a servant. When she was pregnant for a third time, her mother-in-law insisted that the baby be given to her sister-in-law who was childless. When Irene refused, her in-laws set her on fire. She died in hospital.

1. State the problem reported on in this article.

_____

_____

_____

2. Describe the medical situation of the victims.

_____

_____

_____

3. Why is it difficult for the victims to re-enter society?

_____

_____

_____

4. What are the reasons for wife-burning?

_____

_____

_____

5. What pretexts do the husbands and in-laws use for the so-called "accidents?"

_____

_____

_____

6. What happened to Irene Gill and why was she set on fire?

_____

_____

_____

Domain	Competencies
Oral Communication Listening & Speaking	• **Comprehend and express information in oral discourse.** (Restate the gist of spoken discourse in Arabic; distinguish the meaning of isolated words and in context; identify the situational contexts of communication; determine the meaning of figurative language; state and infer explicit and implicit meaning.) • **Demonstrate awareness of the register and style of oral discourse.** (Identify the type of text; identify and utilize discipline, specific vocabulary i.e., literary, economic, journalistic; determine text structure; locate means of text coherence; recognize various elements of text, i.e. kinds of nouns, verb tense, adjectives etc.; determine the terminological field "semantic field".)
Written Communication Reading & Writing	• **Comprehend and translate information in written discourse.** (Translate various text-types and genres into Arabic; identify the denotative and connotative meanings of words and expressions; search for equivalent dictionary meaning; distinguish "isolated" and "contextual" meaning of words; identify context and situation; determine the meaning of figurative language.) • **Demonstrate awareness of the register and style of printed discourse.** (Recognize different text-types; determine means of text-coherence; choose terminology and fit various text types; recognize the tense of verbs kinds of nouns, adjectives, etc. in printed discourse.)

Sample 1 **Translation - Third Year Secondary**

Evaluation Sheet

Domain: Listening /Speaking
Competency: -Comprehend and express information in oral discourse.

Limited time: (Suggested time 60 minutes)

WASHINGTON – The Clinton Administration is seeking to preserve 20 percent of all U.S coral reefs by 2010 as ecological reserves, thereby protecting the reefs from threats such as over fishing, dredging, scarring by careless boaters and divers, water pollution and disease.

The objective of an action announced Thursday is to set up a series of no-fishing zones from the Florida Keys - where one such reserve is already in the planning stages - to Guam, Hawaii and other U.S territories in the Pacific.

The plan will involve 11 agencies headed by the National Oceanic and Atmospheric Administration and the Interior Department.

It is to be coordinated with state officials and territorial agencies. The plan calls for developing a scientific consensus on what areas should be set aside as reserves where fishing and other disruptive activities would be banned.

CNN.com – nature
March 3, 2000

Answer the following questions:

1. The first paragraph is made of a single sentence. Listen to it again. If you were to divide this paragraph in two, where would you cut the sentence? Translate the two sentences you thus obtained.
2. Listen to a second reading of the second paragraph and render the appositive sentence within a coherent Arabic structure.
3. Locate one geographical reference in the text and translate it.
4. Translate: a. The Clinton Administration.
   b. The National Oceanic and Atmospheric Administration.
   c. The Interior Department.
5. How do you translate the term "no fishing zone"?
6. What is the difference between the terms "consensus" and "agreement"? Translate both of them.
7. Suggest several alternatives to translate "by 2010."
8. Make an oral summary translation of the text.

Sample 2 **Translation - Third Year Secondary**

Evaluation Sheet

Domain: Listening /Speaking
Competencies: -Comprehend and express information in oral discourse.
- Demonstrate awareness of the register and style of oral discourse.

Limited time: (Suggested time 60 minutes)

1 For the last eight to nine months he has noted difficulty in walking, and can now
2 only cover 200 yards before his legs become too weak to continue. He now walks with a
3 stick. Numbness over the soles of his feet has progressed over that time.
4 Over the last 10 months he has noticed a gradual progression of problems with
5 memory which have become much more marked recently. He has difficulties in
6 remembering people's names and in recalling events of long ago. He has been reported as
7 talking as if he had difficulty in turning ideas into speech.
8 When seen by his doctor on September 14, the clinical diagnosis was multiple small
9 cerebral infarcts. Since then, he has had two falls, one in the garden and one in the
10 bathroom, both due to loss of balance without impairment of consciousness.
11 His voice… has deteriorated.

The Guardian, February 17, 2000
Medical history of Pinochet

Answer the following questions:

1. What is the type of the text? Justify your answer.
2. Upon which structure is the text built? Pick up the expressions that articulate it and translate them.
3. How do you render "too weak to continue"? Do you need to add more words in the Arabic translation in order to render the proper meaning?
4. Suggest several ways for translating "events of long ago"(line 6).
5. Translate the sentence "he has been reported as talking as if he had difficulty in turning ideas into speech".
6. What is the translation of the verb "to see" in the sentence "when seen by his doctor" (line 8)?
7. Translate the sentence: "he has had two falls, one in the garden and one in the bathroom".
8. Make an oral summary translation of the text.

Sample 3 **Translation - Third Year Secondary**

Evaluation Sheet

Domain: Listening /Speaking

Competencies: -Comprehend and express information in oral discourse.

- Demonstrate awareness of the register and style of oral discourse.

Limited time: (Suggested time 60 minutes)

History of the Academy Awards Ceremony

1 When the first Academy Awards were handed out on May 16, 1929, movies had just
2 begun to talk.
3 That first Awards ceremony took place during a banquet held in the Blossom Room of
4 the Hollywood Roosevelt Hotel. The attendance was 250 and tickets cost $10.
5 The suspense which now touches most of the world at Oscar time was not always a
6 characteristic of the Awards. At first the winners were known prior to the Awards banquets.
7 Results were given in advance to the newspapers for publication at 11 p.m. on the night of
8 the Awards. But in 1940, guests arriving for the affair could buy the 8:45 p.m. edition of the
9 Los Angeles Times, which announced the winning achievements. As a result, the sealed-
10 envelope system was adopted the next year and remains in use today.
11 Since the earliest years, interest in the Academy Awards has run high. The first
12 presentation was the only one to escape a media audience, but by the second year
13 enthusiasm for the Awards was so high that a Los Angeles radio station actually did a live,
14 one-hour broadcast. The Awards have had broadcast coverage since.

History of the Oscars / The Ceremony
Internet Site: www.oscar.com

Answer the following questions:

1. What are the Academy Awards? By what other names are they also known? How can you translate these names into Arabic?
2. Pick up three media-related terms and translate them.
3. Pick up three proper nouns from the text. Should you keep them in English or translate them?
4. What does the sentence "movies had just begun to talk" mean? How can you render it in Arabic?
5. What is a "banquet" (line 3)? How do you translate this word in general and in this specific context?
6. What does the number 250 refer to in the sentence "the attendance was 250"? Translate this sentence.
7. What does the word "affair" (line 8) mean in this context? How can you translate it?
8. Does "the next year" (line10) refer to the future in the next sentence? How can you translate it?
9. How can you translate the verb "to escape" in the sentence: "The first presentation was the only one to escape a media audience"? Translate this sentence.
10. Give different alternatives to translate "since the earliest years" (line 11).
11. Translate the following sentence: "By the second year enthusiasm for the Awards was so high that a Los Angeles radio station actually did a live, one-hour broadcast" (lines 12-13).
12. Make an oral summary translation of the text.

Sample 4 **Translation - Third Year Secondary**

Evaluation Sheet

Domain: Reading /Writing
Competencies: -Comprehend and translate information in written discourse.
- Demonstrate awareness of the register and style of printed discourse.
Limited time: (Suggested time 60 minutes)

If I had my Child to Raise Over Again

If I had my child to raise all over again,
I'd finger-paint more and point the finger less.
I'd do less correcting and more connecting.
I'd take my eyes off my watch, and watch with my eyes.
I would care to know less and know to care more.
I'd take more hikes and fly more kites.
I'd stop playing serious, and seriously play.
I'd run through more fields and gaze at more stars.
I'd do more hugging and less tugging.
I would be firm less often, and affirm much more.
I'd build self-esteem first, and the house later.
I'd teach less about the love of power,
And more about the power of love.

Diane LOOMANS

Answer the following questions:

1. What distinguishes the words of each pair of terms below?
   correcting / connecting
   hikes / kites
   hugging / tugging
   Is it possible to render each pair of words while keeping in Arabic the association that exists in English?
2. Which verse contains a word used once as a noun and once as a verb? Translate it.
3. State the verses which contain comparative adverbs. Translate them.
4. State the verses which contain time-related adverbs. Translate them
5. Find the compound words in this poem. Explain and translate them. Look them up in the dictionary. What do you notice?
6. In 4 to 5 sentences, make a summary translation of the poem.

Sample 5 **Translation - Third Year Secondary**

Evaluation Sheet

Domain: Reading /Writing

Competencies: -Comprehend and translate information in written discourse.

- Demonstrate awareness of the register and style of printed discourse.

Limited time: (Suggested time 60 minutes)

Enter Mabel Chiltern and Lord Caversham

MABEL CHILTERN: Lord Goring, I think your father's conversation much more improving than yours. I am only going to talk to Lord Caversham in the future, and always under the usual palm tree.

LORD GORING: Darling! (*Kisses her*)

LORD CAVERSHAM (*considerably taken aback*): What does this mean, sir? You don't mean to say that this charming, clever young lady has been so foolish as to accept you?

LORD GORING: Certainly, father! And Chiltern's been wise enough to accept the seat in the Cabinet.

LORD CAVERSHAM: I am very glad to hear that, Chiltern… I congratulate you, sir. If the country doesn't go to the dogs or the Radicals, we shall have you Prime Minister, some day.

Enter Mason.

MASON: Luncheon is on the table, my Lady! (*Mason goes out.*)

MABEL CHILTERN: You'll stop to luncheon, Lord Caversham, won't you?

LORD CAVERSHAM: With pleasure, and I'll drive you down to Downing Street afterwards, Chiltern. You have a great future before you, a great future. Wish I could say the same for you, sir (*to Lord Goring*). But your career will have to be entirely domestic.

LORD GORING: Yes, father, I prefer it domestic.

LORD CAVERSHAM: And if you don't make this young lady an ideal husband, I'll cut you off with a shilling.

MABEL CHILTERN: An ideal husband! Oh, I don't think I should like that. It sounds like something in the next world.

LORD CAVERSHAM: What do you want him to be then, dear?

MABEL CHILTERN: He can be what he chooses. All I want is to be… to be… oh! a real wife to him.

LORD CAVERSHAM: Upon my word, there is good deal of common sense in that, lady Chiltern.

(They all go out except Sir Robert Chiltern. He sinks into a chair, wrapt in thought. After a little time, Lady Chiltern returns to look for him.)

LADY CHILTERN (leaning over the back of the chair*): Aren't you coming in, Robert?*

SIR ROBERT CHILTERN (*taking her hand*): Gertrude, is it love you feel for me, or is it pity merely?

LADY CHELTERN (*kisses him*): It is love, Robert. Love, and only love. For both of us a new life is beginning.

Curtain

Oscar WILDE
An Ideal Husband

Answer the following questions:

1. What do the sentences in Italics represent? Which tense is used in them? Why? Translate them while taking these elements into consideration.

2. Translate the social titles that appear in the text.

3. Point out expressions of affection in the text. Can you translate them literally? Why? Propose an adequate translation.

4. What is the meaning of the adjectives "improving" (line 1) and "domestic" (line 17)? How do you translate them?

5. What is the Cabinet (line 8)? Who are the Radicals (line 10)? What is Downing Street (line 14)? Can you translate them literally? Suggest a translation.

6. Translate the two following sentences:
   - "You don't mean to say that this charming, clever young lady has been so foolish as to accept you?" (lines 5-6)
   - "Chiltern's been wise enough to accept the seat in the Cabinet." (lines 7-8)

7. What is the tone of the following sentence: "If the country doesn't go to the dogs or to the Radicals"? How do you translate it?

8. Translate the following idioms:
   - To be taken aback (line 5)
   - "Wish I could say the same for you" (lines 15-16)
   - "I'll cut you off with a shilling" (lines 18-19)
   - "In the next world" (line 21)
   - "Upon my word" (line 25)
   - "Wrapt in thought" (line 27)

9. What is the type of the text? Justify your answer.

10. Translate the first part, i.e. until "some day". (line 10)

Sample 6 **Translation - Third Year Secondary**

Evaluation Sheet

Domain: Reading /Writing
Competencies: -Comprehend and translate information in written discourse.
- Demonstrate awareness of the register and style of printed discourse.
Limited time: (Suggested time 60 minutes)

The Milkmaid and the Pail

1 A farmer's daughter had been out to milk the cow, and was returning to the dairy carrying
2 her pail of milk upon her head. As she walked along, she fell amusing after this fashion:
3 "The milk in this pail will provide me with cream, which I will make into butter and take to
4 market to sell. With the money I will buy a number of eggs, and these, when hatched, will
5 produce chickens, and by and by I shall have quite a large poultry-yard. Then I shall sell
6 some of my fowls, and with the money which they will bring in, I will buy myself a new
7 gown, which I shall wear when I go to the fair; and all the young fellows will admire it, but
8 I shall toss my head and have nothing to say to them." Forgetting all about the pail, and
9 suiting the action to the word, she tossed her head. Down went the pail, all the milk was
10 spilled, and all her fine castles in the air vanished in a moment!
11 Do not count your chickens before they are hatched.

World's Greatest Classic Books,
page 1

Answer the following questions:

1. The author alternates reality and fiction. Which tenses does he assign to each atmosphere?
2. How are the sentences linked? (lines 3–9). Enumerate then translate the linking words.
3. Find a metaphor and translate it into Arabic.
4. How do you interpret "by and by"? Give many alternatives.
5. What is the last sentence of the text called? Translate it literally into Arabic.
6. Is there to your knowledge an Arabic equivalent to this sentence? State it. What do you notice?
7. What is this literary piece called? What characterizes it?
8. Translate all the text.

Sample 7 **Translation - Third Year Secondary**

Evaluation Sheet

Domain: Reading /Writing
Competencies: -Comprehend and translate information in written discourse.
- Demonstrate awareness of the register and style of printed discourse.
Limited time: (Suggested time 60 minutes)

Joint Stock Company

1 The initials S.A.L. which follow the commercial name of the joint stock company
2 represent the French abbreviation of "Société Anonyme Libanaise".
3 A Joint Stock Company is an association of funds contributed by three or more
4 persons for purposes of profit. The common capital is contributed in cash or in kind by the
5 members composing the company.
6 The company is distinguished from a "Partnership" in that the members of a Joint
7 Stock Company, called shareholders, can be many and not necessarily known to each other,
8 and its members cannot act or speak for that company. A Joint Stock Company is quite
9 the opposite of a partnership. The latter is an association of persons, whereas a Join Stock
10 Company is an association of funds: It is the prototype of companies of capitals.

Businessman Law, p. 72
Edward HANNA

Answer the following questions:

1. a) Give two different translations for the term Joint Stock Company. Translate also "Société Anonyme".
   b) What other kind of companies is mentioned in the text? Translate the relevant term.
2. a) Translate the word "capital" in the following sentences.
   - "The common capital is contributed in cash.....company". (lines 4-5)
   - "The capital of a Joint Stock Company is divided into shares".

   b) Translate into Arabic the term: "companies of capitals". What do you notice?
3. Translate the following terms: shareholders, funds, liability, in cash, in kind.
4. Suggest two alternatives for translating "not necessarily known to each other"(line7).
5. Translate the sentence: " The company is distinguished in that the...known to each other."(lines 6-7)
6. Translate the two phrasal verbs "to act and to speak for" (the company) (line 8).
7. Pick up a sentence which includes a contrast and translate it.
8. Determine the type of the text.
9. Translate the text.

DOMAIN	COMPETENCIES
Oral Communication : Listening & Speaking	• **Comprehend explicit information in spoken discourse.** (Take notes; present ideas in an oral report; complete a cloze/chart.) • **Interpret information in spoken discourse.** (Relate information to experience and prior knowledge; identify and explain differences in behavior and attitude; synthesize information collected from various sources either orally or in writing; suggest plausible ending to a story.) • **Utilize audio-input to expand linguistic competence.** (Identify key terms, transitions and other discourse markers used; identify technical terminology and grammatical structures.) • **Carry out transactions and express feelings and emotions using oral language.** (Justify an opinion or a point of view; express emotions and attitude.) • **Use appropriate socio-linguistic rules.** (Participate in role-plays; make presentations; contribute to and lead discussion properly; use proper stress and intonation patterns.) • **Convey and seek information.** (Describe actions or situations in detail; discuss pros and cons of a specific position; use visuals to clarify information; illustrate by giving examples; answer and raise questions.)
Written Communication : Reading & Writing	• **Utilize text-related clues to comprehend printed discourse.** (Identify the denotative and connotative meanings of words; identify the deviations from standard forms such as word order, pronunciation, etc.) • **Demonstrate literal comprehension of written discourse.** (Fill in missing words in a cloze text; answer questions; identify main ideas/supporting details; summarize text.)

DOMAIN	COMPETENCIES
Written Communication : Reading & Writing	• **Interpret what is read.** (Explain abstract concepts by referring to text/previous knowledge; evaluate information read; draw logical inferences and conclusions; relate information across content-area; relate information to experience/prior knowledge; synthesize information.) • **Apply reading strategies and techniques.** (Preview and make plausible predictions; skim and scan texts such as references, textbooks, magazines and databases for information.) • **Demonstrate awareness of linguistic and stylistic features of text.** (Identify and use appropriate formality [style], specialized features [register], deviations from standard forms such as archaic usage, word order, meaning, etc.) • **Write literary, informational and practical texts.** (Write narratives; write summaries write news reports; describe people, objects and actions.) • **Apply process-writing skills.** (Brainstorm ideas; take notes; organize ideas by webbing, mapping or outlining; revise, edit and proofread; share information.)

Sample 1 **First Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain : Oral Communication : Listening

Competencies : - Comprehend explicit information in spoken discourse.
- Interpret information in spoken discourse.

Situation:

- **Individual**
- **Limited time: (Suggested time: 25 minutes)**

The teacher reads the following tape-script in the chosen tone.

Tape-script:

Weather Report:

Good evening. Here is the National Weather Service forecast for the Chicago area. The ten p.m. temperature: Lakefront 76 degrees, Midway 76 degrees, O'Hare 74 degrees. Relative humidity 66 per cent. The winds are calm. The barometric pressure 30.08 and rising.

Tonight partly cloudy, some widely scattered showers. Lows in the lower 70s and light and variable winds.

Tomorrow partly sunny and very warm. Highs in the upper 80s, south winds five to ten miles per hour.

Tomorrow night fair, with lows in the middle 60s.

Tuesday hot and humid and mostly sunny, highs around 90.

The extended forecast through Friday: hot, with daily highs 90-95 and daily lows in the upper 60s.

Fair Wednesday and Thursday.

Partly cloudy, chance of thunderstorms on Friday.

Repeating the ten p.m. temperature: Lakefront 76, Midway 76, O'Hare 74.

Thank you for calling

Part A

Directions: Listen to the following weather report and then fill in the chart below. You may fill the chart out while listening to the selection.

Weather Report

Location : *Chicago*
Temperature : Lakefront ____
Midway_____
O'Hare_____
Humidity ____
Wind_____
Barometric pressure_____
Tonight_____
Tomorrow_____
Tomorrow night_____
Tuesday_____
Wednesday, Thursday _____
Friday_____
Time of report_____

Part B: After you have filled the above chart, answer the following questions:

1. In one sentence, describe the attitude of the reporter.

_____

2. a. Chicago is often called "*The Windy City*." Was it a windy city during the time of this report? _____

   b- Recall and write three words from the text that you remember that show that Chicago was or was not windy at the time of the report.

_____

3. Is this a live weather report? Write down two words that justify your answer.

_____

(Adapted from Swartz, Barbara Fowler and Smith, L. This is a Recording: Listening with a Purpose, New Jersey, Prentice Hall, Inc., 1986, p.76)

Sample 2 **First Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain : Oral Communication : Speaking

Competency : - Convey and seek information.

Situation:

- **Individual**
- **Limited time: 10 minutes to write the report and 2-3 minutes to present it.**

Directions: What's the weather like today?
Write a weather report and sketch a chart or a map to illustrate your report. Then in 2-3 minutes present your report to the class.

Sample 3 **First Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain : Written Communication : Reading
Competency: - Demonstrate literal comprehension of written discourse.

Situation:
- **Individual**
- **Limited time: (Suggested time: 25 minutes)**

Directions: Read the following parts of a newspaper article which are not in correct order and answer the questions below.

ALIVE! THE SPACE TRIP SKIER

BACK to SLOPES RESCUE

"It was a horrible feeling", he said. "If I had landed a foot or two to the left or to the right, I would have been dead."

A helicopter crew lifted him to safety.

Bergstroem, the luckiest man alive, skied straight over a cliff and plunged 1,800ft into a snowdrift.

Amazingly, he suffered only a broken rib, a twisted ankle, and a few scratches. Now his main thought is to get back on the slopes." I want to collect my skis – they cost me $500", he said from his hospital bed. Bergstroem was skiing on 5,000 ft. Queens Crown Mountain, near Trondheim, Norway, when the snow vanished under his skis and he was falling free.

FLYING Swede Lennar Bergstroem yesterday did the impossible – a ski jump of 1,800 feet.

Bergstroem's three companions were unable to reach him – but his cries for help told them he was still alive.

Bergstroem, the luckiest man alive, skied straight over a cliff and plunged 1,800 ft into a snowdrift.

1. What is the main idea of the newspaper article?

_____

2. Write one detail that supports the main idea.

_____

3. Summarize the article in your words in order to inform a friend about the event.

_____

Sample 4 **First Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain : Written Communication : Writing

Competency : - Write literal, informational and practical texts.

Situation:

- **Individual**
- **Limited time: (Suggested time: 30 minutes)**

Directions: Read the following letter to the Editor below and write a letter to John Leone giving two reasons why you (dis) agree with him. Try to include in the letter personal experiences and any facts you have read or heard about.

VIEWPOINT

LIVE and LET LIVE!

Dear Editor:

I am writing to protest the way scientists use animals for cruel experiments. Scientists say that these experiments are conducted for the benefit of mankind. But there is no argument which can justify the unnecessary suffering inflicted on animals. Furthermore, scientists know very well that most of their experiments on animals can benefit no one. In fact, some experiments (like grafting a second head onto a living creature) are so grotesque that they diminish the dignity of man.

Animals are abused and exploited, and who can they depend on for protection? If we don't protect them, who will? If you saw a man publicly beating a dog, you would be shocked and angry. But a scientist can perform all kinds of unspeakable horrors in the privacy of his or her laboratory in the name of "research."

It's time that animals were allowed to enjoy the gift of life, just like human beings. This won't happen until scientific experiments are banned forever.

Yours truly,
John Leone

(Selection taken from Alexander, et. al., *Take a Stand*, London, Longman)

Sample 5 **First Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain : Oral Communication : Listening

Competency: - Comprehend explicit information in spoken discourse.

Situation:

- **Individual**
- **Limited time: (Suggested time: 30 minutes)**

Teacher reads the following:

Disaster

On August 17, a powerful earthquake hit Western Turkey, bringing down buildings and leaving thousands of people dead and injured.

The other headlines:
Talks are still going on in Washington in a bid to try and avert a crisis in the Middle East.
Angry teachers have voted to continue their lightning one-day strike action as pay negotiations once more break down.

Bulldozers are moving in to clear thousands of tons of rubble, and recover the bodies of those killed in the earthquake, which measured 7.4 on the Richter scale. It happened during the night, while people were sleeping in their beds, and as a result over 12,000 people are now known to have been killed. But as over 30,000 people may still be buried under the rubble, officials fear the death toll could rise to over 40,000.

The United Nations relief agency - UNICEF - is one organization flying emergency health and water requirements to the disaster victims, and hundreds of emergency medical packs for use by hospitals and community medical centers. Each pack—containing a variety of basic medicines and equipment—is designed to meet the emergency needs of 10,000 people for a period of three months.

These are just some of what the survivors are in immediate need of:

- Rolls of plastic sheeting to shelter the thousands of families who have been left homeless;
- Water tanks for holding clean water;
- Food supplies and cooking utensils;
- Bedding and basic first aid & medical supplies.

Our own correspondent has been to the disaster area and sends us this report…

Listen to a news report on the radio, take notes and then answer the following questions.

1. What is the main news?

_____

2. Where and when did these events take place?

_____

3. Write down another headline you have listened to.

_____

4. List three things the survivors were in immediate need of.

_____

5. How did the UNICEF help?

_____

_____

Sample 6 **First Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain : Oral Communication : Speaking

Competency: - Use appropriate socio-linguistic rules.

Situation:

- **Individual**
- **Limited time: 5 minutes to prepare the dialogue and 2-3 minutes to present it.**

Imagine you were the correspondent at the disaster area. Report an imaginary dialogue between you and one of the survivors. Write the dialogue before reporting it.

Sample 7 **First Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain : Written Communication : Reading

Competency: - Interpret information in spoken discourse.

Situation:

- **Individual**
- **Limited time: (Suggested time: 30 minutes)**

Read the following text and answer the questions.

Psychologists are interested in the reasons why some people like taking part in risky sports. When they studied people who were learning to jump from a plane with a parachute, they found that the parachutists' bodies produced large amounts of two hormones, adrenaline and noradrenaline, just before they made their jump. These hormones help to prepare us for any sudden activity. Adrenaline increases the heart rate and provides more sugar for the muscles, while noradrenaline makes us react more quickly. However, noradrenaline also stimulates a part of the brain which controls feelings of pleasure. Some psychologists have concluded that it is a feeling of pleasure caused by this hormone which makes certain people want to participate in dangerous sports.

Another possible reason is the level of arousal in part of the brain. According to some psychologists, the brain tries to maintain a certain level of arousal. They believe that people who normally have a low level of arousal look for excitement and new experiences in order to stimulate themselves, whereas people who usually have a high level of arousal try to avoid risks and unfamiliar situations in order not to become overexcited. If the psychologists are right, people with a low arousal level are the ones who enjoy participating in dangerous sports and activities.

It is thought that people with low levels of arousal have a slower-reacting nervous system than people with higher arousal levels. It may therefore be possible to find out your level of arousal by testing your nervous system. A quick way of doing this is to put some lemon juice on your tongue. If you produce a lot of saliva, your nervous system has been affected by the lemon and so you probably have a high level of arousal; if you produce little saliva, you probably have a low arousal level. If you have a low level, you might enjoy taking part in risky sports. However, this does not mean that you have to try parachuting!

(Selected from Heaton B. & D Dunmore. (1994) *Topics in English. 1.* Longman)

Now answer the following questions

1. Why did the parachutists' bodies produce a lot of adrenaline and noradrenaline before they jumped from a plane?

_____

_____

_____

2. What two possible reasons are given for some people's desire to participate in dangerous sports?

_____

_____

_____

3. What does the brain try to maintain, according to some psychologists?

_____

_____

_____

4. Why do psychologists believe that people with a high level of arousal try to avoid danger?

_____

_____

_____

5. What is shown by putting lemon juice on your tongue?

_____

_____

_____

6. Select one statement from the text that is presented as a fact and another one as an opinion.

_____

_____

Sample 8 **First Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain : Written Communication : Writing

Competency : Write literary, informational and practical texts.

Situation:

- **Individual**
- **Limited time: (Suggested time: 40 minutes)**

All over the world, people play games in their free time. These games can range from simple children's games of jumping rope or playing hide and seek, to complex adult games of chess and tennis. Think of a fairly simple game that you know well and write an essay describing how to play that game. Consider the following points:

a. The equipment you need
b. The main rules of the game
c. How you play the game to win

Material : English **Second Year Secondary - Second Foreign Language**

DOMAIN	COMPETENCIES
Oral Communication: Listening & Speaking	• **Comprehend explicit information in spoken discourse.** (State message; identify thesis, supporting evidence and conclusions; identify conflicts among characters; summarize text.) • **Interpret information in spoken discourse.** (Relate information to previous knowledge or experience; discuss motives behind actions and attitudes; synthesize information drawn from varied texts.) • **Utilize audio-input to expand linguistic competence.** (Identify grammatical structures such as complex sentences and active/passive voice, etc.; identify formal schemata: lab reports, news reports, documentaries, etc.; identify word usage.) • **Carry out transactions and express feelings and emotions using oral language.** (Provide reactions to what is said; justify opinion and point of view; present objective analysis of spoken discourse.) • **Use appropriate socio-linguistic rules.** (Use proper intonation, pronunciation and gestures; make a presentation accommodating the audience; contribute to and lead discussion properly.) • **Convey and seek information.** (Ask and respond to questions to clarify information; convey a message; discuss themes, plot, and characters; illustrate by giving examples; use visuals.)
Written Communication: Reading & Writing	• **Utilize text-related clues to comprehend printed discourse.** (Identify and explain figures of speech; identify linguistic and rhetorical features.) • **Demonstrate literal comprehension of written discourse.** (Choose appropriate title for a text; identify stereotypes and biases; summarize text; identify thesis, point of view and supporting evidence.)

DOMAIN	COMPETENCIES
Written Communication: Reading & Writing	• **Interpret what is read.** (Write a plausible conclusion for a story; discuss motives behind actions and attitudes of characters; examine thesis, point of view; evaluate conclusions and discussions; judge validity of data; suggest alternative solutions to problems.) • **Apply reading strategies and techniques.** (Preview and make plausible predictions; skim and scan texts such as references, textbooks, magazines, etc. for information; Generate own questions; jot down information read in the form of diagrams, charts and tables.) • **Demonstrate awareness of linguistic and stylistic features of text.** (Vary style and register according to topic and audience; use appropriate transitionals; maintain thematic unity to ensure coherence; vary sentence structure; use appropriate vocabulary.) • **Write literary, informational and practical texts.** (Write narratives; write summaries; write news reports; describe people, objects and actions; describe steps of an experiment; write an advertisement, interviews, dialogues or discussions.) • **Apply process-writing skills.** (Brainstorm ideas; take notes; organize ideas by webbing, mapping or outlining; revise, edit and proofread; share information.)

Sample 1 **Second Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening
Competencies: - Comprehend explicit information in spoken discourse.
- Interpret information in spoken discourse.

Situation:

- **Individual work**
- **Limited time: (Suggested time: 45 minutes at the end of the first term after three months of instruction.)**

The teacher reads the following news item to the class and tells the students to listen carefully as they will have to fill out a form, summarize the information and relate it to their experiences.

Transcript:

Good evening and here is the news at six o'clock.

A government task force has issued a report on the hazards of drunk driving. According to the report, half of the 50,000 highway deaths last year involved intoxicated drivers. Annually, drunk drivers cause 80,000 accidents, 750,000 serious injuries, and 5 billion dollars in economic losses. Federal studies show that on weekend nights one out of ten motorists is intoxicated but just one in 2,000 is arrested. The government has proposed to strengthen laws against drunk driving.

In a related story, a Manhattan man has been charged with manslaughter and drunken driving as a result of a collision on the Queensboro Bridge. The two women in his sports car were killed. He was seriously injured and the two men in the second vehicle, a tractor-trailer truck, suffered minor injuries. The three survivors were taken to Saint Vincent's Hospital for treatment. The two female victims were not immediately identified. The accident temporarily closed all but one eastbound lane on the bridge.

And here at 6:05 is the latest traffic report. There is heavy congestion on the Long Island Expressway in both directions. There are tie-ups on all the westbound crossings to New Jersey. Due to an overturned vehicle in the right lane, traffic is bumper to bumper through the Holland Tunnel. And on the George Washington Bridge, traffic is at a standstill because of a stalled commuter bus. To avoid getting stuck in this traffic, take the Lincoln Tunnel where traffic is moving.

(Adapted from Karant, Priscilla, *Headlines*. New Jersey, Prentice-Hall,Inc., 1982, p.19)

Directions: After you have listened to the selection, answer the following questions:

1. Fill in the form below with the missing words.
2. Make a chart summarizing the results.
3. Write two sentences giving a related personal experience.

A government task force (1)_____ a report on the hazards of drunk driving. (2)_____ report, half of the 50,000 highway (3)_____ last year involved intoxicated drivers. Annually, drunk drivers cause 80,000 (4) _____ , 750,000 serious injuries, and 5 (5)_____dollars in economic (6) _____. Federal studies show that on weekend nights (7) _____ten motorists is intoxicated but just (8) _____ 2,000 is arrested. The (9)_____proposed to (10) _____ laws against drunk driving.

2. Chart: Summarize the results above in a chart form.

3. **Personal Experience: Listen to the last paragraph again and write two sentences giving a related personal experience in your country.**

_____

_____

_____

Sample 2 **Second Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening
Competencies: - Comprehend explicit information in spoken discourse.
- Interpret information in spoken discourse.

Situation

- **Individual work**
- **Limited time: (Suggested time: 45 minutes at the end of the first term after three months of instruction.)**

Students are asked to listen carefully to the following conversation as they will have to fill out a form, summarize the information and relate it to their own knowledge.

Tape-Script:

Robert: **Oh!**
Annie: Oh, that looks heavy! Was it crowded?
Robert: Well, it wasn't too bad. I think I got everything, anyway. Right, here we go. Ah, bread…potatoes…I thought you were on a diet!
Annie: And so I am, it's a high—fibre diet.
Robert: High—fibre?
Annie: Fibre is very good for you, and bread and potato contain a lot of fibre.
Robert: Really? Oh, and here are the vegetables.
Annie: Did you get the fruit?
Robert: Yes I did. And the nuts.
Annie: Fibre is only found in foods that grow from the ground. That's why things like nuts and fruit and vegetables are good for you.
Robert: And there's some cheese somewhere…ah, there it is!
Annie: Well, I'm trying not to eat so much cheese.
Robert: Why? What's wrong with cheese?
Annie: Well, apparently it's dangerous to eat too much saturated fat, like there is in cheese, butter and milk.
Robert: Yogurt is OK, though, isn't it?
Annie: Yes, that's alright because there isn't much fat in it.
Robert: What about this piece of beef, then?
Annie: Well, that's not supposed to be too good for you either, but it does look rather nice!
Robert: And the fish?
Annie: There's less fat in fish, and the chicken you've got there, so they're much better than red meat.

Robert: Then I guess I shouldn't have bought those potato chips and the cookies, ha?
Annie: No, nor the biscuits…or the sugar…or the chocolate! Rob, you've really gone over the top!
Robert: Well, I like a spoonful of sugar in my coffee, and a little piece of chocolate won't do much harm.
Annie: It's just that sugar has no food value at all.
Robert: It's always the same, isn't it? The things you like most are the things that are bad for you!

(adapted)

Directions: After you have listened to the selection, answer the following questions:

1. Fill in the sentences below with the missing words.

Fibre is (1)_____ for you, and bread and (2)_____ contain a lot of fibre.
It is dangerous to (3)_____ too much (4)_____ fat.
There's less (5)_____ in fish, and the (6)_____ you've got there.
I guess I shouldn't have (7)_____ these potato(8)_____.
The (9)_____ you like the (10) _____ are bad for you.

2. What Is the main idea of the text.

3. Identify the conflict between Annie and Robert.

4. Make a chart categorizing the food items mentioned in this passage.

5. Write two sentences about the benefits of food items that are native to your country.

_____

_____

_____

_____

Sample 3 **Second Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Speaking
Competencies: - Convey and seek information.
- Use appropriate socio-linguistic rules.

Situation:
- **Individual**
- **Limited time: (Suggested time: 15 minutes to prepare the oral presentation, and 2 minutes for each student to deliver the oral presentation.)**

Directions: Prepare a two minute informative report describing the traffic situation in your country during a rush hour. Pretend that your classmates are foreigners in Lebanon and your purpose is to inform them of the problems but at the same time you want them to visit your country. You may use the following picture as a guide if it agrees with your opinion.

Sample 4 **Second Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Speaking
Competency: - Use appropriate socio-linguistic rules.

Situation:

- **Individual work**
- **Limited time: (Suggested time: 15 minutes to prepare the oral presentation, and 2 minutes for each student to deliver the oral presentation.)**

Directions: Use the nutrition information below to prepare a two-minute report describing the food product that this label belongs to.

INGREDIENTS

CEREAL FLOURS (WHOLEOATS, WHOLEWHEAT, WHOLEBARLEY, WHOLERYE), SUGAR, HONEY, SALT, FLAVOURING, NIACIN, IRON, COLOUR (MIXED CAROTENES), VITAMIN B_6, RIBOFLAVIN (B_2), THIAMIN (B_1), ANTIOXIDANT (ASCORBYL PALMITATE, ALPHA TOCOPHEROL), FOLIC ACID, VITAMIN D, VITAMIN B_{12}.

NUTRITION INFORMATION

		Typical value per 100g	Per 30g Serving with 125ml of Semi-Skimmed Milk
ENERGY	kJ	1550	700
	kcal	370	170
PROTEIN	g	8	7
CARBOHYDRATE	g	76	29
(of which sugars)	g	(37)	(18)
(starch)	g	(39)	(11)
FAT	g	3.5	3
(of which saturates)	g	(0.7)	(1.5)
FIBRE	g	7	2
SODIUM	g	0.6	0.3
VITAMINS:		(%RDA)	(%RDA)
VITAMIN D	µg	4.2 (85)	1.3 (25)
THIAMIN (B_1)	mg	1.2 (85)	0.4 (30)
RIBOFLAVIN (B_2)	mg	1.3 (85)	0.6 (40)
NIACIN	mg	15 (85)	4.6 (25)
VITAMIN B_6	mg	1.7 (85)	0.6 (30)
FOLIC ACID	µg	167 (85)	60 (30)
VITAMIN B_{12}	µg	0.85 (85)	0.75 (75)
IRON	mg	7.9 (55)	2.4 (17)

* For whole milk increase energy by 100kJ (25kcal) and fat by 3g.
* For skimmed milk reduce energy by 70kJ (20kcal) and fat by 2g.
Contribution provided by 125ml of semi-skimmed milk:- 250kJ (60kcal) of energy, 4g of protein, 8g of carbohydrates (sugars), 2g of fat.

Kellogg's is committed to providing quality products. For literature, information on our Company or if you have a query or concern about this product please call us free, weekdays 8.00am - 6.00pm, on 0800 626066 (Republic of Ireland 1800 626066). Or return the packet and its contents to: Consumer Services Department, The Kellogg Building, Talbot Road, Manchester M16 OPU. Republic of Ireland Office, 9 St. John's Court, Swords Road, Santry, Dublin 9. Cost and postage will be refunded in full. Your statutory rights are not affected. In correspondence please quote the codes on the top flap.

By appointment to HM The Queen, Purveyors of Cereals, Kellogg Marketing and Sales Company (UK) Limited Manchester

This package contains at least 12 of the above servings and is sold by weight, not volume. Some settling of contents may have occurred during transit.

375g TM

Carton No. 32 12 08/33

Sample 5 **Second Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Written Communication: Reading
Competency: - Interpret what is read.

Situation:

- **Individual work**
- **Limited time: (Suggested time: 25 minutes at the end of the first term after three months of instruction.)**

Directions: Read the brochure below and answer the questions that follow:

The EDUCATIONAL DIVISION at LAU is committed to promoting excellence through teaching and research. In a caring and interactive environment, the EDUCATION DIVISION offers programs that prepare students for teaching careers in elementary and secondary cycles.

The EDUCATION DIVISION aims to empower the teaching force to prepare proactive generations grounded in necessary life skills so that they may function in today's world and sustain a quality life for themselves and for others to come.

BACHELOR OF ARTS (BA) DEGREES ARE OFFERED IN:

1. Elementary Education-
   Emphasis: English/Arabic/Social Studies/Math/Science/Art/Music
2. The Teaching of English as a Foreign Language (TEFL)
3. The Teaching Arabic as a Foreign Language (TAFL)

DIPLOMAS ARE OFFERED IN:

1. The Teaching of English as a Foreign Language Lebanese (TEFL)
2. The Teaching Diploma – Elementary
3. The Teaching Diploma – Secondary

The EDUCATION DIVISION also runs an INTENSIVE ENGLISH PROGRAM for students admitted to the university with scores below 500 in the English Entrance Exam (EEE) or 525 in the Test of English as a Foreign Language (TOEFL).

The EDUCATION RESOURCE CENTER (ERC) provides resources and facilities for study, research and development of instructional materials.

The computer multi-media setup aims to keep the Education students abreast of the ever-changing world of technology and the power it brings to student learning.

Prior to their graduation, students in the BA programs undergo internships in schools to observe, assist and teach.

The special training of Education students in communication skills, general knowledge, professional knowledge and subject specialization provides wide opportunities for employment in Lebanon and the Middle East.

REQUIREMENTS: Students applying to the BA programs must have completed the Baccalaureate Part II or its equivalent. Those applying to the Diploma programs must have completed a BA/BS or its equivalent.

(Brochure from LAU, 1999)

1. What is the purpose of the brochure?

_____

2. Write a summary of the main ideas in the text.

_____

_____

_____

_____

3. Write a sentence showing how the information in the text might be relevant to you.

_____

_____

Sample 6 **Second Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Written Communication: Reading
Competency: - Demonstrate literal comprehension of written discourse.

Situation:
- **Individual work**
- **Limited time: (Suggested time: 30 minutes at the end of the first term after three months of instruction.)**

Directions: Read the following passage and answer the questions that follow.

Who gave the name "football" to a sport in which the ball rarely touches a foot?

When William the Conqueror invaded England in the 11th century, a game involving kicking a ball around also came along from Normandy. The players began using inflated animal bladders as balls because they were easy on the toes, and could be guided accurately over long distances.. By the time the English monarchs banned the game, starting as early as the 12th century (it kept soldiers from archery practice), it was called *futballe.*

Around 1823 one form of the game became known as rugby, when a Rugby School pupil caught the ball and ran with it instead of just kicking it. Another version—played under rules of the Football Association of England— evolved around 1863 when "Association Football" was shortened to "assoc" and then into "Soccer."

In their present forms, both versions still involve foot-to-ball contact, soccer much more than rugby. In 1869, American college teams melded rugby and soccer into a third game officially called football (American football).

(Adapted from *Reader's Digest,* November 1996 issue)

1. **What is the main idea of the text?**

_____

_____

2. **State two details that support the main idea.**

_____

_____

3. **Write a summary of the main ideas in the text.**

_____

_____

_____

_____

Sample 7 **Second Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Written Communication: Writing
Competencies: - Demonstrate awareness of linguistic and stylistic features of text.
- Write literary, informational and practical texts.

Situation:

- **Individual**
- **Limited time: Suggested time: 50 minutes at the end of the first term after three months of instruction**

Directions: Using the facts in the time-line below, write an essay of three paragraphs (introduction, body and concluding paragraph) narrating the history of Mexico in terms of who or what groups of people conquered, occupied, or dominated the country at various periods of time.

Your audience are students like yourself who want to learn objectively what happened.

Make a final topic outline of the main and minor ideas after you have finished writing by filling in the sample outline format below. Remember to use appropriate transitionals and to ensures coherence. Re-read your essay and correct any language errors.

1440-1469	Montezuma, fifth Aztec king, conquered the area surrounding Tenochtitlan (the capital of Mexico) ; expanded empire to the Gulf of Mexico
1519-1521	Spanish expeditions led by Hernando Cortes and Juan de Grijalva; Cortes conquered Aztec capital in 1521; expansion of Spanish rule to Guatemala and Honduras
1521-1530	Other areas occupied by Spanish explorers
1716	Occupation by Spanish government began
1808	Napoleon Bonaparte occupied Spain
1821	Mexicans won independence from Spain
1863	French troops under Napoleon III occupied Mexico City
1864	Maximilian made emperor of Mexico by Napoleon
1867	Mexican troops regained power; Maximilian executed; end of foreign domination

(Text taken from Burgmeier, Arline et.al. *Lexis: Academic Vocabulary Study,* New Jersey, Prentice Hall Regents, 1991, p.23)

SAMPLE TOPIC OUTLINE

Thesis Statement:_____

Main Idea

_____

I. Minor Idea

_____

II. Minor Idea

_____

Concluding Sentence _____

Sample 8 **Second Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Written Communication: Writing

Competencies: - Write literary, informational and practical texts.
- Apply process-writing skills.

- **Situation: Individual work**
- **Limited time: Suggested time 50 minutes at the end of the first term after three months of instruction.**

Pretend that you work for a travel bureau in your home town. You want to write a travel brochure for tourists. Your home town has many attractions: its people, food, buildings, scenery, art, etc. Write a brochure in which you classify these attractions.

a- List the things that are wonderful about your home town. The list doesn't have to have any order.

b- Categorize the items according to which body paragraph that item will appear in.

c- Write your first draft.

d- After you revise and edit your essay, rewrite it in legible handwriting.

DOMAIN	COMPETENCIES
Oral Communication: Listening & Speaking	• **Comprehend explicit information in spoken discourse.** (Identify main points; identify logical fallacies/inconsistencies; identify ambiguities; identify character traits; identify and discard irrelevant material.) • **Interpret information in spoken discourse.** (Compare and contrast objects; events, or ideas; argue against a position/stand presented in discourse; explain logical fallacies/inconsistencies; discard irrelevant information.) • **Utilize audio-input to expand linguistic competence.** (Identify elements of style/register and give reasons for using them; identify elements of coherence and thematic unity.) • **Carry out transactions and express feelings and emotions using oral language.** (Discuss topics of interest; give informal speech; present creative work.) • **Use appropriate socio-linguistic rules.** (Vary language to fit topic, purpose and audience; use proper forms of address and discourse markers in simulated presentations/speeches; vary intonation, sentence stress.) • **Convey and seek information.** (Compare/contrast ideas; present information; explain a culturally-oriented procedure; ask for clarification.)
Written Communication: Reading & Writing	• **Utilize text-related clues to comprehend printed discourse.** (Recognize specific vocabulary; explain the culturally-loaded idiomatic expressions; explain the linguistic markers of attitude, bias, class, sex and region.) • **Demonstrate literal comprehension of written discourse.** (Identify positions and points of view in text; identify exaggeration, irony and sarcasm; identify relevant evidence; summarize main points of a text.)

DOMAIN	COMPETENCIES
Written Communication: Reading & Writing	• **Interpret what is read.** (Identify the weaknesses of an argument; explain the symbolism used in literary texts; write a critical review of literature; interpret results; discuss implications of findings.) • **Apply reading strategies and techniques.** (Preview and make plausible predictions; skim and scan texts.) • **Demonstrate awareness of linguistic and stylistic features of text.** (Vary style and register; use language structure and mechanics properly; organize text appropriately.) • **Write literary, informational and practical texts.** (Produce essays; write directions/instructions; write narrative.) • **Apply process-writing skills.** (Brainstorm ideas, take notes; organize ideas by webbing, mapping or outlining; revise, edit and proofread; share information.)

Sample 1 **Third Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening
Competency: - Comprehend explicit information in spoken discourse.

Situation:
- **Individual**
- **Limited time: (Suggested time 20 minutes)**

A. The following conversation took place between Terry and Lynn. Listen to the conversation twice. Take notes during the second listening and then answer the questions that follow.

Terry: Hey Lynn, I saw the greatest trip advertised in this travel magazine I get. It's a mountain-climbing trip in Nepal—you know, in the Himalayas. We'd go all the way to the base camp on Annapurna. That means we'd follow in the footsteps of the women's expedition that climbed Annapurna in 1978! Wouldn't that be great? Let's go!

Lynn: Not on your life! You won't get me up there! I don't even like riding in those glass elevators that go up and down the outside of fancy hotels.

Terry: Come on! Think about it a bit. There's a month-long training program and then the trip training program and then the trip is three weeks. Think how strong and brave you will feel at the end.

Lynn: You may feel strong and brave after a month. But not me! Never in a million years.

Terry: Oh, don't be like that. It's important to overcome these fears. You'll be a better person for it!

Lynn: I won't climb a mountain! Not for all the tea in China, and that's that! Find someone else to go with you.

Terry: But I want you to go. You're my best friend. Besides, there won't be any technical climbing with ropes and all that—just some high altitude hiking – really! Come on! It'll be fun. We'll have a good time!

Lynn: I like having a good time, but my idea of a good time is seeing a movie, going out to dinner, or watching a baseball game on TV. Wanna go out to dinner?

Terry: Definitely! Maybe I'll even convince you by the time we order dessert.

1-Fill in the blanks with the suitable words based on what you have heard.

Terry knew about the trip from an ---------- in a ---------- magazine. It was a ---------- trip in Nepal, in the ----------. Lynn did not like ---------- in those glasses ----------. Lynn wouldn't ---------- a mountain for all the tea in China.

2. According to Lynn, a good time could be doing the following:

a.----------
b.----------
c.----------

3. Give a description of Terry's character.

---

4. List and explain the main difference in the characters of Terry and Lynn.

a. Difference

---

b. Explanation

Sample 2 **Third Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Listening
Competency: - Comprehend explicit information in spoken discourse.

Situation:
- **Individual**
- **Limited time: (Suggested time 20 minutes)**

A. Listen to the passage and answer the questions that follow:

Since the earliest days of civilization, humans have tried to beat the common cold. In the first century A.D., a Roman author suggested that cold sufferers "kiss the hairy muzzle of a mouse" to relieve their symptoms. Colonial Americans had an even more unusual remedy. They would place salted pork and onions inside a dirty sock and wear it around their necks.

Today we are hardly closer to combating any of the two hundred viruses that cause the common cold. Colds still strike old and young, men and women, rich and poor. The cold victim may suffer from sore throat, muscle aches, chills, fever, headache, stuffy nose, coughing, sneezing, and congestion – or just one or two of these annoying symptoms. The cold will probably last from seven to ten days, then go away, regardless of whether the sufferer has taken modern medicines or spent a week kissing mouse muzzles.

The best way to "treat" a cold is to avoid getting one. Surprisingly, research shows that dampness and cold weather have nothing to do with colds. Instead, we get them through direct contact with cold viruses—usually by touching people who are carrying these germs. Colds are more common in winter because people are indoors and closer together. One way to avoid colds, then, is to wash your hands often when you are near someone with a cold. Several studies indicate that large doses of vitamin C might also prevent a cold and limit the length and severity of a cold once it's caught. So another means of avoiding colds is to take daily supplements of 500 to 1000 milligrams of vitamin C. Clearly, prevention is easier and less expensive than catching a cold, and it sure beats trying to kiss a mouse's whiskers.

1. Who suggested that cold sufferers "kiss the hairy muzzle of a mouse" to relieve cold?

---

2. How long would a common the cold last?

---

3. How can we avoid getting a cold?

a. ---

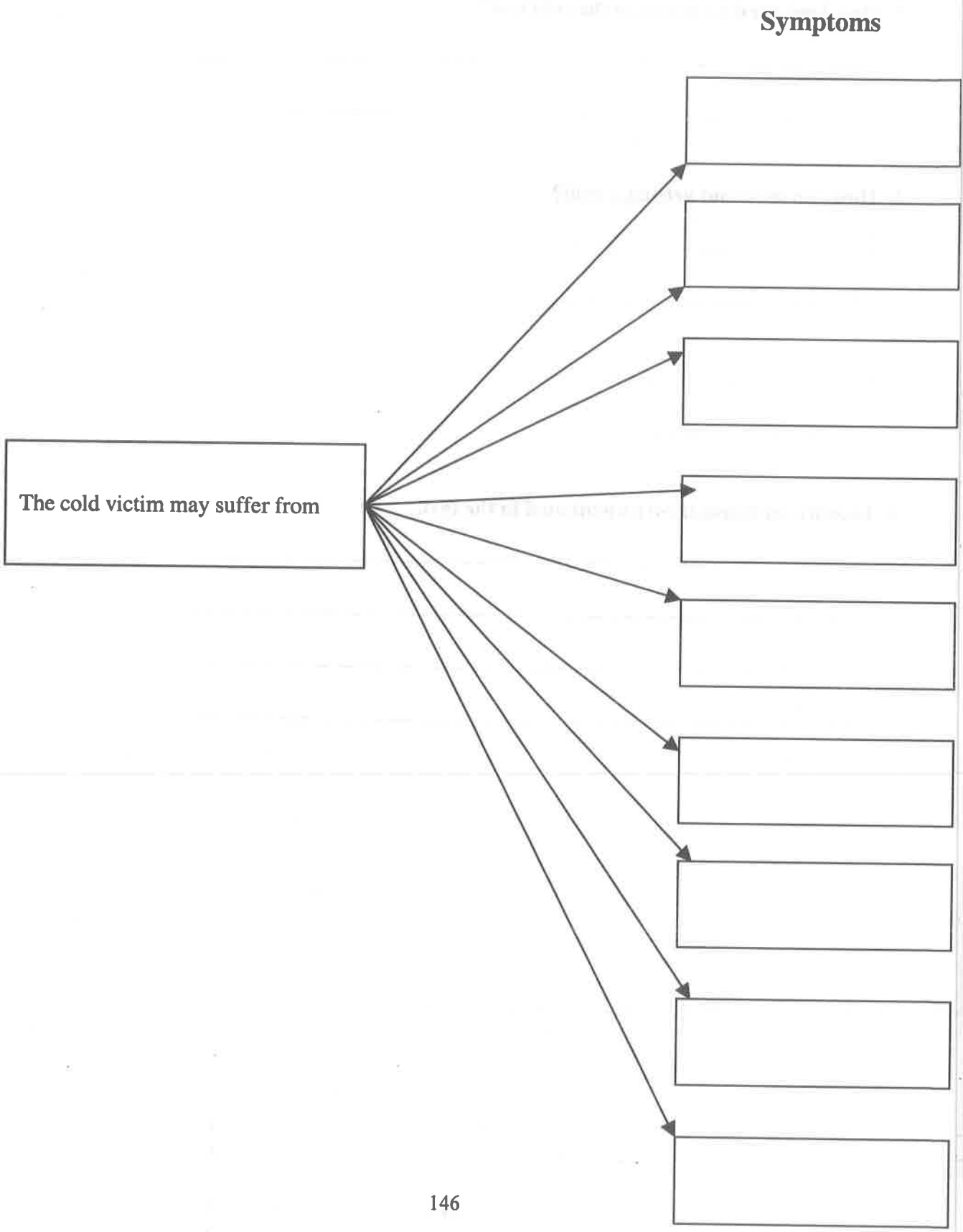
---

b. ---

---

4. Identify an unusual cure mentioned in the text.

B. Listen to the passage once more and complete the diagram below.



Sample 3 **Third Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Speaking
Competency: - Carry out transactions using oral language.

Situation:

- **Individual**
- **Limited time: (Suggested time 2-3 minutes per student)**

Your friend has just arrived an hour late for dinner. He/she did not telephone to let you know he/she would be detained. You are annoyed!

- **Work with a partner to create a dialog related to the situation mentioned above. Role-play the dialog to the class.**

Sample 4 **Third Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Oral Communication: Speaking
Competency: -Carry out transactions and express feelings and emotions using oral language.

Situation:
- **Individual**
- **Limited time: (Suggested time 2-3 minutes per student)**

Read the passage below then complete the task that follows.

" Almost everyone experiences some failures and disappointments. So, one should profit from them as learning experiences. Very often a disappointment becomes a turning point for a wonderful experience to come along. For instance, you may be rejected by the school of your choice. However, at the school you actually attend, you find a quality of education beyond what you have expected."

- **Prepare a short presentation in which you give an example from real life or your personal experience to verify and support the points suggested in the passage.**

Sample 5 **Third Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Written Communication: Reading
Competencies: - Demonstrate literal comprehension of written discourse.
- Utilize text-related clues to comprehend printed discourse.

Situation:
- **Individual**
- **Limited time: (Suggested time 40 minutes)**

A. Read the passage below and answer the questions that follow.

Friendship is both a source of pleasure and a component of good health. People who have close friends naturally enjoy their company. Of equal importance are the concrete emotional benefits they derive. When something sensational happens to us, sharing the happiness of the occasion with friends intensifies our joy. Conversely, in times of trouble and tension, when our spirits are low, unburdening our worries and fears to compassionate friends alleviates the stress. Moreover, we may even get some practical suggestions for solving a particular problem.

Because friendships enhance our lives, it is important to cultivate them. Unfortunately, it is somewhat difficult to make long lasting close friends. People are mobile, and mobility puts a strain on friendships. Long distances between friends discourage intimacy. Long distance telephone conversations are costly, and letter writing is not a deeply ingrained habit. Divorce is also destructive to friendships. In many cases, when divorce occurs, friendships disintegrate because couples usually prefer to associate with other couples.

People choose some friends because they are fun to be with: they "make things happen." Likewise, common interests appear to be a significant factor in selecting friends. Families with children, for instance, tend to gravitate toward families with children. It is normal to befriend people who have similar lifestyles, and organizations such as Parents Without Partners have appeared on the scene as a natural outgrowth of this tendency. These groups provide an opportunity to socialize, make new acquaintances and friends, obtain helpful advice in adapting smoothly to new lifestyles. Other groups focus on a specific interest such as camping or politics. It is perfectly acceptable to select friends for special qualities as long as there is a balanced giving and taking that is mutually satisfying.

Very close and trusted friends share confidences candidly. They feel secure that they will not be ridiculed or derided, and their confidences will be honored. Betraying a true friend is a very quick and painful way to terminate a friendship.

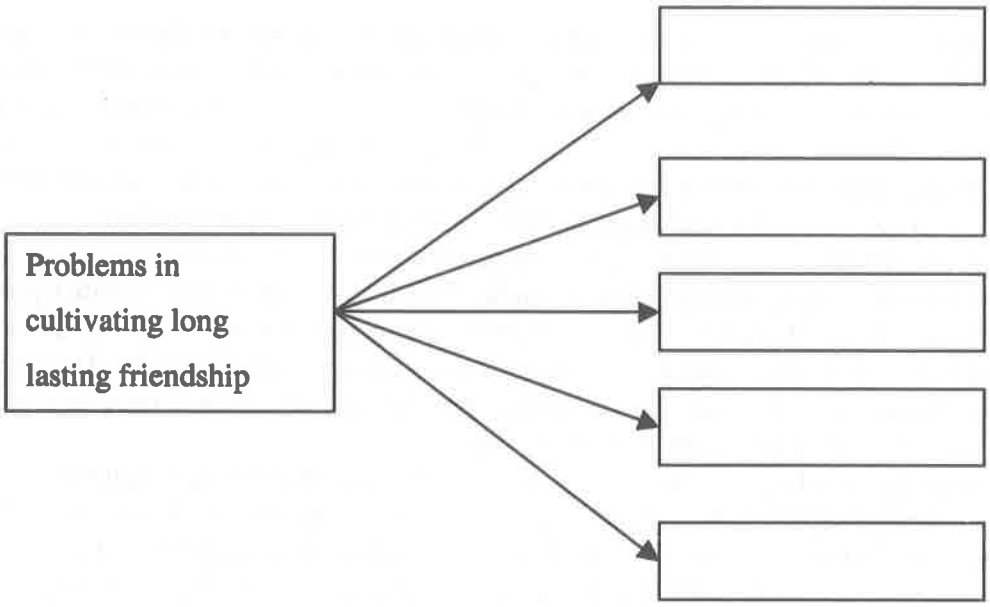
As friendships solidify, ties strengthen. Intimate relationships enrich people's lives. Some components of a thriving friendship are honesty, naturalness, thoroughness, and some common interests.

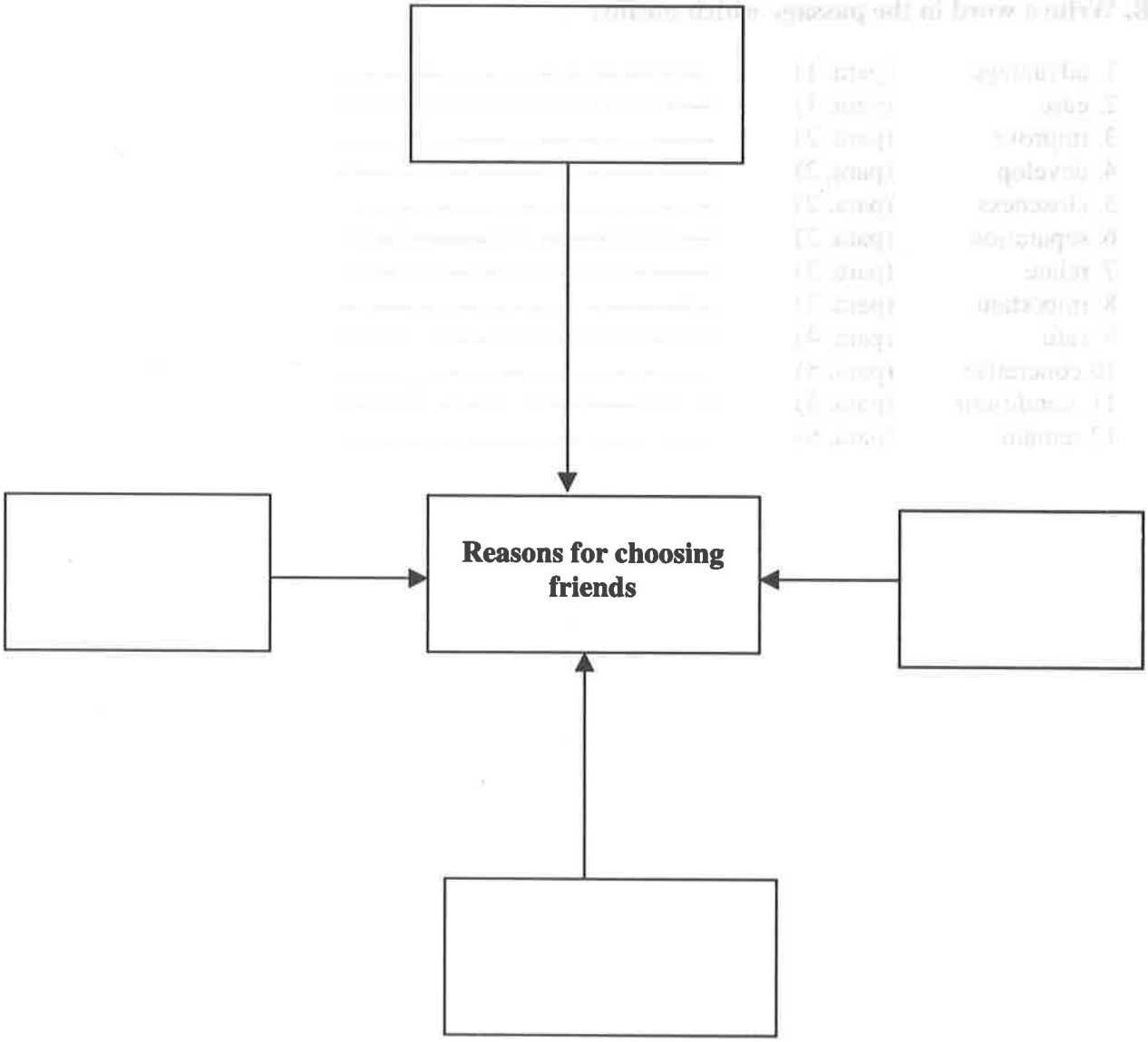
Circumstances and people are constantly changing. Some friendships last "forever"; others do not. Nevertheless, friendship is an essential ingredient in the making of a healthful, rewarding life.

1. List the reasons mentioned in paragraph 1 that explain how friendship is a source of pleasure and good health.

a- ----------
b- ----------
c- ----------
d- ----------

2. Complete the charts below based on what you have read.




Reasons for choosing friends

B. Write a word in the passage which means:

1. advantage	(para. 1)	----------
2. ease	(para. 1)	----------
3. improve	(para. 2)	----------
4. develop	(para. 2)	----------
5. closeness	(para. 2)	----------
6. separation	(para. 2)	----------
7. relate	(para. 2)	----------
8. important	(para. 3)	----------
9. safe	(para. 4)	----------
10.concretise	(para. 5)	----------
11. conditions	(para. 6)	----------
12.remain	(para. 6)	----------

Sample 6 **Third Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Written Communication: Reading
Competency: - Demonstrate awareness of linguistic and stylistic features.

Situation:
- **Individual**
- **Limited time: (Suggested time 45 minutes)**

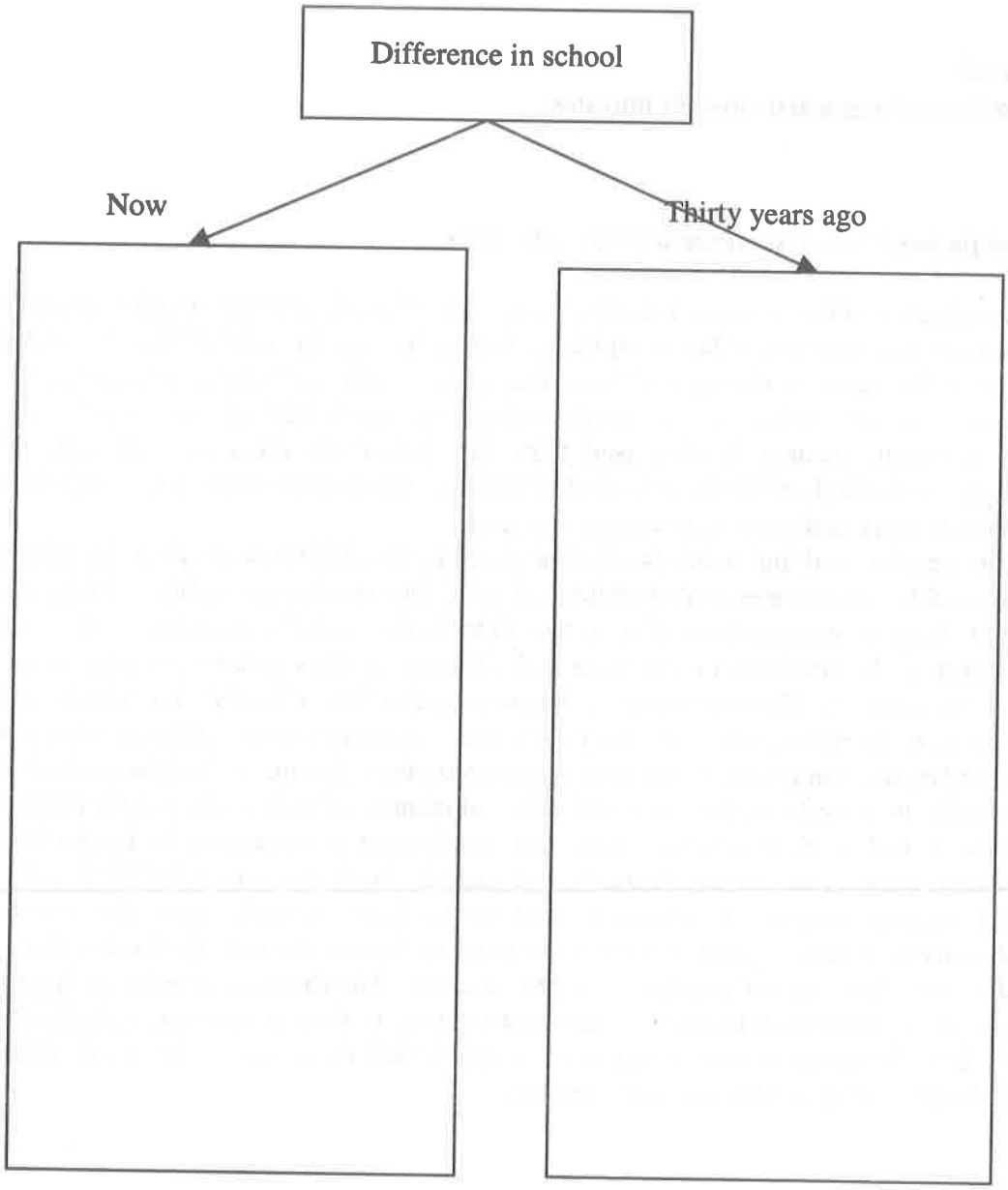
A. Read the passage below then answer the questions.

After an absence of thirty years, I decided to visit my old school again. I had expected to find changes, but not a completely different building. As I walked up the school drive, I wondered for a moment if I had come to the right address. The grimy, red brick fortress with its tall windows that had looked down grimly on the playground and playing fields had been swept away. In its place stood a bright, modern block raised from the ground on great concrete stilts. A huge expanse of glass extended across the face of the building; and in front, there was a well-kept lawn where previously there had been an untidy gravel yard.

I was pleased to find that it was break-time and that the children were all in the playground. This would enable me to meet some members of staff. On entering the building, I was surprised to hear good laughter coming from what appeared to be the master's common room. I could not help remembering the teachers in my time, all dressed in black gowns and high collars. And above all, I recalled Mr. Garston whom we had nicknamed "Mr. Ghastly", the headmaster, who had imposed iron discipline on staff and pupils alike. I knocked at the common room door and was welcomed by a smiling young man who introduced himself to me as the headmaster. He was dressed casually in a sorts jacket, and his cheerful manner quickly dispelled the image of Mr. Ghastly. After I had explained who I was, the headmaster presented me to the teachers all of whom were only a little younger than himself, and said he would take me round the school.

Here the biggest surprise of all was in store for me. Gone were the heavy desks of old with their deeply-carved initials; gone, too, were the gloomy classrooms with their ink-stained, dark-brown walls, and their raised platform for the teachers. The rooms now were gaily painted in contrasting colors, and the children, far from sitting rigidly in their places, seemed almost free to do as they liked. I looked at them with envy as I remembered how, as a child, I had gazed at the blackboard, barely daring to whisper to my neighbor.

A. Complete the chart below based on what you have read.



B. Circle the correct answer based on what you have read.

1. The writer visited his school:
a. after twenty years
b. after thirty years
c. after thirty five years
d. not mentioned

2. The writer expected:
a. to find changes in the school building
b. to find a completely different building
c. to find the right address of the building
d. to find a modern building

3. The attitude of the writer towards the old school building is:
a. neutral
b. negative
c. positive
d. cannot be determined

4. The passage is organized as:
a. comparison/contrast
b. cause/effect
c. narration
d. description

C. The writer used his senses as he described the school. Write down, from the text , two sentences that indicate the sense of seeing and two sentences that indicate the sense of hearing.

Seeing:

a. ----------

b. ----------

Hearing:

c. ----------

d. ----------

D. Locate in the text one example of the following features:

a- A dependent clause in a complex sentence

---

b- An appositive

---

c- An idiomatic expression

Sample 7 **Third Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Written Communication: Writing
Competencies: - Write literary, informational and practical texts.
- Apply process-writing skills.

Situation:

- **Individual**
- **Limited time: (Suggested time 50 minutes)**

There is a proverb that says "A friend in need is a friend indeed". Explain this proverb in an essay and give examples and instances of when this was true for you.

A. Complete the organizer below to help you plan your essay.

Title: ----------

People involved: ----------

Situation or problem: ----------

How did you help? ----------

Feelings: ----------

B. Write your first draft, then revise your essay. Check the following points as you revise.

1- Relevance of content to assigned topic.
2- The organization and development of your ideas.
3- Choice of appropriate vocabulary.
4- Accuracy of language use and mechanics.

C. Rewrite your essay in legible handwriting.

Sample 8 **Third Year Secondary - Second Foreign Language**

Evaluation Sheet

Domain: Written Communication: Writing
Competency: - Write literary, informational and practical texts.

Situation:
- **Individual**
- **Limited time: (Suggested time 50 minutes)**

You work in an advertising company and you are asked to produce an advertisement to make smokers quit smoking. Your advertisement will appear in an important magazine. Write this advertisement based on information in the passage below and on personal experience.

Smoking is known to cause lung cancer, not only in people who smoke, but in those who breathe the smoke from other people's cigarettes. However, people keep smoking anyway.

Remember that effective advertisements:

- Say a great deal in few words
- Use short sentences
- Use vivid language, informal and popular expressions
- Appeal to all of the senses
- Have a purpose: influence readers' opinions and attitudes, sell products, etc,...

Note: your written advertisement will be evaluated according to the following guidelines:

- Vividness and effectiveness of language
- Efficiency of expression
- Appeal to senses
- Clarity of purpose

OFFICIAL EXAMINATION SAMPLES

Secondary Cycle Certificate
English as a First Foreign Language

General Guidelines

In line with the official syllabus (Decree No. 10227, dated May 8, 1997), the new version of the Secondary Cycle Certificate requires that the English question paper include 3 major parts: *Reading, Writing,* and *Translation.*

A. **Part One (Reading)** consists of a reading text related to the themes specified in the official syllabus 1st, 2nd, & 3rd secondary classes. This is followed by a set of questions that correspond to 2-4 of the assessment competencies as listed in the *Teacher's Guide* for the General/Life Science Section, the Sociology and Economics Section, and the Literature and Humanities Section. Each question will correspond to at least one competency and cover as many of its constituent elements as possible.

1. This part will be marked out of 09, and each question will have its share of the total score.
2. The questions will be so phrased that the candidates will have to work within time limits while answering them – about 75 minutes for the Literature and Humanities Section, and 45 minutes for the other sections.
3. To help assess the candidates' reading and comprehension skills, a variety of question types may be used, including – but not only – the following ones (depending on the competency/ies to be assessed):
   a. Questions pertaining to
      - Main idea(s)
      - Organization of supporting details (*comparison-contrast, cause-effect,* etc.)
      - Genre, figurative language, etc.
      - Extension (*before* or *after* text)
      - Personal opinion (concerning text message)
   b. False text-related statement(s) to be corrected
   c. Where applicable, put text information in graphic organizers (*tables, Venn diagram, web, sun-ray, statistical figures,* etc.)
   d. Cloze exercise assessing vocabulary and structures, based on reading text
   e. Comment on a text-related photograph, on the basis of a guided question.
   f. Paraphrase / Précis of part of a text or a text-related selection
   g. Editing writing samples
4. In terms of level of difficulty, the questions will include ones that requires literal, inferential, critical, analytic, and creative thinking on the part of the student.

B. **Part Two (Writing)** raises a point or states a topic related to the reading text, for the candidate to think about and discuss or interpret in 400-500 words for the Literature and Humanities Section, and a 250-300 words for the other sections (The students need not be worried about the exact number of words needed). In all cases, the question will be carefully phrased to assess the candidate's writing skills in terms of the competencies listed in the *Teacher's Guide* for the General/Life Science Section, the Sociology and Economics Section, and the Literature and Humanities Section.

1. This part is scored out of 07 marks which cover *ideas, organization, voice, word choice, sentence fluency,* and *mechanics.*
2. Here, too, the question will be so phrased that the candidates will have to work within time limits while developing their answer – about 75 minutes for the Literature and Humanities Section, and 45 minutes for the other sections.
3. A student's developed argument is expected to conform to the basics of essay writing: (a) a thesis statement that determines or suggests the points to be elaborated on in the development paragraphs, (b) unified, coherent, and properly sequenced paragraphs – each incorporating a topic sentence or central idea backed up by relevant supporting details, and where possible, (c) an appropriate conclusion that brings the student's argument to a satisfactory close. It goes without saying that the student's essay should be properly proofread; it should also be neatly and legibly handwritten.

C. **Part Three (Translation)** provides an English selection to be translated into Arabic, or an Arabic selection to be translated into English. The student's translated version will be marked out of 04, half of which will go for the candidate's awareness of the ideas in the original text, and the other half for proper diction and sentence structure in the target language. This activity will require approximately 30 minutes for all sections.

Subject: English Language

Third Secondary
Literature and Humanities Section
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 1*

Session:

Time : 3 hours

General Instructions:

In the 3-hour period allotted for this test, you are to respond to the questions of three parts: *Reading, Writing,* and *Translation.* You are advised to time your performance reasonably – spending about 75 minutes on the Reading Part, another 75 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. See that you reserve about 10 minutes for *proofreading,* since your paper will be assessed for both content and form. Make sure that your answers are set in tidy and legible handwriting.

Part One: Reading (Score: 09/20)

Read the following lyric by Robert Frost – a leading 20th century American poet – in which he meditates on a farm boy's hobby of climbing up birch trees and the ecstasy experienced while being flung through the air to the ground. When you are through with the reading, answer the questions that follow.

BIRCHES

When I see birches bend to left and right
Across the lines of straighter darker trees,
I like to think some boy's been swinging them.
But swinging doesn't bend them down to stay.
5 Ice-storms do that. Often you must have seen them
Loaded with ice a sunny winter morning
After a rain. They click upon themselves
As the breeze rises, and turn many colored
As the stir cracks and crazes their enamel.
10 Soon the sun's warmth makes them shed crystal shells
Shattering and avalanching on the snowcrust –
Such heaps of broken glass to sweep away
You'd think the inner dome of heaven had fallen.
They are dragged to the withered bracken by the load,
15 And they seem not to break; though once they are bowed
So low for long, they never right themselves:
You may see their trunks arching in the woods
Years afterwards, trailing their leaves on the ground
Like girls on hands and knees that throw their hair
20 Before them over their heads to dry in the sun.
But I was going to say when Truth broke in
With all her matter-of-fact about the ice-storm
(Now am I free to be poetical?)
I should prefer to have some boy bend them
25 As he went out and in to fetch the cows –
Some boy too far from town to learn baseball,
Whose only play was what he found himself,
Summer or winter, and could play alone.
One by one he subdued his father's trees
30 By riding them down over and over again
Until he took the stiffness out of them,
And not one but hung limp, not one was left
For him to conquer. He learned all there was
To learn about not launching out too soon
35 And so not carrying the tree away
Clear to the ground. He always kept his poise
To the top branches, climbing carefully
With the same pains you use to fill up a cup
Up to the brim, and even above the brim.
40 Then he flung outward, feet first, with a swish,
Kicking his way down through the air to the ground.
So was I once myself a swinger of birches.
And so I dream of going back to be.
It's when I'm weary of considerations,
45 And life is too much like a pathless wood
Where your face burns and tickles with the cobwebs
Broken across it, and one eye is weeping
From a twig's having lashed it open,
I'd like to get away from earth a while
50 And then come back to it and begin over.
May no fate willfully misunderstand me
And half grant what I wish and snatch me away
Not to return. Earth's the right place for love:
I don't know where it's likely to go better.
55 I'd like to go by climbing a high birch tree,
And climb black branches up a snow-white trunk
Toward heaven, till the tree could bear no more,
But dipped its top and set me down again.
That would be good both going and coming back.
60 One could do worse than be a swinger of birches.

- ROBERT FROST -

Questions:

1. Paraphrase lines 44-50 in your own words. (Score 02/9)
2. In structure, Frost's poem may be divided into three almost equal parts. Skim the poem to determine where each part ends and what the poet says in each. Answer in 5-6 sentences. (Score: 02/9)
3. The poem is especially marked by its use of figurative language. Point out two similes and two portraits that you have found impressive, explain their meanings, and (with proper justification) say which simile and which portrait you consider most supportive of the poet's message. (Score: 2 ½/9)
4. Frost imagines himself climbing birches from earth to heaven. What symbolic meanings do *earth* and *heaven* suggest? What does the poet feel is the right balance between the two, and hence what does it mean to be a good "swinger of birches"? (Score: 2 ½/9)

Part Two: Writing (Score: 07/20)

Write of a personal experience in the same manner of Frost's "Birches," starting your line of thought "in delight" and concluding it "in wisdom." You may wish to tackle the case of a childhood hobby that used to bring you real joy, and has now turned into a serious view of your lifestyle. (Score: 04 for content and organization of ideas; 02 for language and style; 01 for tidiness and legible handwriting)

[*Develop your discourse within the range of a 400—500-word essay of good prose that observes essay writing strategies and the principles of standard written English.*]

Answer Key

Third secondary L1 – Literature and Humanities Section
Sample 1

Part One: Reading (Score 09/20)

Competencies:

- Demonstrate literal and interpretive comprehension of printed discourse.
- Utilize reading strategies.
- Demonstrate awareness of linguistic and organizational features of a text.

1. In this part of the poem, Frost explains that when daily cares become too tough for him to bear — much like in a "pathless wood," where one finds himself hindered and knocked down — he expresses a wish to fly away for a while and then come back to resume his daily combat afresh. (Score 02/9)

2. (Score: 02/09)
   - Part 1 ends in line 22. It surveys a winter scene of birches brought low with their load of ice.
   - Part 2 ends in line 41. The poet imagines a farm boy enjoying his hobby of riding down his father's birches and then flinging himself out into the air.
   - Part 3 stretches till line 60. Here the poet "generalizes" the particular scene of the boy to suggest a "flinging away from the world's daily troubles," a brief escape from daily cares "into heaven" and soon to come back to "earthly considerations."

3. Suggestions:
   - *Simile 1:* lines 19-20 — resemblance between leaves of trees and girls' hair
   - *Simile 2:* lines 45-48 — resemblance between life's troubles and a pathless wood
   - *Portrait 1:* lines 1-9 — birches laden down with ice among straight trees on a sunny winter morning after a rain
   - *Portrait 2:* lines 33-41 — a farm boy climbing a birch tree and then flinging himself out into the air
   - Simile 2 is especially supportive of the poet's message because it suggests one's need to free oneself from the grip of life's daily cares and fly into "dream worlds."
   - Portrait 2 is markedly supportive of the poet's message because it depicts a boy who symbolizes people like Frost, who needs to free himself from the grip of life's daily cares and fly momentarily into "dream worlds." (Score: 2 ½/09)

4. Suggested interpretation:

With line 23 the poem starts rising to a symbolic level of expression, then real symbolism takes over with line 44. The poet says that he used to be a swinger of birches and that he would like to return to this activity when life begins to seem too burdensome to him. When things become tough, he needs to escape briefly, to get off the ground just as a birch swinger does. However, he stresses that he wouldn't like to leave life permanently because "Earth's the right place for love." Momentary escape would be enjoyed because a person would know that

he was returning to real life's affairs. Yet the direction – *toward* heaven – would be important because it would indicate that one had ideals. Birches are rooted in earth, but they reach toward heaven: similarly aspirations must move toward the ideal, but they should be grounded in reality. "One could do worse than be a swinger of birches" by abandoning ideals and hopes and remaining tied to earth without wishing to climb toward his dreams. In this sense, good life joins a sense of realism and idealism. (Score: 2 ½/09)

Part Two: Writing (Score 07/20)

Competencies:

- Produce expressive, transactional, and creative writing.
- Demonstrate the linguistic and stylistic qualities of good writing.

Irrespective of the different interpretations produced by the candidates here, the students' answers should conform to the basics of essay writing: (a) *a sort of introduction that puts the reader in the mood of the student's personal experience,* (b) *unified, coherent, and properly sequenced paragraphs – each incorporating a kind of topic sentence or central idea backed up by relevant supporting details,* and (c) *an appropriate conclusion that brings the student's argument to a satisfactory close.* It goes without saying that the student's essay should be properly proofread; it should also be neatly and legibly handwritten.

Score: 04/07 = 02.5 for content; 0.5 for speaker's tone; 01 for organization of ideas
03/07 = 02 for language and style; 01 for tidiness and legible handwriting

Subject: English Language

Third Secondary
Literature and Humanities Section
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 2*

Session:

Time : 3 hours

General Instructions:

In the 3-hour period allotted for this test, you are to respond to the questions of three parts: *Reading, Writing,* and *Translation.* You are advised to time your performance reasonably – spending about 75 minutes on the Reading Part, another 75 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. See that you reserve about 10 minutes for *proofreading,* since your paper will be assessed for both content and form. Make sure that your answers are set in tidy and legible handwriting.

Part One: Reading (Score: 09/20)

Read the following article, in which the writer sheds lights on the growing impact of English as a leading world language – from the time of King Alfred of Wessex till our present day. When you are through with the reading, answer the questions that follow.

English:
The Language That Shook the World

Salisbury Plain, England. Down in the valley, Gulthrum the Viking and his Danish invaders were massing for battle. Up on the lush green ridge, King Alfred and his weary army, armed with battle-axes and spears, were ready. The Battle of Ethandun was fierce and quick. On that May day in 878 AD, Alfred stopped the Danes from doing what conquerors do: absorbing the Anglo-Saxon culture into their own, including the young language, which could have taken a death blow right there. But Alfred, an educator and statesman, had bigger plans for the kingdom and culture he helped save. He translated Latin texts from the Roman Empire into Anglo-Saxon. He recruited scribes to tell his people's story, in their own tongue, for the generations to come.

Today, 1,122 years later, an estimated 1.5 billion human beings speak to each other in what Alfred's tongue has become. It has grown into the dominant language of commerce, of science, of the skies, and of opportunity. It has spread culture, first British, then American – for good and for ill. Against long odds, the fledgling language rippled across Alfred's isle, then traversed the Atlantic Ocean to the New World and beyond. It matured as it flourished, swelling with fresh words imported from Earth's farthest corners. It changed. It took root in remote outposts, carried first by conquering armies, then by invisible radio waves and satellite-borne images, finally by a vast web of connected computers. And now: Africans and Asians and American Indians, Latinos and Maoris and Inuits – people the Anglo-Saxons could not have imagined, talking and loving, buying and selling, shouting and fighting.

The world's English speakers, those who speak it from birth, as a second language in their own country and as a foreign language entirely, outnumber the population of China. English is an official language in more than 75 countries. An estimated 1 billion humans are studying it, many so they can leave home and succeed elsewhere.

"In many countries, to be seen as a player, you need English," says Caroline Moore, a linguist with the government-funded British Council, which promotes and teaches English around the world. Pope John Paul II, Earth's famous man, knows this. When he arrived in the Middle East last month to retrace Christ's footsteps and addressed Christians, Muslims and Jews, the pontiff spoke not Latin, not Arabic, not Hebrew, not his native Polish. He spoke in English. The list goes on. Indonesian UN Ambassador Makarim Wibisono addressing a multinational panel about East Timor. English. Pakistan's General Pervez Musharraf, fresh from overthrowing the government, announcing his coup. English. Even at the height of the Roman Empire, Latin didn't spread this far. And Esperanto, a synthetic tongue conceived in the 19th century to become a second language for a global-minded world, never caught on.

The 20th century witnessed people talking across oceans, flying across continents, hearing broadcasts that reverberated around the planet. Language spread faster than ever. The world wars carried American and British soldiers around the world, pollinating English as they went. When World War II ended, the balance shifted. The British Empire was crumbling, its subjects gaining independence – India, Nigeria, Kenya, Malaysia, Singapore. America, driven by an unheard-of post-war prosperity, was becoming a global force, making it English's primary spear-carrier in the second half of the 20th century. No longer were just King and Empire nudging the language ahead. Instead, it was barreling forward on the shoulders of American capitalism, McDonald's and Coca-Cola, Rambo and MTV, munitions and computer technology. And now the Internet, where English has been the *lingua franca* (multi-cultural language) since the beginning. English speakers represented 54 percent of internet users in 1999.

And what about the bad things—that potential for cultural arrogance, the loss of smaller languages trampled by an English juggernaut, homogenizing cultures and reducing the ways humans can express themselves, the chance of Western and American dominance of language forcing upon people a way of life they don't want.

English is not everywhere; it's just closer to being everywhere than any language in history. A seed was planted long ago, and through education and violence, understanding and imperialism, it has germinated. English speakers communicate across cultures, creating a blueprint for the future of human interaction. Perhaps with a lot of sensitivity, English can do something more. With all the cultures that flow into it, maybe the language can strengthen the human tapestry for a new century that contains only one certainty: *We're going to have to deal with each other.*

- Ted Anthony -

(Condensed from *The Daily Star*, May 6, 2000)

Questions:

1. Skim the above article and supply a thesis statement (1-3 sentences) which the writer might have used as a suitable springboard for the development of the thematic thread of his article. (Score1 ½/9)

2. Label the ideas of the article in topic-outline form. (Score1 ½/9)

3. Scan the article for 3 negative factors that have contributed to the spread of English as a world language, and now have turned it into "a wicked tool in a tyrant's hands." Explain. (Score 01/9)

4. The following are five ***false statements*** that ***misinterpret*** points raised in the above reading text. For each case, explain the error made and rewrite the statement so that it harmonizes with the writer's views. (Score 2 ½ /90 — ½ each)

   a. On his Middle East tour, the pontiff addressed his audiences in English because he wasn't good enough at Latin, Arabic, or Hebrew.
   b. Post-1950 wars were "English's spear-carrier" over the globe.
   c. A thin majority of Internet users are from Francophone countries.
   d. Today, an estimated 1.5 billion people communicate in Alfred's mother tongue.
   e. According to Caroline Moore, one cannot possibly be a good performer if he doesn't know English.

5. The writer concludes his article with a hope that English "can strengthen the human tapestry for a new century that contains only one certainty: We're going to have to deal with each other." How do you think we can "deal with each other"? Explain within the range of about 6-8 sentences. (Score 2 ½/9)

Part Two: Writing (Score: 07/20)

In a country like Lebanon, whose national language is Arabic, English – besides French – has lately gained ground at the expense of our mother tongue. How, in the light of the above reading text, can you account for this "foreign-language invasion"? What do you think we can do to make Arabic compete with English – in the near future and later on – and hence protect our national culture and literary heritage from being "eroded by cultural globalization policies"? Or do you think the present situation is "healthy" as it stands? Explain with proper justification. (Score: 04 for content and organization of ideas + 02 for language and style + 01 for tidiness and legible handwriting)

[*Develop your argument in a 400-500-word essay that observes the principles of standard written English. Start with a thesis statement that conveys the main points you wish to elaborate on in the individual paragraphs, and supply each main point with necessary supporting details to help convince your reader of your view(s).*]

Answer Key

Third secondary L1 – Literature and Humanities Section
Sample 2

Part One: Reading (Score 09/20)

Competencies:

- Demonstrate literal and interpretive comprehension of printed discourse.
- Utilize reading strategies.
- Demonstrate awareness of linguistic and organizational features of a text.

1. (Score 1 ½/09)

More than one version is possible. The same idea can be put in different words, depending on the audience the writer is addressing, and the tone he/she wishes to establish at the beginning. But the thesis statement has to be "gripping" enough to catch the reader's interest right from the beginning. If it's to stretch over 3 sentences, the first of these might put a few words on Alfred's contribution and the contacts made by the British during their travels abroad. The second might say something about the two world wars, while the third would zoom on the role played by American industries and communication systems.

2. (Score 1 ½/09)

Suggested outline:

(It should be a *topic outline* featuring *parallel structure.*)

I.Thesis statement
II.Anglo-Saxon period
  A.Battle of Ethandun
  B.King Alfred's plans
III.English today
  A.Statistics
  B.Domains
    1.Commerce
    2.Science
    3.Space research
    4.Opportunity
  C.Communication with peoples abroad
    1. British Council
    2. World figures
  D.World wars
    1.America-British share
    2.Britain's loss of ground
    3.American capitalist rush
IV.Negative aspects
  A.Cultural arrogance
  B.Cultural subjugation
  C.Other communities resistance
V.Cross-cultural role of English

3. (Score: 01/09)

Negative factors: (Three of the following are a minimum for a full answer.)

- It has spread **culture,** first British, then American – **for good and for ill.** (para. 2)
- It took root in remote outposts, **carried first by conquering armies . . .** (para. 2)
- Esperanto never caught on probably because it wasn't conveyed through acts of military violence. (para. 4)
- The potential of **cultural arrogance. . . .** The chance of Western and American dominance of language **forcing upon people a way of life they don't want.** (para. 6)
- A seed was planted long ago, and through education and **violence,** understanding and **imperialism . . .** (para.7)

4. (Score 2 ½ /90 — ½ each)

- The passage doesn't say that John Paul II wasn't good enough at Latin, Arabic, or Hebrew. Hence the statement should simply read: *On his Middle East tour, the pontiff addressed his audiences in English.*
- It was America's unheard-of post-war prosperity that turned the U.S. into a global force and made it English's primary spear-carrier in the second half of the 20th century. Hence the statement should read: *America's unheard-of post-war prosperity turned the U.S. into a global force and made it "English's primary spear-carrier" over the globe.*
- The text doesn't say that these people are from Francophone countries. The confusion may have arisen from the term **lingua franca,** which is defined inside a pair of parentheses in the text. The statement should simply read: *English speakers represented a thin majority* (54%) *of internet users in 1999.*
- Alfred's mother tongue was Anglo-Saxon, not the English used today. Today's English has been through various stages of development. The statement should read: *Today, an estimated 1.5 billion people communicate in* ***what Alfred's mother tongue has become.***
- A performer can do well in any language. What Moore actually meant was that, to be **seen** as such, one needs English. Hence the statement should read: *According to Caroline Moore, for one to be seen as a performer, he needs to know English.*

5. (Score: 2 ½/9)

Answers will vary, but good responses would probably stress the need to have tolerant cooperation practised among the world communities as long as mutual understanding and respect are properly observed.

Part Two: Writing (Score 07/20)

Competencies:

- Produce expressive, transactional, and creative writing.
- Demonstrate the linguistic and stylistic qualities of good writing.

Irrespective of the different interpretations produced by the candidates here, the students' answers should conform to the basics of essay writing: (a) *a thesis statement that determines or suggests the points to be elaborated on in the development paragraphs,* (b) *unified, coherent, and properly sequenced paragraphs – each incorporating a topic sentence or central idea backed up by relevant supporting details,* and where possible (c) *an appropriate conclusion that brings the student's argument to a satisfactory close.* It goes without saying that the student's essay should be properly proofread; it should also be neatly and legibly hand-written.

Score: 04/07 = 02.5 for content; 0.5 for speaker's tone; 01 for organization of ideas
03/07 = 02 for language and style; 01 for tidiness and legible handwriting

Subject: English Language

Third Secondary
Literature and Humanities Section
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 3*

Session:

Time : 3 hours

General Instructions:

In the 3-hour period allotted for this test, you are to respond to the questions of three parts: *Reading, Writing,* and *Translation.* You are advised to time your performance reasonably – spending about 75 minutes on the Reading Part, another 75 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. See that you reserve about 10 minutes for *proofreading,* since your paper will be assessed for both content and form. Make sure that your answers are set in tidy and legible handwriting.

Part One: Reading (Score: 09/20)

Read the following selection, in which the writer – Edith Hamilton, a noted authority on classical Greek and Roman mythology – sheds lights on a number of basic features of ancient Greek myths which she presents to the modern reader in a way that preserves the flavor and excitement of the originals. When you are through with the reading, answer the questions that follow.

CLASSICAL GREEK MYTHOLOGY

Greek mythology is quite generally supposed to show us the way the human race thought and felt untold ages ago. Through it, according to this view, we can retrace the path from civilized man who lives so far from nature to man who lived in close companionship with nature; and the real interest of the myths is that they lead us back to a time when the world was young and people had a connection with the earth, with trees and seas and flowers and hills, unlike anything we ourselves can feel. When the stories were being shaped – we are given to understand – little distinction had as yet been made between the real and the unreal. The imagination was vividly alive and not checked by the reason, so that anyone in the woods might see through the trees a fleeing nymph, or bending over a clear pool to drink. . . .

We do not know when these myths were first told in their present shape; but whenever it was, primitive life had been left far behind. The myths as we have them are the creation of great poets. The first written record of Greece is the *Iliad*. Greek mythology begins with Homer, generally believed to be not earlier than a thousand years before Christ. The *Iliad* is, or contains, the oldest Greek literature; and it is written in a rich and subtle and beautiful language which must have had behind it centuries when men were striving to express themselves with clarity and beauty – an indisputable proof of civilization. The tales of Greek mythology do not throw an abundance of light upon what early Greeks were like – a matter, it would seem, of more importance to us [*modern Western people*], who are their descendants intellectually, artistically, and politically, too. Nothing we learn about them is alien to ourselves. . .

The ancient Greeks made their gods in their own image. That had not entered the mind of man before. Until then, gods had had no semblance of reality. They were unlike all living things. In Egypt, a towering colossus, immobile, beyond the power of the imagination to endow with movement, as fixed in the stone as the tremendous temple columns, a representation of the human shape ***deliberately*** unhuman. Or a rigid figure, a woman with a cat's head suggesting inflexible, inhuman cruelty. Or a monstrous mysterious sphinx, ***aloof*** from all that lives. In Mesopotamia, bas-reliefs of ***bestial*** shapes unlike any beast ever known, men with birds' heads and lions with bull's heads and both with eagles' wings – creations of artists who were intent upon producing something never seen except in their own minds, the very consummation of unreality.

These and their like were what the pre-Greek world worshipped. One need only place beside them in imagination any Greek statue of a god, so normal and natural with all its beauty, to perceive what a new idea had come into the world. With its coming, the universe became rational.

Saint Paul said the invisible must be understood by the visible. . . . In Greece alone in the ancient world people were preoccupied with the visible; they were finding the satisfaction of their desires in what was actually in the world around them. The sculptor watched the athletes contending in the games and he felt that nothing he could imagine would be as beautiful as those strong young bodies. So he made his statue of Apollo. The storyteller found Hermes among the people he passed in the street. He saw the god "like a young man at the age when youth is loveliest," as Homer says. Greek artists and poets realized how splendid a man could be, straight and swift and strong. He was the fulfillment of their search for beauty. They had no wish to create some fantasy shaped in their own minds. All the art and all the thought of Greece centered in human beings.

Actually the Greeks did not believe that the gods created the universe. It was the other way about – the universe created the gods.

Human gods naturally made heaven a pleasantly familiar place. The Greeks felt at home in it. They knew just what the divine inhabitants did there, what they ate and drank, and where they banqueted, and how they amused themselves. Of course they were to be feared; they were very powerful and very dangerous when angry. Still, with proper care a man could be quite fairly at ease with them. He was even perfectly free to laugh at them. Zeus (the god of gods), trying to hide his love affairs from his wife and invariably shown up, was a capital figure of fun. The Greeks enjoyed him and liked him all the better for it. Hera was that stock character of comedy, the typical jealous wife, and her ingenious tricks to discomfit her husband and punish her rival, far from displeasing the Greeks, entertained them as much as Hera's modern counterpart does today. Such stories made for a friendly feeling.

Laughter in the presence of an Egyptian sphinx or an Assyrian bird-beast was inconceivable; but it was perfectly natural in Olympus, and it made the gods companionable.

On earth, too, the deities were exceedingly and humanly attractive. In the form of lovely youths and maidens, they peopled the woodland, the forest, the rivers, the sea, in harmony with the fair earth and the bright waters.

That is the miracle of Greek mythology – a humanized world, men freed from the paralyzing fear of an omnipotent Unknown. The terrifying ***incomprehensibilities*** which were worshipped elsewhere, and the fearsome spirits with which earth, air and sea swarmed, were ***banned*** from Greece. . . . If the mixture seems childish, consider how reassuring and how sensible the solid background is as compared with the Genie who comes from nowhere when Aladdin rubs the lamp and, his task accomplished, returns to nowhere.

The terrifying irrational has no place in classical Greek mythology. Magic, so powerful in the world before and after Greece, is almost nonexistent here. . . . The ***demoniac*** wizards and the hideous old witches who haunted Europe and America, too, up to quite recent years, play no part at all in the stories. . . .

The world of Greek mythology was not a place of terror for the human spirit. It is true that the gods were disconcertingly incalculable. One could never tell where Zeus's thunderbolt would strike. Nevertheless, the whole divine company, with a very few and for the most part not important exceptions, were entrancingly beautiful with a human beauty, and nothing humanly beautiful is really terrifying. The early Greek mythologists transformed a world full of fear into a world full of beauty.

- EDITH HAMILTON -
(Adapted from *Mythology*, Mentor Books, 1942, pp. 13-17)

Questions:

1. Define the term "mythology" as it pertains to the context of Hamilton's discourse above. (Score 1 ½/9)

2. What basic qualities are featured in the above text in relation to the deities of the ancient Greeks? (Score 1 ½/9)

3. Scan the text to find out what is stated or implied about each of the following; supply one example for each. (Score 02/9)
   a. *Disloyal conduct of some ancient Greek gods*
   b. *Hamilton's appreciative attitude toward ancient Greek gods*
   c. *Hamilton's use of specific examples to support a point*
   d. *Divorce from reality*

4. Define the words printed in ***bold italics*** in the text: (Score 1 ½/9)
   a. ***incomprehensibilities***
   b. ***banned***
   c. ***demoniac***
   d. ***deliberately***
   e. ***bestial***
   f. ***aloof***

5. The following is the story of Pygmalion and Galatea, a myth of love originally told by Ovid, a gifted ancient poet and storyteller – and retold here by Hamilton. Ten words have been ticked off from Hamilton's version. Read through the selection and fill in each numbered blank space with **one** word of your choice that best suits the meaning. Write the 10 words in your answer booklet. (Score 2 ½ /9)

A gifted young sculptor of Cyprus, named Pygmalion, was a woman-hater. "Detesting the faults beyond measure which nature has given to women," he resolved never to marry. His art, he told himself, was enough for him. Nevertheless, the statue he made and devoted all his genius to was that of a woman. Either he could not dismiss what he so disapproved of from his mind as easily as from his life, or else he was bent on forming a perfect woman and showing men the deficiencies of the kind they had to put up with.

However that was, he labored long and devotedly on the statue and produced a most exquisite work of art. But lovely as it was, he could not rest content. He kept on working at it and daily under his skillful fingers it grew more

beautiful. No woman ever born, no statue ever made, could approach it. ___(1)___ nothing could be added to its perfections, a strange fate had befallen its creator: he had fallen in love, deeply, passionately in love, with the thing he had made. It must be said in explanation that the statue did not look like a statue; no one would have thought it was ivory or stone, but warm human ___(2)___, motionless for a moment only. Such was the wondrous power of this disdainful young man. The supreme achievement of art was his, the art of concealing art.

But from that time on, the sex he scorned had their revenge. No hopeless lover of a living maiden was ever so desperately unhappy as ___(3)___. He kissed those enticing lips – they could not kiss him back; he caressed her hands, her face – they were unresponsive; he took her in his arms – she remained a cold and passive form. For a time he tried to pretend, as children ___(4)___ with their toys. He would dress her in rich robes, trying the effect of one delicate or glowing color after another, and imagine she was pleased. He would bring her the gifts ___(5)___ real maidens love, little birds and gay flowers and the shining tears of amber Phaëthon's sisters weep, and then dream that she thanked him with eager affection. He put her to bed at night, and tucked her in all soft and warm, as little girls do their dolls. But he was not a child: he could not keep on pretending. In the end he gave up. He loved a lifeless thing and he was utterly and hopelessly wretched.

This singular passion, however, did not long remain ___(6)___ from the goddess of Passionate Love. Venus was interested in something that seldom came her way, a new kind of lover, and she determined to help a young man who could be enamored and yet original.

The feast day of Venus was, of course, especially honored in Cyprus, the island which first received the goddess after she rose from the foam. Snow-white heifers whose horns had been gilded were ___(7)___ in numbers to her; the heavenly odor of incense was spread through the island from her many altars; crowds thronged her temples; not an unhappy lover but was there with his gift, praying that his love might turn kind. There too, of course, was Pygmalion. He dared to ask the goddess only that he might find a maiden like his statue, ___(8)___ Venus knew what he really wanted – and as a ___(9)___ that she favored his prayer, the flame on the altar he stood before leaped up three times, blazing into the air.

Very thoughtful at this good omen, Pygmalion sought his house and his love, the thing he had created and given his heart to. There she stood on her pedestal, entrancingly beautiful. He caressed her and then he started back. Was it self-deception or did she really feel warm to his touch? He kissed her and felt her lips grow soft beneath his. He touched her arms, her shoulders; their hardness vanished. It was like watching wax soften in the sun. He clasped her wrist; blood was pulsing there. Venus, he thought. This is the goddess's doing. And with unutterable gratitude and joy he put his arms around his love and saw her smile into his eyes and blush.

Venus herself graced their marriage with her presence, but what happened after that we do not know, except that Pygmalion ___(10)___ the maiden Galatea, and that their son, Paphos, gave his name to Venus' favorite city.

- EDITH HAMILTON -

(Adapted from *Mythology*, Mentor Books, 1942, pp. 108-111)

Part Two: Writing (Score: 07/20)

In her discourse on ancient Greek mythology, Hamilton explains that "the Greeks did not actually believe that the gods created the universe. It was the other way about – the universe created the gods." How would you compare your concept of, and attitude toward "Deity" with those of the ancient Greeks? Your views will be fully respected as long as they are sensibly phrased and well supported. Develop your answer in a 5-paragraph argumentative essay, supporting your treatment with reasonable justification. (Score: 04 for content and organization of ideas; 02 for language and style; 01 for tidiness and legible handwriting)

[*Develop your argument in a 400—500-word essay that observes the principles of standard written English. Start with a thesis statement that conveys the main points you wish to elaborate on in the individual paragraphs, and supply each main point with necessary supporting details to help convince your reader of your view(s).*]

Answer Key

Third secondary L1 – Literature and Humanities Section
Sample 3

Part One: Reading (Score 09/20)

Competencies:

- Demonstrate literal and interpretive comprehension of printed discourse.
- Utilize reading strategies.
- Demonstrate awareness of linguistic and organizational features of a text.

1. It's a way of life untold ages ago as featured to us in tales, or myths, that lead us back to a time when the world was young and people lived in close companionship with nature, with little distinction between the real and the unreal. The imagination was so vividly alive at the time that anyone might encounter a nymph in the woods or enjoy the pleasant and friendly company of a god or goddess somewhere. (Score 1 ½/09)

2. (Score 1 ½/09)

- Created by ancient people's richly imaginative minds
- Epitomes of human concepts of perfection
- At times behaved like humans – envy, anger, disputes, etc.

3. The student has to state where he/she has located the example in the selection. (Score 02/09)
   a. ***Disloyal conduct of some ancient Greek gods:*** Zeus (the god of gods) had secret love affairs which he kept hidden from his wife. (Paragraph 7)
   b. ***Hamilton's appreciative attitude toward ancient Greek gods:*** Ancient Greek gods naturally made heaven a pleasantly familiar place. (Paragraph 7)
   c. ***Hamilton's use of specific examples to support a point:*** In Greece alone in the ancient world people were preoccupied with the visible; they were finding the satisfaction of their desires in what was actually in the world around them. The sculptor watched the athletes contending in the games and he felt that nothing he could imagine would be as beautiful as those strong young bodies. So he made his statue of Apollo. (Paragraph 5)
   d. ***Divorce from reality:*** Before the Greeks, gods had had no semblance of reality. They were unlike all living things. (Paragraph 3)

4. The definitions should be relevant to context. (Score 1 ½/9)

- ***incomprehensibilities:*** things beyond human understanding
- ***banned:*** expelled, driven out
- ***demoniac:*** evil-spirited
- ***deliberately:*** on purpose, willfully
- ***bestial:*** resembling wild beasts
- ***aloof:*** detached, not intimately close

5. *Cloze Exercise:* The student may think of words other than the ones listed here. They will be accepted only if they fit – and don't change – the meaning being developed. (Score 2 ½/9)

1. When	6. concealed
2. flesh	7. offered
3. Pygmalion	8. but
4. do .	9. sign
5. that	10. named

Part Two: Writing (Score 07/20)

Competencies:

– Produce expressive, transactional, and creative writing.
– Demonstrate the linguistic and stylistic qualities of good writing.

Irrespective of the different interpretations produced by the candidates here (and their views will be fully respected as long as they are sensibly phrased and well supported), the students' answers should conform to the basics of essay writing: (a) *a thesis statement that determines or suggests the points to be elaborated on in the development paragraphs,* (b) *unified, coherent, and properly sequenced paragraphs – each incorporating a topic sentence or central idea backed up by relevant supporting details,* and where possible (c) *an appropriate conclusion that brings the student's argument to a satisfactory close.* It goes without saying that the student's essay should be properly proofread; it should also be neatly and legibly hand-written.

Score: 04/07 = 02.5 for content; 0.5 for speaker's tone; 01 for organization of ideas
03/07 = 02 for language and style; 01 for tidiness and legible handwriting

Subject: English Language

Third Secondary
Literature and Humanities Section
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 4*

Session:

Time : 3 hours

General Instructions:

In the 3-hour period allotted for this test, you are to respond to the questions of three parts: *Reading, Writing,* and *Translation.* You are advised to time your performance reasonably – spending about 75 minutes on the Reading Part, another 75 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. See that you reserve about 10 minutes for *proofreading,* since your paper will be assessed for both content and form. Make sure that your answers are set in tidy and legible handwriting.

Part One: Reading (Score: 09/20)

Read the following article, in which the writer sheds lights on a pioneer Japanese work of fiction which he ranks as the world's first modern novel – long before England's major novelists were born. When you are through with the reading, answer the questions that follow.

THE TALE OF MURASAKI SHIKIBU

Almost exactly 1,000 years ago, a young woman in a small town in Japan began to write the story of an imagined prince who had just about everything – brains, looks, charm, artistic talent, and the love of well-born ladies. He was Genji, "the shining one," so dear to his father, the emperor, that the latter reduced his rank to that of a commoner, to spare him the malice at court.

Born in the first chapter of *The Tale of Genji,* the prince reinvents himself as the most powerful commoner in the kingdom. When last seen, by now aged 52, he is planning to seclude himself in a mountain temple. Further chapters concern his supposed son Kaoru, troubled to find out that his adored father is not his natural father at all.

Today, *The Tale of Genji* is acknowledged as the world's first modern novel, and its writer, Murasaki Shikibu, not just as a pioneer but as one of enormous talent, not least in her use of irony. This long book is peopled by dozens of well-wrought characters, sophisticated figures in an aristocratic society that values celebrity and ambition. It has often been compared to Proust's *Remembrance of Things Past.* Both works "explore memory and passing time. The psychology of the characters is complex; the central drama is their internal conflict," says Haruo Shirane, professor of Japanese literature at Columbia University, in New York.

Murasaki's characters and their setting reflect the reality around her. Genji's seduction of court women is also political opportunism. He fathers at least one emperor and an empress. In the late Heian era (893-1185), when the book is set, the ruling Fujiwara clan of upper-class commoners (to which Murasaki belonged) would send their daughters to court at Kyoto, hoping that one would give birth to a crown prince and ensure their control of the imperial power.

Little is certain about Murasaki Shikibu. The name itself is a pen-name. She may have lived from around 975 to 1025. Until her marriage she perhaps lived in the province on the Japan Sea where her bureaucrat father had been appointed governor. She married probably in 998; had a daughter; was widowed in about 1001; and probably then began *Genji.* She kept a diary, which reports her arrival at court – thanks to both her connections and her talent – in 1005 or 1006.

There, in Kyoto, an attendant to Empress Akiko, she was Lady Murasaki, "pretty yet shy, unsociable, fond of old tales," as her diary puts it. Everyone wanted to read the story of Genji. The young empress was the first to see the work-in-progress, which Murasaki did not complete until 1019.

She wrote the novel in her own hand; court amanuenses copied it as she went along. Ladies-in-waiting and courtiers sought it out, even stealing unrevised pages from her room. Although Murasaki read Chinese, and indeed instructed Akiko in its ideograms, she wrote her book in the Japanese phonetic *kana* syllabary. That was one reason for its appeal. Educated men studied Chinese; few women did.

The Tale of Genji soon became essential reading for the upper class. In the late 12th century, digests of it were required reading for poets. At last, in the 17th century, when the printing press came to Japan, the book was available to the masses. Murasaki's style became the Japanese model for writing, if not for morality: her hero's active sex life, and the luxury of the ancient court, as she represents it, were deplored as decadent by Japanese purists into the 20th century.

In Japan today, *The Tale of Genji* is as natural to the culture as Mount Fuji and the cherry-blossom season. High schools teach sections of the ancient text, in its classical Japanese, to prepare pupils for university entrance. Novelists challenge themselves by writing modern translations. The most recent, by a Buddhist nun, 76-year-old Jakucho Setouchi, came out in ten volumes, the final one in 1998. Between them, they have sold over 2m copies. Other well-read modern versions by Akiko Yosano, a poet, and by two novelists – Junichiro Tanizaki and Fumiko Enchi (who supposedly lost her eyesight working on *Genji*) – also are in print.

Spin-offs from the book, serious and less so, are legion. A CD-ROM about it has sold 15,000 copies. Internet websites abound, most created by academics. Several films have been drawn from it. The late 1980s brought a successful pop group calling themselves Hikary Genji – Shining Genji. An animated Genji film came out in 1987, following a television series. A *Tale of Genji* museum opened in Uji, near Kyoto, in 1998. In its first eight months it had 120,000 visitors, mostly middle-aged or elderly women. This year, the last part of Saeko Ichinohe's three-part dance *The Tale of Genji* was premiered at New York's Lincoln Center.

Modern translations of the novel have been published in Chinese, German, French, Italian, and English. Arthur Waley, a British scholar also known for his translations of Chinese literature, published his version from 1925 to 1933. It was his limpid prose that brought *Genji* to western readers, as they re-examined Japanese culture after the second world war. An American author-translator, Edward Seidensticker, produced a fuller translation in 1976, using a matter-of-fact voice akin to Murasaki's own. His is the preferred version in the United States today.

- ANONYMOUS -
(Adapted from *The Economist*, December 31, 1999, p. 114)

Questions:

1. Summarize the article in a 100-word, coherent paragraph in your own words. (Score 1 ½/9)
2. In the above selection, we read that Murasaki Shikibu is acknowledged as a writer of "enormous talent, not least in her use of irony." The author does not explain how Shikibu handles irony in her work. In the light of what is stated or implied in the article, try to use your imagination to describe a situation in *The Tale of Genji,* illustrating how and to what effect Shikibu used her skill at irony. (Score 02 /9)
3. Pick 2 sentences from the article pertaining to each of the following points: (Score 3 ½/9)
   a. *the setting of Shikibu's novel*
   b. *Shikibu's style of writing,*
   c. *the hero of Shikibu's novel, and*
   d. *the various versions in which Shikibu's novel has come out.*
   Write a unified and coherent paragraph of 100 words on **one** of the above points.
4. The writer of the above article singles out 3 full paragraphs to provide a character sketch of Murasaki Shikibu. Do you find these paragraphs consistent with the development of the thematic thread of this article, or are they irrelevant? Explain with proper justification in 4-5 sentences. (Score 02/9)

Part Two: Writing (Score: 07/20)

Quite a number of literary masterpieces have been re-produced in different versions: audio-tapes, films, CD-ROMS, in different languages. What advantages and/or disadvantages would a Lebanese reader or spectator (who knows no Japanese) find in a translated audio-taped version of a Japanese masterpiece like *The Tale of Gengi?* Which would you prefer: reading an English translation of the book or watching a film version of it with English subtitles? Develop your answer in a 5-paragraph argumentative essay, supporting your point of view with reasonable justification. (Score: 04 for content and organization of ideas; 02 for language and style; 01 for tidiness and legible handwriting)

[*Develop your argument in a 400—500-word essay that observes the principles of standard written English. Start with a thesis statement that conveys the main points you wish to elaborate on in the individual paragraphs, and supply each main point with necessary supporting details to help convince your reader of your view(s).*]

Answer Key

Third secondary L1 – Literature and Humanities Section
Sample 4

Part One: Reading (Score 09/20)

Competencies:

- Demonstrate literal and interpretive comprehension of printed discouse.
- Utilize reading strategies.
- Demonstrate awareness of linguistic and organizational features of a text.

1. Different versions will be produced by different students. Whatever the version, it has to start with a *topic sentence* which is backed up with *relevant supporting details.* The summary should include: (1) a couple of sentences about the author, (2) some information about the novel – content and style –, and (3) a couple of sentences about the later versions of the novel. (Score 1 ½/9)

2. Different situations will be devised by different students. Whatever the situation, the student has to show awareness of the sense of "verbal irony" and/or "dramatic irony" as he or she develops the required situation. The student's answer is not to include any personal comments or clarification. The scene should speak for itself, through narration, dialogues, descriptions, and a few comments as is usually the case on the pages of novels. A mere "script format," like that in a play, is unacceptable; the question has to do with a situation in a novel, not a play. (Score 02 /9)

3. Answers will vary, depending on which point the student chooses to develop into a unified and coherent paragraph of 100 words. Again the paragraph should start with a *topic sentence* which is backed up with *relevant supporting details.* (Score 3 ½/9 = 1 ½ for sentences + 2 for paragraph.)

4. Answers will vary, but they all stress that the said 3 paragraphs are in no way irrelevant to the thematic thread of the article. After all, "Murasaki's characters and their setting reflect the reality around her." (Paragraph 4) (Score 02/9)

Part Two: Writing (Score 07/20)

Competencies:

- Produce expressive, transactional, and creative writing.
- Demonstrate the linguistic and stylistic qualities of good writing.

Irrespective of the different interpretations produced by the candidates here, the students' answers should conform to the basics of essay writing: (a) *a thesis statement that determines or suggests the points to be elaborated on in the development paragraphs,* (b) *unified, coherent, and properly sequenced paragraphs – each incorporating a topic sentence or central idea backed up by relevant supporting details,* and where possible (c) *an appropriate conclusion that brings the student's argument to a satisfactory close.* It goes without saying that the student's essay should be properly proofread; it should also be neatly and legibly hand-written.

Score: 04/07 = 02.5 for content; 0.5 for speaker's tone; 01 for organization of ideas
03/07 = 02 for language and style; 01 for tidiness and legible handwriting

The writing may be assessed according to the following scale:

1. Grammar/vocabulary

   A = Fluent with moments of elegance, few errors

   B = Comprehensible, some errors

   C = Substantial and significant errors

   D = Unintelligible

2. Stylistic technique

   A = Skilled use and varied syntax

   B = Clear, appropriate syntax

   C = Errors, but attempt at use of appropriate syntax

   D = Errors and inappropriate syntax

3. Organization

   A = Well organized, use of clear topic and summary sentences, convincing

   B = Good evidence of structuring of paragraphs

   C = Some attempts at organization

   D = Hard to follow

4. Content:

   A = Significant, interesting, appropriate, and well thought out

   B = Generally good work, but there is some repetition

   C = Careless development of data

   D = No effort to make content significant to composition

Subject: English Language

Third Secondary
General and Life Science Sections
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 1*

Session:

Time : 2 hours

General Instructions:

In the two-hour period allotted for this test, you are to respond to the questions of three parts: *Reading*, *Writing*, and *Translation.* You are advised to time your performance reasonably – spending about 45 minutes on the Reading Part, another 45 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. See that you reserve some time for proofreading since your work will be assessed for content and form. Make sure your paper is tidy and your handwriting is legible.

Part One: Reading (Score 09/20)

Read the text below, and answer the questions that follow.

Charles Darwin (1809—82)

"A man who dares to waste an hour of life has not discovered the value of life." *Darwin*

Charles Darwin was born in Shrewsbury, England. He was the son of Robert and Susannah Darwin. His mother died when he was eight years old, and his sister brought him up. He was taught classics at Shrewsbury and then sent to Edinburgh to study medicine, which he hated. Sending Charles to Christ's College, Cambridge, to study theology (1827) was the final attempt made to educate him. During that period, he loved to collect plants, insects, and geological specimens, guided by his cousin William D. Fox, an entomologist. His scientific inclinations were encouraged by his botany professor John Stevens Henslow, who was instrumental, despite heavy paternal opposition in securing a place for Darwin as a naturalist on the surveying expedition of HMS *Beagle* to Patagonia (1831—6).

Under Captain Robert Fitzroy, Darwin visited Brazil, Chile, Tahiti, New Zealand, and a lot of other places. In the Keeling Island he devised his theory of coral reefs. During this five-year expedition, he obtained intimate knowledge of the fauna, flora, and geology of many lands, which equipped him for his later investigations. By 1846, he had published several works on the geological and zoological discoveries of his voyage—works that placed him at once in the front rank of scientists. He developed a friendship with Sir Charles Lyell and became secretary of the Geological Society (1838—41). In 1839 Darwin married his cousin Emma Wedgwood (1808—96).

From 1842, he lived at Downe House, Kent, as a country gentleman among his gardens, conservatories, pigeons, and fowls. The practical knowledge he gained there, especially in variation and interbreeding proved invaluable. Private means enabled him to devote himself to science, in spite of continuous ill health: it was not realized until after his death that he had suffered from Chagas's disease, which he had contracted from an insect bite while in South America.

At Downe House, he addressed himself to the great work of his life – the problem of the origin of species. After five years of collecting the evidence, he began to speculate on the subject. In 1842, he drew up his observations in some short notes, expanded in 1844 into a sketch of conclusions for his own use. These embodied the principle of natural selection, the germ of the Darwinian theory, but with typical caution he delayed publication of his hypothesis.

However, in 1858, Alfred R. Wallace sent him a memoir of the Malay Archipelago, which, to Darwin's surprise, contained in essence the main ideas of his own theory of natural selection. L. and J. Hooker persuaded him to submit a paper of his own, based on his 1844-sketch, which was read simultaneously with Wallace's before the Linnean Society in 1858. Neither Darwin nor Wallace was present on that historic occasion.

Darwin then condensed his notes and put into shape his great work, *On the Origin of Species by Means of Natural Selection,* published in 1859. This work, received throughout Europe with the deepest interest, was violently attacked because it did not agree with the account of creation given in the Book of Genesis. But eventually, it succeeded in obtaining recognition from almost all biologists.

Darwin continued to work at a series of supplemental treatises: *The Fertilization of Orchids* (1862), *The Variation of Plants and Animals Under Domestication* (1867), and *The Descent of Man and Selection in Relation to Sex* (1871), which postulated that the human race derived from a hairy animal belonging to the great anthropoid group and was related to the progenitors of the orangutan, chimpanzee, and gorilla. In his 1871 work, he developed his important supplementary theory of sexual selection.

Later works include *The Expression of Emotions in Man and Animals* (1872), *Insectivorous Plants* (1875), *The Effects of Cross and Self Fertilization in the Vegetable Kingdom* (1876), *Different Forms of Flowers in Plants of the Same Species* (1877), and *The Formations of Vegetable Mould Through the Action of Worms* (1881).

Darwin died after a long illness, leaving eight children, several of whom achieved great distinction. Though not the sole originator of the evolution hypothesis, nor even the first to apply the concept of descent to plants and animals, he was the first thinker to gain for that theory a wide acceptance among biologists — so much so that his concept of evolution has developed from a hypothesis to a verifiable theory.

Questions:

1. On the basis of information supplied by the above text, devise a chart that displays Darwin's timeline. (Score 02/9)

2. In 5 to 7 sentences, use the notes you have taken down in the chart you have devised to write a summary of the text. (Score 02/9)

3. In a sentence or two, explain what is meant by "*A man who dares to waste an hour of life has not discovered the value of life.*" (Score 01/9)

4. Use your knowledge of suffixes, prefixes, and word roots to write a brief definition of the following words: (Score 01/9)
   a. zoological
   b. insectivorous
   c. geological
   d. biologists

5. *Darwin's father was among those who encouraged Charles to become a naturalist.* Do you infer that this statement is true or false? Explain. (Score 01/9)

6. What type of text is "Charles Darwin (1809—82)"? Who do you think it is addressed to? Describe the features of this text in terms of sentence structure, vocabulary, and organization of ideas. (Score 02/9)

Part Two: Writing (Score 07/20)

Charles Darwin's theory has been a debatable issue. Think of a similarly debatable issue in medical domain, such as organ transplant, cloning, euthanasia (mercy killing), etc., and write an argumentative 250—300-word essay in which you prove your personal point of view in this respect. Justify your opinion with reasonable explanations.

Whatever your opinion is, your essay must include a clear thesis statement. Your paragraphs must start with meaningful topic sentences and contain enough details. The essay should be well organized, coherent, and accurate.

Score: (04 for content and organization of ideas; 02 for language and style; 01 for tidiness and legible handwriting)

Answer Key

Third Secondary L1– General and Life Science Sections
Sample 1

Domain: Written Communication: Reading and Writing
Competencies:
- Develop literal and interpretive comprehension of printed discourse.
- Demonstrate awareness of linguistic and organizational features of text.

Part One: Reading (Score 09/20)

1. (Score 02/9)

1809	Was born
1817	His mother died
1827	Went to Christ's College, Cambridge to study theology
1831—36	Was on a surveying expedition
1839	Married his cousin, Emma Wedgwood
1842	Moved to Downe Home, Kent, and drew up his observations about the origin of species
1844	Expanded his observations into a sketch of conclusions
1858	Found that Wallace's memoir of the Malay Archipelago contained the main ideas of his own theory of natural selection
1859	Published his work *On the Origin of Species by Natural Selection*
1862—1871	Worked on a series of supplemental treatises
1872—1881	Produced a series of books
1882	Died

2. The student should use his/her own wording to summarize the author's main idea and most important supporting evidence without distorting them. (Score 02/9)
3. A possible answer: Life is short and valuable, so every moment of it has to be used effectively. (Score 01 /9)
4. (Score 01 /9)
   a. zoological: of or having to do with animals
   b. insectivorous: feeding chiefly on insects
   c. geological: of or having to do with the study of the earth
   d. biologists: people who study living organisms

5. False. His father strongly opposed this. (Score 01/9)

6. The answer may read as follows: The text is a biography. It mainly addresses those who are interested in natural science and scientists. Since the text is a recount, it consists of an orientation, a set of events as they occurred, and a closing statement. The text is written in the past tense with a particular person as the subject of the action. It is written in chronological order, and the word choice is appropriate to the text. It contains varied types of doing/action clauses. (Students should include examples from the text.) (Score 02/9)

Part Two: Writing (Score 07/20)

Competencies:

- Produce transactional writing.
- Demonstrate the linguistic and stylistic qualities of good writing.

To write an argumentative essay the student should

- open with the introduction,
- refute the strongest opposition point,
- state the case,
- confirm his/her proposition,
- refute the weaker opposition points, and
- end with the conclusion.

Subject: English Language

Third Secondary
General and Life Science Sections
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 2*

Session:

Time : 2 hours

General Instructions:

In the two-hour period allotted for this test, you are to respond to the questions of three parts: *Reading*, *Writing*, and *Translation.* You are advised to time your performance reasonably – spending about 45 minutes on the Reading Part, another 45 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. Leave the remaining time (about 30 minutes) on the translation part. See that you reserve some time for proofreading since your work will be assessed for content and form. Make sure your paper is tidy and your handwriting is legible.

Part One: Reading (Score 09/20)

Read the text below and answer the questions that follow.

Science Fiction and Space Research

Section One

Scientific Facts and Fiction

The European Space Agency (ESA) is studying science fiction for ideas and technologies that could be used in future missions.

A panel of readers is currently combing science fiction novels and short stories published in the early decades of the last century to see if technology has caught up with ideas that were futuristic when first put into print.

Any good ideas turned up in the search will be assessed by scientists to see if they can help the agency in its ongoing mission to explore space.

Knowledgeable fans of science fiction are also being encouraged to send in suggestions to help ESA spot sources of good ideas.

While technologies, such as warp drives*, remain in the realm of fiction, many of the technologies authors employed in stories are now commonplace.

Dr David Raitt, coordinator of the Innovative Science Fiction Technologies for Space Applications project (ISFT), said an initial scan had already proved the worth of the approach.

Section Two

Inventive Ideas

Planetary landers were mentioned in stories from 1928, stabilizing fins on rockets appeared in fiction in 1929, and a space station crewed by astronauts and re-supplied by regular flights from Earth was considered in 1945.

Dr Raitt said the *Dick Tracy* cartoons in the1940s had the lantern-jawed detective using a watch that was also a videophone and a camera. In January, Casio introduced a wristwatch that is also a digital camera. "Only relatively recently have some of these ideas come to fruition," he said.

Ian Stewart, a mathematics professor from the University of Warwick and a science fiction author and fan said NASA (National Aeronautics and Space Administration) regularly consulted living authors for exploration ideas: "NASA uses science fiction authors in focus groups for the pre-planning of missions."

Authors, such as Gregory Benford, Greg Bear, and Larry Niven, have helped NASA draw up ideas for a mission to explore Europa— one of the moons of Jupiter.

NASA wants to go to Europa because pictures taken by the Voyager and Galileo probes suggest there may be oceans beneath the moon's icy surface. The agency looked to the authors to come up with inventive ideas for piercing the ice to get at the molten world below.

Section Three

Waiting for Technology

NASA is also conducting research into futuristic ideas, such as warp drives. The ultimate aim of its Breakthrough Propulsion Physics Project is a massless engine for a spacecraft that would be able to reach near-light speeds.

Although the agency has yet to turn directly to old stories for inspiration, Professor Stewart believes such an approach will be fruitful. "You don't need to get much out of it to make it very worthwhile," he said.

Although many authors employ devices, such as matter transmitters, that no one has a clue how to create, others come up with ideas that only become science facts years later. "The fax machine dates back to the 1890s," he said, "but the electronics of the time were not up to the job."

Adapted from *BBC News Online Internet*

** Warp drives are primary propulsion systems used by most faster-than-light interstellar spacecraft.*

Questions:

1. What is the central idea of the text? What important details about the topic are presented, and what point do these details emphasize? Answer in 4 to 5 sentences. (Score 02 /9)

2. Paraphrase the following statements. (Score 02/9)
   a. The ultimate aim ... is a massless engine for a spacecraft that would be able to reach near-light speeds.
   b. The fax machine dates back to the 1890s, but the electronics of the time were not up to the job.

3. For each word below, pick up a word from the text that means almost the same. (Score 02/9)

- discover	*Section One*
- realization	*Section Two*
- creative	*Section Two*
- penetrating	*Section Two*

4. Is there a relationship between the statement "*Half of science is imagination, and the other half is analysis*" and the issue raised in the text above? Justify your answer in 4 to 5 sentences. **(Score 03/9)**

Part Two: Writing (07/20)

Consider one of the science fiction or TV shows you have seen lately, explain the message it conveyed to you, and predict how this will reflect on the future of mankind.

Score: (04 for content and organization of ideas; 02 for language and style; 01 for tidiness and legible handwriting)

Answer Key

Third Secondary L1– General and Life Science Sections
Sample 2

Domain: Written Communication: Reading and Writing
Competencies:
- Develop literal and interpretive comprehension of printed discourse.
- Demonstrate awareness of linguistic and organizational features of text.

Part One: Reading (Score 09/20)

1. Possible answer: (Score 02/9)
   Central idea: Science fiction powers space research. (Score ½/2)
   Details: Science agencies are studying science fiction for ideas that can be used in technologies. These agencies are encouraging science fiction fans to send in suggestions for spotting good resources. Several ideas mentioned in stories are now science facts. Science fiction authors are being asked by science agencies to suggest ideas of devices that can be used for future space exploration. The details emphasize how science fiction can be sometimes important to science and technology. (Score 1 ½/2)

2. Possible answers (Score 02/9)
   a. The ultimate goal is to invent a massless spaceship engine which enables the spacecraft to travel at near the speed of light.
   b. The fax machine was invented in the 1890s but the equipment in use then was not adequate to utilize it on a wide scale.

3. explore; fruition; inventive <u>or</u> innovative; piercing; (Score 02/9)

4. Yes. The whole text states how scientists are trying to benefit from resourceful ideas, which are only in the imagination of science fiction authors, in their studies. (Score 03/9)

Part Two: Writing (Score 7/20)

Competency: Produce transactional writing.

The essay can be graded as follows:
- Ideas - the heart of the message, the main point (Score 02/7)
- Organization - the internal structure (Score 01/7)
- Voice - evidence of the writer behind the message (Score ½ /7)
- Word Choice - the vocabulary or terminology (Score ½ /7)
- Sentence Fluency - the rhythm and flow and how it plays to the ear (Score 01/7)
- Conventions - the mechanical correctness of the piece (Score 01/7)
- Neatness and legible handwriting (Score 01/7)

Subject: English Language

Third Secondary
General and Life Science Sections
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 3*

Session:

Time : 2 hours

General Instructions:

In the two-hour period allotted for this test, you are to respond to the questions of three parts: *Reading*, *Writing*, and *Translation*. You are advised to time your performance reasonably – spending about 45 minutes on the Reading Part, another 45 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. Leave the remaining time (about 30 minutes) on the translation part. See that you reserve some time for proofreading since your work will be assessed for content and form. Make sure your paper is tidy and your handwriting is legible.

Part One: Reading (Score 09/20)

Read the following article, and then answer the questions that follow.

Chances for Humans Walk on Mars

The thought of humans setting foot on Mars has always been the stuff of legend from the earliest days of science fiction to today's movies. But a journey to the Red Planet might not be as far-fetched as we think.

"Advances in space-travel technology mean going to Mars may be feasible in the very near future," R. Young, a technology professor, said during a lecture for the University of Houston's Research and Scholarship Day.

"Ironing out the details of how astronauts would endure an extremely long-distance voyage is what scientists are working on now," Young told an audience of scholars, faculty members, and students in the University Hilton's Shamrock Room.

"There is a centrifuge already being built by the Japanese now, but it will not be ready until five years from now," said Young.

The centrifuge is about four meters in diameter and would transport humans through outer space in an environment of artificial gravity. The one being developed is modeled after the centrifuge device used in the classic science-fiction movie *2001: A Space Odyssey.*

But the problems with extended space travel go beyond what a centrifuge can solve. Scientists have yet to discover how to fully combat physical ailments that come with being in space for long periods of time — for example, the loss of bone and muscle mass that makes astronauts weak when they return to Earth.

And space travelers are also prone to psychological problems, such as depression, jealousy, and stress. Moreover, a multinational project like a Mars mission would put crew members in situations of multicultural differences and "the hierarchy vs. democracy that it involves," Young said.

"Politically, we must send a mixed crew — mixed genders and different ethnicities," he said.

Any situation associated with extended space travel would be likely to arise on a Mars journey, which Young said could take anywhere between three and nine months each way, in addition to the time spent on the planet itself.

"The total time of the trip, coming and going, would take close to three years," Young said. "One shortcut that is still being worked on is the possibility of sending the fuel station ahead of time."

Still, the outlook for being able to send humans to Mars looks promising. "The only disappointment for the National Space Biomedical Research Institute," Young said, "is that the journey to Mars will not be made by the year 2001."

"We have to go there," he said. "The only question is when and how."

(From *The Daily Cougar via U-WIRE* - By Sylvia A. Rocha)

Questions:

1. What is meant by "The thought of humans setting foot on Mars has always been the stuff of legend, from the earliest days of science fiction to today's movies"? (Score 1 ½/9)
2. Give the definition of each of the underlined words or phrases in the text. (Score 03/9)

3. Scan the text for one example of each of the following features. (Score 1½/9)
   - scientific term (para. 4 and 6)
   - subordinate clause (para. 6)
   - appositive (para. 2)

4. In not more than 5 sentences, write a summary of the text. (Score 03/9)

Part Two: Writing (Score 07/20)

Imagine that you are living 100 years from now and that traveling to Mars is no longer a dream. Write a 250—300-word essay in which you try to explain how life can be on the Red Planet and state why going there is of importance to those who live on Earth. In your essay, include evidence that may convince people to travel to this planet. Is this planet beautiful, quiet, exciting, free of pollution, etc.? What can people do there? How can they survive?

Remember that you should write coherently, use various types and forms of sentence structure, and select appropriate technical terminology.

Score: (04 for content and organization of ideas; 02 for language and style; 01 for tidiness and legible handwriting)

Answer Key

Third Secondary L1– General and Life Science Sections
Sample 3

Domain: Written Communication: Reading and Writing
Competencies:
- Develop literal and interpretive comprehension of printed discourse.
- Demonstrate awareness of linguistic and organizational feature of text.

Part One: Reading (Score: 09/20)

1. The idea of living on Mars has always been considered improbable. (Score 1 ½/9)
2. feasible: possible; ironing out: smoothing away; endure: bear; fully combat: completely resist; ailments: disorders; prone: subject to (Score 03/9)

3. **Scientific term**: centrifuge, astronauts, etc.; **appositive**: a technology professor; **subordinate clause:** what a centrifuge can solve; that makes astronauts weak; when they return to Earth. (Score 1 ½ /9)

4. Answers may vary. However, the characteristics of summary writing should be taken into consideration when correcting this question. (Score 03 /9)

Part Two: Writing (Score 07/20)

Competencies:
- Produce transactional writing.
- Demonstrate the linguistic and stylistic qualities of good writing.

To write this essay the student should
1. open with the introduction that shows an explanation of the direction that the essay will take,
2. develop a body of the essay which contains evidence (facts) that support the student's position or explains the development he/she is describing, and
3. end with the conclusion which clearly restates and summarizes the points made in the essay.

The essay can be assessed in terms of the following:
- Ideas - the heart of the message, the main point (Score 02/7)
- Organization - the internal structure (Score 01/7)
- Voice - evidence of the writer behind the message (Score ½ /7)
- Word Choice - the vocabulary or terminology (Score ½ /7)
- Sentence Fluency - the rhythm and flow and how it plays to the ear (Score 01/7)
- Conventions - the mechanical correctness of the piece (Score 01/7)
- Neatness and legible handwriting (Score 01/7)

Subject: English Language

Third Secondary
General and Life Science Sections
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 4*

Session:

Time : 2 hours

General Instructions:

In the two-hour period allotted for this test, you are to respond to the questions of three parts: *Reading*, *Writing*, and *Translation.* You are advised to time your performance reasonably – spending about 45 minutes on the Reading Part, another 45 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. Leave the remaining time (about 30 minutes) on the translation part. See that you reserve some time for proofreading since your work will be assessed for content and form. Make sure your paper is tidy and your handwriting is legible.

Part One: Reading (Score 09/20)

Read the text below, and answer the questions that follow.

The Need to Enlighten Teachers on Technology

Education, not technology, is the foundation of the so-called new economy. That was the message from Craig Barrett in his keynote speech at the national Educational Computing Conference in Atlanta this week.

"Computers aren't magic, but teachers are. Students are," Barrett said. That sentiment, combined with the meeting of a federal commission on Web-based education, and the record turnout at the conference marked a significant step for proponents of technology in education.

However, as educators say, despite the attention from education bigwigs and national figures, problems with technology in education still loom, and no one has found a perfect solution. For instance, Barrett says that while the United States has the highest number of connected schools and classrooms —it has spent $40 billion in education technology so far — there has been "little return on investment."

The number of engineers has not kept up with the demand, and desperate companies have turned to other countries to find qualified workers.

"We're not doing particularly great (in the education system)," Barrett said. "There seems to be a disconnect somewhere." To move forward, Barrett continued, "The focus must be on the teachers first. There must be thought of conducting courses that will instruct teachers around the world on how to integrate technology into their curriculum."

Educators agree that programs like that are needed. "Teachers are really busy, and they get overwhelmed," said Kathy Kugler, the technology coordinator for the Tukwila, Washington school district. "They really need lots of support."

According to NETS, teachers must be able to demonstrate skills and concepts in technology, by planning lessons that use technology to enhance learning. They must use technology for their own professional development and must demonstrate legal and ethical practices when doing so. Teachers should use resources that affirm diversity and facilitate equal access to these tools for all students.

To achieve these goals, educators will need support from the government, which was also addressed at the conference.

The Web-based Education Commission, chaired by Senator Bob Kerrey (D-Nebraska), met in Atlanta, and members emphasized the need for research and development, teacher training, and more funding.

This commission, in addition to the Glenn Commission — which is studying more effective ways to boost science and math scores in the United States — will make policy recommendations to Congress and Secretary Riley this fall.

Riley said the Department of Education will release a five-year education technology plan this fall. He also said that there are plans to form a "teacher corps," made up of technology-savvy teachers who can help train their colleagues.

And while teachers are open to technology and want to incorporate it into their curriculum, training will take valuable time. "(Teachers) are overwhelmed," said Marie Parrish, a second-grade teacher at Tukwila Elementary.

"They're overwhelmed with education reform and trying to meet standards," Kugler added.

But educators and policy makers agree that technology is not going to go away, and something must be done now.

"If timing is everything, let us seize the moment," said Atlanta Mayor Bill Campbell, another conference speaker.

Katie Dean (Adapted)

Questions:

1. Explain the meaning of the underlined phrases in the text. (Score 01/9)
2. From the text, find three derivatives (words derived from root word + prefixes or suffixes), divide them into word parts, using slashes (/), and then write the definition of each. (Score 03/9)

3. Does the author think that the use of technology in teaching is fully attainable in the near future? In 3 to 4 sentences, justify your answer from the text. (Score 02 /9)

4. To what extent do you think that the integration of technology in our Lebanese educational system facilitates learning? Justify your answer in 4 to 5 sentences. (Score 03 /9)

Part Two: Writing (Score 07/20)

Educational research has predicted that computer would soon replace the traditional classroom teacher. Which do you think would be more educationally effective in the teaching – learning process? Elaborate your ideas in an essay of 250—300-words.

Write your essay, taking the following into consideration:
- Introduction to the topic
- Importance of technology in the educational system
- Possible access to technological tools that contribute to the educational plan
- Your personal predictions for future effects of technology on the educational system
- Conclusion

Answer Key

Third Secondary L1– General and Life Science Sections
Sample 4

Domain: Written Communication: Reading and Writing
Competencies:
- Develop literal and interpretive comprehension of printed discourse.
- Demonstrate awareness of linguistic and organizational feature of text.

Part One: Reading (Score: 09/20)

1.Web-based education: computer-network learning and teaching; little return on investment: not expected to yield enough money as income; integrate technology into their curriculum; include technology in the educational program; affirm diversity: assert points of unlikeness. (Score 01/9)
2. Answers may vary. Students may choose words, such as: (Score 03/9)
   -Overwhelmed: (over/whelm/ed): overcame by superior force.
   -Technology: (techno/logy): applied science, effective methods of achieving practical purposes.
   - Development: (develop/ment): expansion by process of growth.
   -Research: (re/search): careful, diligent, and systematic search.

3. Answers may vary. Students may give a negative answer. However, whatever the answer is, it should be justified logically. (Score 02/9)

4. Answers will vary. (Score 03/9)

Part Two: Writing (Score 07/20)

Competencies:
- Produce transactional writing.
- Apply process writing skills.

To write this essay, the student should
- jot down notes he/she plans to use in his/ her essay,
- organize the notes by using an outline, a web, etc., and
- write his essay following the directions mentioned in the writing question.

The essay can be assessed in terms of the following:
- Taking notes and organizing them (Score 1 ½/7)
- Ideas and organization (Score 2 ½ /7)
- Voice, word choice and sentence fluency (Score 1 ½/7)
- Conventions - the mechanical correctness of the piece (Score 01/7)
- Neatness and legible handwriting (Score ½/7)

The writing may be assessed according to the following scale:

1. Grammar/vocabulary
A = Fluent with moments of elegance, few errors
B = Comprehensible, some errors
C = Substantial and significant errors
D = Unintelligible

2. Stylistic technique
A = Skilled use and varied syntax
B = Clear, appropriate syntax
C = Errors, but attempt at use of appropriate syntax
D = Errors and inappropriate syntax

3. Organization
A = Well organized, use of clear topic and summary sentences, convincing
B = Good evidence of structuring of paragraphs
C = Some attempts at organization
D = Hard to follow

4. Content:
A = Significant, interesting, appropriate, and well thought out
B = Generally good work, but there is some repetition
C = Careless development of data
D = No effort to make content significant to composition

Subject: English Language

Third Secondary
Sociology and Economics Section
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 1*

Session:

Time : 2 hours

General Instructions:

In the two-hour period allotted for this test, you are to respond to the questions of three parts: *Reading, Writing*, and *Translation.* You are advised to time your performance reasonably – spending about 45 minutes on the Reading part, another 45 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. See that you reserve some time for proofreading since your work will be assessed for content and form. Make sure your paper is tidy and your handwriting is legible.

Part One: Reading (Score 09/20)

Read the text below, then answer the questions that follow.

The Shadow Over America

After New York investment banker Felix Rohatyn became the U.S. ambassador to France nearly three years ago, he was surprised to encounter bitter criticism of the American death penalty in his new post. His comments:

When I came to France in 1997 I didn't realize that this was such a vital issue. But it comes up more and more, especially around the time an execution is scheduled in the United States. There are any number of demonstrations here against the death penalty in America. Earlier this year, President Jacques Chirac and Prime Minister Lionel Jospin personally attempted to intervene with Gov. George W. Bush to stop the execution of Odell Barnes in Texas. But the lethal injection went ahead.

People in France admire the United States, and much of what passes for anti-Americanism is limited to the intellectual milieu of Paris. Not so in the case of the death penalty. I travel a lot. You hear opposition to the death penalty in Bordeaux, you hear it in Toulouse, everywhere. When I speak to audiences, the question always comes up. And I don't believe this is just a French phenomenon. I recently spoke to John Kornblum, our ambassador to Germany, and he told me the death penalty is the single most recurring question there.

I try to explain the origin of capital punishment in the United States. It's not an American policy, but a prerogative of the states individually to decide whether they apply the death penalty or not. It helps that the discussion inside the United States is getting more coverage: the moratorium on executions in Illinois, the vote by the New Hampshire Legislature to abolish the death penalty, proposed legislation requiring the states to provide adequate counsel. But it's one of those U.S.-European issues that won't go away soon.

The issue goes beyond a difference over laws. We are viewed in France and in other parts of Europe as having a hegemony of power, with an almost suffocating presence in many areas, whether military, economic or cultural. Our position as the lone superpower is not unquestioned. Any one of those questions challenges our moral leadership, which is very important.

When you have as much power as we do, and when you represent the oldest democratic tradition in the world, and when most of the planet still thinks that democracy in America is a light to the world, it's important to understand that there are some aspects of our democracy that are very troublesome on moral grounds. Europeans are disturbed by what they see as the violence of American society, and that has two basic elements, as they see it. One is the issue of guns, and especially guns in the schools. The other, symbolically, is the death penalty.

All 15 members of the European Union have outlawed the death penalty. The accession of new members—Turkey for instance—is conditioned in part on their abolition of capital punishment. In France, the death penalty was abolished in 1981 by President Francois Mitterrand, after a lot of discussion; at the time, the guillotine was still used. Now Europeans are extremely passionate about the issue. The death penalty is viewed as a violation of human rights. In America it is seen as both racist and discriminatory, affecting a disproportionate number of minorities who often are represented by attorneys pictured as incompetent or uninterested.

One of our great strengths has always been our moral strength and the fact that we stand for freedom and democracy. Ultimately that's what brought down the Berlin wall, and that's

expanding all over the world today. And I think one has to note when something casts a shadow on that image. I'm not saying that we should bend to the criticism. But I think we should recognize it and explore changes in our approach to criminal punishment that reflect our basic values.

Questions:

1. Clarify the difference between the European and the American positions concerning the death penalty in the table below. Use complete sentences. (Score 02/9)

European Position	American Position

2. Give the contextual meaning of the words underlined in the passage. (Score 1½ / 9)
3. What issue, other than the death penalty, are Europeans troubled with in American society? (Score 1½ /9)
4. What do you predict Turkey will do about abolishing the death penalty? Why? (Score 02/9)
5. Is the issue of the death penalty as portrayed in this article a moral or a religious one? In 3-4 sentences, justify with reference to the text. (Score 02/9)

Part Two: Writing (Score: 07/20)

Write a well-structured essay of approximately 300 words defining your personal position concerning the death penalty.

Whatever your opinion is, your essay must include a clear thesis statement and well thought-out arguments. Your paragraphs must start with meaningful topic sentences and contain supporting details.
(Score: 04 for content and organization of ideas; 02 for language and style; 01 for tidiness and legible handwriting.)

Answer Key

Third Secondary L1– Sociology and Economics Section
Sample 1

Domain: Written Communication: Reading and Writing
Competencies:
- Develop literal and interpretive comprehension of printed discourse.
- Demonstrate awareness of linguistic and organizational features of a text.

Part One: Reading (Score 09/20)

1. The Europeans are passionately against the death penalty. The Americans are not averse to it and practise it in some states. (Score 02/9)
2. **lethal:** deadly **abolish:** put an end to **violation:** act of disrespect for a principal (Score 1½ /9)
3. Guns, especially in schools. The US Constitution gives the citizen the right to carry arms. (Score 1½ /9)
4. It will accept to abolish it, because it is a condition for its becoming a member of the European Union. (Score 02/9)
5. Strictly moral. In abolishing the death penalty, European states did not rely on religious values but on human rights. Execution of convicted criminals is considered a violation of human rights. Also Europeans considered the death penalty in America mostly racist, since the majority of executions are carried out on members of minority groups. (Score 02 /9)

Part Two: Writing (Score: 07/20)

Competency: - Produce transactional writing.
- Develop the linguistic and organizational features of text.

The essay should have:
- A clear thesis statement (Score 01/7)
- Sound arguments (Score 02/7)
- Topic sentences and supporting details (Score 01/7)
- Correct and varied grammatical structures (Score 01/7)
- Vivid vocabulary (Score ½/7)
- Correct spelling (Score ½/7)
- Neat and legible handwriting (Score 01/7)

Subject: English Language

Third Secondary
Sociology and Economics Section
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 2*

Session:

Time : 2 hours

General Instructions:

In the two-hour period allotted for this test, you are to respond to the questions of three parts: *Reading, Writing*, and *Translation.* You are advised to time your performance reasonably – spending about 45 minutes on the Reading Part, another 45 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. See that you reserve some time for proofreading since your work will be assessed for content and form. Make sure your paper is tidy and your handwriting is legible.

Part One: Reading (09/20)

Read the text below, then answer the following questions in 1-2 sentences each.

Give Children Breathing Space, Parents Are Told.

CHILDREN ARE being stifled by over-protective adults who ferry them around rather than let them play with their friends, says a study released today.

The perceived dangers of modern life have led to children being virtually imprisoned in their own homes. Many children are not allowed "basic human rights" such as the freedom to move around their neighborhood, meet friends or play actively and creatively, said Dr. Priscilla Alderson, a reader in childhood studies at the Institute of Education and author of the study.

The report *Young Children's Rights*, shows that British children have fewer chances to be independent and act responsibly than they had a few decades ago." Many children are denied simple freedoms because of dangerous traffic or undue fear of strangers," she said. " As a result, young children usually have to rely on busy adults to escort them into the street or to arrange to meet a friend. The closing down of public spaces to children and the opening of commercial services to replace the free ones have made children's ability to exercise basic rights seem like luxuries."

The study was commissioned by Save the Children, the international children's charity, which was concerned about the extent to which children in Britain were listened to, and involved in decisions that affected them. Every child's right to have a say and to be consulted is central to the 1988 United Convention on the Rights of the Child, which the Government has ratified. A spokesman for Save the Children said: "For generations, children in many societies have been conceptualised as little more than empty vessels with irrational needs and wants that have to be tamed for the good of society."

Dr. Alderson, who has three grown-up children and one grandchild, interviewed parents, play groups, schools, local authorities and hospitals across the country to assess how children were involved in making decisions about their lives. She found that children's contributions at home, nursery and school and in their communities often went unrecognised because adults assumed they were no more or less than needy dependants.

However, there were examples of young children taking part in their own day care, helping other people and planning their own environments. In one case, children helped architects improve designs for a children's hospital in Derby. Lower reception counters were built so that young patients could see what was going on.

In another case, council officers reluctantly asked two five-year-olds to judge the refurbishment of their housing estate. Acting on their advice, the playground was put safely in the centre of the estate, instead of on the edge. " There is an assumption that young children are volatile, and rather helpless, but 1 found excellent examples of young children expressing reasonable and helpful views, " said Dr. Alderson.

" If, as a society, we held more positive and realistic views about young children, we could see what a valuable resource they are in increasing happiness and helping to resolve problems."

Questions:

1. What is the purpose of this article? (Score: 01 ½/9)

2. What are the reasons for restricting children's freedom? (Score: 01 ½/9)

3. Based on the text, give the meaning of the following: "ferry them (children) around" (para. 1) "refurbishment (para. 7) volatile (para. 7) (Score: 01 ½/9)
4. What does the article implicitly promise? (Score: 01 ½/9)
5. Paraphrase the sentence underlined in the selection. (Score 02/9)
6. In the light of the text above, the following statement is false; rewrite it to give the correct meaning.
   British children enjoy more freedom than they used to in the past. (Score 01/9)

Part Two: Writing (Score: 07/20)

Children should be given total freedom to manage their affairs. To what extent would you accept this view? In an essay of approximately 250—300 –words, explain with sound justification.

Answer Key

Third Secondary L1– Sociology and Economics Section
Sample 2

Domain: Written Communication: Reading and Writing
Competencies:
- Develop literal and interpretive comprehension of printed discourse.
- Demonstrate awareness of linguistic and organizational features of a text.

Part one: Reading (Score: 09/20)

1. The author's purpose is to show how overprotection of children is harmful to them and to society. The author also shows how giving the children a chance to participate in decision-making can be very useful. (Score 01 ½ /9)
2. The reasons for restricting children's freedom is to protect them from such risks as road traffic and "evil intentions" of strangers. (Score 01 ½/9)
3. "Ferry them around" means transporting them in the company of adults only.
   "Refurbish" means to renovate and improve.
   "Volatile" means not stable; changes quickly. (Score 1 ½/9)
4. It promises positive developments if children's opinions are taken into account. (Score 1 ½/9)
5. Children have been viewed as creatures who lack enough reason and therefore have to adapt to the requirements of society. (Score 02/9)
6. Refer to the opening sentence of the third paragraph. (Score 01/9)

Part II: Writing (Score: 07/20).
Competency: - Produce transactional writing.

The essay should have:

- Sensible proposals by the student (Score 02/7)
- Good structure and organization (Score 1 ½/7)
- Sound grammatical structures (Score 1 ½/7)
- Vivid vocabulary (Score ½/7)
- Correct spelling (Score ½/7)
- Neat and legible handwriting (Score 01/7)

Subject: English Language

Third Secondary
Sociology and Economics Section
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 3*

Session:

Time : 2 hours

General Instructions:

In the two-hour period allotted for this test, you are to respond to the questions of three parts: *Reading, Writing*, and *Translation.* You are advised to time your performance reasonably – spending about 45 minutes on the Reading Part, another 45 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. See that you reserve some time for proofreading since your work will be assessed for content and form. Make sure your paper is tidy and your handwriting is legible.

Part One: Reading *(Score 09/20)*

Read the text below, then answer the questions that follow.

Family Butcher Swaps His Shop for the Internet.

A high street butcher who traded his apron for a computer and turned his shop into an Internet business has seen his income increase tenfold.

Chris Battle, 51, no longer runs a shop but sells his traditional, home-fed, dry-cured meats to customers all over the world, thanks to his website.

He has increased his staff from two to 13 and his turnover from £70,000 in 1998 to £750,000 in the last 12 months as the business attracted customers from as far afield as Japan, South Africa, Indonesia and Peru.

"It's changed my life. After 35 years behind a counter, I feel as though I have been born again," said Mr. Battle. "I never imagined anyone would want to buy a product like this on the Internet."

It was his daughters Joanne, 31, and Angela, 25, who talked him into setting up the website.

"They got their way, as daughters do," said Mr. Battle. "We gave it a go and, to be honest, it was very quiet in the early months.

"Then it started to take off and soon 75 per cent of the business was international sales, from expats in Hong Kong, Japan, South Africa, Peru and Venezuela — all over the world.

"Now it's turned around and the majority of the business is from the UK, which goes to show people really are using the Internet for their ordinary shopping."

Users log on, choose their product and pay with a credit card. The meat is usually dispatched within 24 hours. The homemade sausages and black puddings are hugely popular in Britain — while dry-cured bacon and ham are the most requested exports.

"People living abroad miss their cooked English breakfasts," said Mr. Battle. "We send bacon out to them."

Setting up the website cost £1,000. As the business took off, Mr. Battle and his wife Barbara, also 51, decided to sell their shop, named Jack Scaife after Mr. Battle's father-in-law, in Keighley market, West Yorks. The business had been in the family for 103 years.

"Now we don't have a shop, we're selling more and more bacon," said Mr. Battle. "We're open 24 hours a day, seven days a week. When I'm in bed asleep, people are ordering products."

Mr. Battle is now an Internet convert. He banks online, dabbles in Internet share dealing and orders his fruit and vegetables from web-based retailers.

"We were lucky to be up there at the front," he said. "A lot of butchers, bakers and other specialists are now on the Internet. It's a whole new ball game and I think the supermarkets will soon be feeling a bit nervous."

Both Mr. Battle's daughters work for him and he and his wife are directors of the online company.

"Before, we were advertising the shop extensively in newspapers and magazines – at a cost. Now we don't advertise at all. The internet reaches a much wider audience and just creates own business.

"It just shows what a small family firm like ours can do. The web has been marvelously successful for us and what I like most is that it puts us on a level playing field with the likes of Harrods."

A survey carried out by the trade association Interactive Media in Retail praised Mr. Battle's site, *www.jackscaife.co.uk*, saying that it was set up even better than the Harrods address.

Questions:

1. What is unusual about combining Mr. Battle's trade and the use of modern technology? (Score 02/9)

2. The following statements are false. Rewrite them to give the correct meaning. (Score 2/9)
   - Most of the business is now international.
   - It takes two days to dispatch the order.
   - Jack Scaife was Mr. Battle's father.
   - Mr. Battle's clientele comes from Europe and Asia.

3. Draw a graph showing a chronological development of the Battle business. Make sure you include dates and income. (Score 03/9)

4. Complete the following statement in the light of the above text. (Score 02/9)
   a. _____, the Battles would still have been advertising as extensively as before.
   b. _____ had been born again.

Part Two: Writing (Score: 07/20)

The Internet has been a major factor in supporting the economy of developing countries. In what two major domains do you think this applies to Lebanon? Develop your answer in a well-organized essay of 250—300-words.

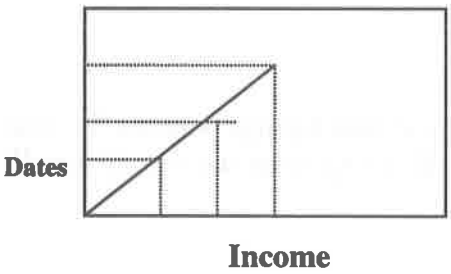
Answer Key

Third Secondary L1– Sociology and Economics Section
Sample 3

Domain: Written Communication: Reading and Writing
Competencies:
- Develop literal and interpretive comprehension of printed discourse.
- Demonstrate awareness of linguistic and organizational features of a text.

Part One: Reading (Score 09/20)
1. It lies in conducting a small, traditional, family business on the Internet. (Score 02/9)
2. (Score 02/9)
- Most of the business is in the U.K. now.
- It takes 24 hours to dispatch the order.
- Jack Scaife was Mr. Battle's father-in-law.
- Mr. Battle's clientele comes from Asia.

3. Example of a graph: (Score 03/9)



4. Suggested answers. (Score 02/9)
   a. Had they not used the Internet,...
      If they had not used the Internet, ...
   b. Battle explained that the Internet had changed his life, and that after 35 years behind the counter be felt as though he had been born again.

Part Two: Writing (Score: 07/20)
Competency: - Produce transactional writing.
- Develop the linguistic and organizational features of text.

The essay should have:
- Good organization and structure (Score 01/7)
- 2 domains: education, communication or shopping, etc, (Score 03/7)
- Sound grammatical structures (Score 01/7)
- Vivid vocabulary (Score ½/7)
- Correct spelling (Score ½/7)
- Neat and legible handwriting (Score 01/7)

Subject: English Language

Third Secondary
Sociology and Economics Section
English as a First Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 4*

Session:

Time : 2 hours

General Instructions:

In the two-hour period allotted for this test, you are to respond to the questions of three parts: *Reading, Writing*, and *Translation.* You are advised to time your performance reasonably – spending about 45 minutes on the Reading Part, another 45 minutes on the Writing Part, and the remaining 30 minutes on the Translation Part. See that you reserve some time for proofreading since your work will be assessed for content and form. Make sure your paper is tidy and your handwriting is legible.

Part One: Reading *(Score 09/20)*

Read the text below, then answer the questions that follow.

Sleeping Giants Could Spell Devastation and Famine for the World.

Forget asteroids! Scientists have recently asked the government to look into what they believe to be a much bigger danger to the human race – supervolcanoes and the threat of a 'volcanic winter'.

Forceful. A report from the Geological Society says these supervolcanoes, of which at least four exist, could cause global devastation and wipe out the human race. Supervolcanoes are formed from a huge pool of magma that gathers beneath the earth's surface. The pressure of the gases in the molten rock builds up until the magma blasts through the earth from several points with 100 times more force than any normal eruption. Only the Caldera – the subsided crater of the magma chamber – is left, like a huge valley. Yellowstone Park is a massive Caldera at 4318 miles – the world's largest single active volcano system.

Famine. Until recently scientists thought the supervolcano here was extinct, now they have estimated the times of the last three eruptions: 1.2m years ago and 600,000 years ago – so we could be due one any day. An eruption of this kind would shoot a column of ash and gas high into the stratosphere, releasing sulphur dioxide, which would, on contact with water droplets in the atmosphere become sulphuric acid, which in turn would reflect the sun and cool the earth's temperature. The resulting crop failure would mean worldwide famine.

Warning. Some genetics experts claim this has happened. Around 74,000 years ago the global population was reduced to 70,000, which resulted in less distinction between human DNA. The last supervolcanic eruption (Lake Toba in Sumatra) was nearly 74,000 years ago. Coincidence? McCuire says: "You would get a lot of prior activity, as a warning, but it might occur in a poorly inhabited area, somewhere we're not even monitoring."

Constant night. "I'm 100% certain it will happen. Natural disasters have already virtually wiped out the planet's population in the past. In the worst case scenario it could be like night for two years and there would be global starvation," says McGuire. But he adds: "Statistically we are overdue one, but luckily for us, nature doesn't necessarily work that way."

Questions:

1. What is the purpose of this article? (Score 01 ½/9)
2. Mention at least two categories of readers that this article is meant to address. (Score 01 ½/9)
3. State the main idea of the article. (Score 01 ½/9)
4. In scientific terminology, we sometimes have expressions like hydrogen leakage, in which a noun (not an adjective) qualifies another noun. Pick four such expressions from the above text. (Score 01/9)

5. Refer to the text to give the meaning of the following terms:
   Asteroid (para. 1) devastation (para. 1) eruption (para. 2) wipe out (para. 2)
   (Score 02/9)
6. What figure of speech is used in the following expressions:
   "Volcanic winter", "sleeping giants"? Explain. (Score 1 ½ /9)

Part Two: Writing (Score: 07/20)

Mankind should bear part of the responsibility for the occurrence of some natural disasters that strike here and there, now and then. Do you agree? In a well-structured 250—300-word essay, explain with proper illustration.

Answer Key

Third Secondary L1– Sociology and Economics Section
Sample 4

Domain: Written Communication: Reading and Writing
Competencies:
– Develop literal and interpretive comprehension printed discourse.
– Demonstrate awareness of linguistic and organizational features of a text.

Part One: Reading (Score 09/20)

1. To inform and warn the reader (Score 01 ½/9)
2. Scientists, intellectuals, students (Score 01 ½/9)
3. A major volcanic eruption is due. It could mean worldwide famine. (Score 01 ½/9)
4. Magma blasts, volcano system, sulphur dioxide, crop failure (Score 01/9)
5. (Score 02/9)

   Asteroid: body revolving around the sun
   Devastation: destruction:
   Eruption: outbreak
   Wipe out: eliminate, efface
6. Metaphor

– A long, gloomy, dark and violent period.
– Dormant, huge volcanoes. (Score 1 ½/9)

Part Two: Writing (Score: 07/20)
Competency: - Produce transactional writing.
- Develop the linguistic and organizational features of a text.

The essay should have:
– Good organization and structure (Score 1 ½/7)
– Correct grammatical structures (Score 1 ½/7)
– Sensible argumentation (Score 2 ½/7)
– Vivid vocabulary (Score 01 /7)
– Correct spelling (Score ½/7)
– Neat and legible handwriting (Score 01/7)

The writing may be assessed according to the following scale:

1. Grammar/vocabulary
   A = Fluent with moments of elegance, few errors
   B = Comprehensible, some errors
   C = Substantial and significant errors
   D = Unintelligible

2. Stylistic technique
   A = Skilled use and varied syntax
   B = Clear, appropriate syntax
   C = Errors, but attempt at use of appropriate syntax
   D = Errors and inappropriate syntax

3. Organization
   A = Well organized, use of clear topic and summary sentences, convincing
   B = Good evidence of structuring of paragraphs
   C = Some attempts at organization
   D = Hard to follow

4. Content:
   A = Significant, interesting, appropriate, and well thought out
   B = Generally good work, but there is some repetition
   C = Careless development of data
   D = No effort to make content significant to composition

Subject: Translation

Third Secondary
Literature and Humanities Section

Secondary Cycle Certificate
Official Exam: *Sample 1*

Session: Arabic – English

Time : 30 minutes

ترجم النص التالي إلى اللغة الإنكليزية.

مقدّمـــــة الدستـــــــــور

أ–لبنان وطن سيّد حرّ مستقلّ، وطن نهائي لجميع أبنائه، واحد أرضاً وشعباً ومؤسّسات، فـــي حـــدوده المنصوص عنها في هذا الدستور والمعترف بها دولياً.

ب– لبنان عربيّ الهويّة والانتماء، وهو عضو مؤسّس وعامل في جامعة الدول العربيّة وملتزم مواثيقها، كما هو عضو مؤسّس وعامل في منظّمة الأمم المتّحدة وملتزم مواثيقها والإعـــلان العـــالميّ لحقـــوق الإنسان. وتجسّد الدولة هذه المبادئ في جميع الحقول والمجالات دون استثناء.

Answer Key:

Suggested Translation:

Preamble

A. Lebanon is a sovereign, free and independent state, and a conclusive homeland to all the Lebanese. It is unified in territory, population and institutions within its borders as determined by this Constitution and acknowledged by the international community.

B. Lebanon is an Arab state in both identity and affiliation, and is a founding and active member of the Arab League and adheres to its covenants. Lebanon is also a founding and active member of the United Nations, and adheres to its covenants as well as to the Universal Declaration of Human Rights. The state incorporates such principles in all fields and domains without exception.

Subject: Translation

Third Secondary

General and Life Sciences Sections

Secondary Cycle Certificate
Official Exam: *Sample 1*

Session: Arabic – English

Time : 30 minutes

ترجم النص التالي إلى اللغة الإنكليزية.

حين اكتشف علماء الأنسجة العضوية خلايا عصبية في أنسجة القلب بادئ الأمر، اعتبر بعضهم أن الخلايا تلك كانت تحثّ عضلة القلب على الانقباض في فترات منتظمة. لكنه لوحظ أن أنسجة عضلات القلب لدى الطيور والحيوانات اللبونة، رغم خلوها من الخلايا العصبية، كانت تنقبض في فترات منتظمة. لذا بات الرأي مستقراً على أن انقباض القلب هو فعل عضليّ في منشئه. وقد أظهرت التجارب أن العضلات في أجزاء مختلفة من القلب تتميز بهذا الانقباض الإيقاعي، وأن سرعة الإيقاع تتباين كثيراً بين جزء وآخر. لذلك نجد أن العضل الأذيني ينقبض بإيقاع سريع، فيما نجد أن البطين إيقاعه بطيء.

Answer Key:

Suggested Translation:

When histologists first discovered nerve cells in the tissues of the heart, some of them held the view that these stimulated the heart muscle to contract at regular intervals. It was found, however, that bird and mammalian cardiac muscle tissue, although devoid of nerve cells, contracted at regular intervals. The view has therefore become established that the contraction of the heart is muscular in origin. Experiments have shown that muscles from different parts of the heart possess this property of rhythmic contraction, and that the rates of the different parts vary considerably. Thus the atrial muscle has a rapid rate of contraction whereas the ventricle has a slower one.

Subject: Translation

Third Secondary
Sociology and Economics Section

Secondary Cycle Certificate
Official Exam: *Sample 1*

Session: Arabic – English

Time : 30 minutes

ترجم النص التالي إلى اللغة الإنكليزية.

أنا اعتقد دائما أن المرأة أصلح من الرجل في الفرع الأهم من الصحافة، وهو استقاء الأخبار ونقلها ... لقد كان آدم في الجنة هادئاً وادعاً، فمن الذي جاءه بالخبر؟ وأعني به اقتراح إبليس اللعين أكل الفاكهة المحرمة. أليست هي حواء التي نقلت إلى آدم هذا الخبر الهام؟...

إني اعتقد أن في هذا الحدث أول عمل صحفي منذ بدء الخليقة، وبه تكون حواء أول مخبرة صحفية ظهرت في الكون، قبل ان تخطر فكرة الصحافة على بال مخلوق.

توفيق الحكيم
(بتصرف)

Answer Key:

Suggested Translation:

I have always held the view that women are more qualified than men in the most vital domain of journalism — fact-finding and reporting…

While Adam enjoyed a life of peace and tranquility in Paradise, who was it that brought him the news – the proposal made by accursed Satan that the couple eat the Prohibited Fruit? Was it not Eve who conveyed this important to Adam? …

I think this occasion features the first journalistic act since the beginning of Creation with which Eve became the first reporter in the universe — long before anybody ever conceived the ideas of journalism.

Toufic Hakim
(Adapted)

Secondary Cycle Certificate
English as a Second Foreign Language

General guidelines

In line with the official syllabus (Decree No. 10227 dated May 8, 1997), the new version of the Secondary Cycle Certificate requires that the official English examination paper include 2 major parts: Reading and Writing.

A- Part One (Reading) consists of a reading text (of about 20 lines) related to the themes suggested in the official syllabus of the 1st, 2nd and 3rd Secondary. This is followed by a set of 3-5 question types that correspond to 2 to 3 of the assessment competencies as listed in the Teacher's Evaluation Guide. Each question will correspond to at least one competency and cover as many of its constituent elements as possible.

1- This part will be marked out of 12 and each question will have its share of the total score.
2- The questions will be so phrased that the candidate will have to answer them in about 25 minutes.
3- To help assess the candidate's reading and comprehension skills, a variety of question types may be used, including —but not only— the following ones (depending on the competency/ies to be assessed):
   a- Questions pertaining to
      - Main idea
      - Organization of supporting details (comparison-contrast, cause-effect, etc.)
      - Multiple choice, open-ended questions.
      - Personal opinion (concerning text message)
   b- False statement (s) to be corrected
   c- Where applicable, put text information in graphic organizers (table, Venn diagram, web, sun-ray, statistical figures, etc.)
   d- Cloze-type exercise assessing vocabulary and structures, based on a theme related text
   e- Comment on a text-related photograph, on the basis of a guided question
   f- Paraphrase / summary
   g- Editing statements in relation to grammatical structures

4- In terms of level of difficulty, the questions will include ones that require literal and critical thinking on the part of the student.

B- Part Two (Writing) raises a point or states a topic, related to the theme of the reading text, for the candidate to think about and discuss in about 100 words (The students need not be worried about the exact number of words needed). In all cases, the question will be carefully phrased to assess the candidate's writing skills in terms of the competencies listed in the Teacher's Evaluation Guide.

1- This part is scored out of 8 marks which cover ideas, organization, word choice, sentence structure, fluency and mechanics.

2- Here, too, the questions will be so phrased that the candidate will have to answer in about 25-30 minutes.

3- A student's developed paragraph is expected to include: (a) a topic sentence that determines or suggests the points to be elaborated on, (b) properly sequenced supporting details and where possible, (c) an appropriate conclusion. It goes without saying that the student should proofread his paragraph thoroughly and edit it making sure that it is neatly and legibly written.

Subject: English Language

Third Secondary
English as a Second Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 1*

Session:

Time : 60 minutes

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- Skim through the entire test before you answer any question.
- Read the test thoroughly and carefully.
- Do exactly what the directions call for.
- Start with the question you are most familiar with.
- Use complete sentences in your answers unless you are instructed not to.
- Be specific in your answers.
- Proofread your answers.

Part One: Reading (Score 12/20)

Read the passage below and answer the questions that follow.

It is a triangular region, which consists of about 300 coral islands located in the Atlantic Ocean near the Eastern Shore of America. About 20 islands of them are inhabited and their population is about 50,000 as estimated in 1967.

The name of Bermuda was taken from the name of a Spanish discoverer called Juan de Bermudez. The exact day of discovery is unknown but certainly before Columbus' first voyage. Bermuda proper is a British colony which attracts tourists from the United States and Canada for its natural beauty and sunny climate all the year.

This Bermuda Triangle encompasses about 140,000 square miles. The area is enclosed roughly by an imaginary line from Bermuda to Florida, to Puerto Rico, back to Bermuda.

Bermuda Triangle is known because many ships and airplanes have disappeared there. Between 1945 and 1972, more than 100 vessels and aircrafts and more than 1,000 seamen and airmen disappeared in this region without leaving any trace. It is said to be a grave for thousands of men and ships. The sailors and pilots call it the "devil's triangle" because of the human losses there.

In 1945, five US planes on a training mission disappeared. The last victim was in 1968 when the nuclear submarine *Scorpion* disappeared without any sign.

Scientists who set satellites and spaceships to uncover the mysteries of outer space failed to tell us anything about this strange area. Because there are no definite explanations, some studies indicate that the area is exposed to many supernatural forces that could not be prevented by men. Some scientists claim that there is a great force of gravity in the triangle which pulls everything to the bottom. Others say that there are two opposite tides which make things sink.

A. On the basis of the passage you have read, complete the following chart about the Bermuda Triangle. (Score 02/12)

Place: _____

Discoverer: _____

Number of Islands Inhabited: _____

Geographical features: _____

_____

_____

B. Decide whether the following sentences are true or false. Correct any false information in reference to the text. (Score 06/12))

1- _____Most of the islands that constitute the Bermuda Triangle are inhabited.

_____

2- _____The last victims were the U.S planes which were on a training mission.

_____

3- _____The remains of missing ships and airplanes could be found all over the Bermuda Triangle.

_____

C. Answer the following questions. (Score 02/12)

1- Why are tourists of the United States and Canada attracted to Bermuda colony? (1 pt)

_____

2- What other names are given to Bermuda Triangle? (1 pt)

_____

D. Write an appropriate title for the passage. (Score 02/12)

_____

Part Two: Writing (Score 08/20)

In not more than 100–words, write a paragraph reporting a mystery you have lived, or heard about or dreamt of, using the ideas below:

- Occasion
- Time and place
- People involved
- Events
- Feelings

Remember to

- state your ideas clearly
- organize your ideas logically
- use the suitable vocabulary and correct structures
- proofread your paragraph
- write neatly and legibly.

Answer Key

Third Secondary L2
Sample 1

Domain: Written Communication: Reading and Writing
Competencies:
- Demonstrate literal comprehension of written discourse.
- Demonstrate awareness of linguistic and stylistic features of text.

Part One: Reading (Score 12/20)

A. (Score 02/12)

Place: Atlantic Ocean near the Eastern Shore of America

Discoverer: Juan de Bermudez

Number of Islands Inhabited: Twenty islands

Geographical features: a triangular region which consists of about 300 coral islands and encompasses about 140,000 square miles. Attracts tourists for its natural beauty and sunny climate

B. (Score 06/12)
1. F→ Correction: about twenty islands are inhabited.
2. F→ Correction: the last victim was the nuclear submarine Scorpion.
3. F→ Correction: No wreckage was ever found.

C. (Score 02/12)
1. Bermuda attracts tourists of the States and Canada for its natural beauty and sunny climate all the year.
2. (a) A grave for men and ships.
   (b) Devil's triangle.

D. (Score 02/12)
The Mystery of the Bermuda Triangle.

Part Two: Writing (Score: 08/20)
Competency: - Write literary, informational and practical texts.

- Organization: use of clear topic sentences and logical ideas (4 pts)
- Word choice: use of right vocabulary words (1½ pts)
- Sentence fluency and structure (2 pts)
- Neatness and legible handwriting (½ pt)

Subject: English Language

Third Secondary
English as a Second Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 2*

Session:

Time : 60 minutes

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- Skim through the entire test before you answer any question.
- Read the test thoroughly and carefully.
- Do exactly what the directions call for.
- Start with the question you are most familiar with.
- Use complete sentences in your answers unless you are instructed not to.
- Be specific in your answers.
- Proofread your answers.

Part One: Reading (Score 12/20)

Read the passage below and answer the questions that follow.

A Great Talker

As the train approached the seaside town where I was going to spend my holidays, I went into the corridor to stretch my legs. I stayed there a short while, breathing in the fresh sea air and exchanging a few words with one of the passengers, whom I had met earlier on the station platform.

When I turned to go back to my seat, I happened to glance into the compartment next to mine. Sitting there was a man who many years before had been my neighbor. He was a great talker, I remembered; it used to take hours to get away from him once he began a conversation. I was not at all sorry when he went to live in another part of London. We had not met since then, nor did I wish to meet him now, when my holiday was about to begin.

Luckily at that moment he was too busy talking to the man opposite him to catch sight of me. I slipped back into my compartment, took down my suitcases and carried them to the far end of the corridor so as to be ready to get off the train as soon as it stopped. The moment the train came to halt, I called a porter, who in no time at all had carried my luggage out of the station and found me a taxi. As I drove toward my small hotel on the outskirts of the town, I breathed a deep sigh of relief at my narrow escape. There was a little chance that I should run into my boring ex-neighbor again.

When I reached the hotel, I went straight to my room and rested there until it was time for dinner. Then I went down to the lounge and ordered a drink. I had barely raised the glass to my lips when an all too familiar voice greeted me. I had not escaped from my tiresome neighbor after all! He grasped me warmly by the hand and insisted that we should share a table in the dining room. "This is a pleasant surprise," he said. "I never expected to see you again after all these years.

A. Complete the story elements chart below. (Score 4/12)

Story Elements Chart:

Title:

Setting:

Characters:

Problem:

Events

Solution:

B. List two adjectives used to describe the ex-neighbor of the narrator. Write them in the space below. (Score 01 /12)

C. Why did the narrator want to avoid his ex-neighbor? (Score 02/12)

D. List four expressions in the text that indicate the narrator's eagerness to avoid his neighbor. Use the space below. (Score 02/12)

1. ----------
2. ----------
3. ----------
4. ----------

E. Explain the meaning of the words underlined in paragraph 3 of the text. (Score 03/12)

Part Two: Writing (Score 08/20)

In a paragraph of about 100 words, write a character sketch of a person you admire very much. You may include the following where possible:

- physical appearance.
- personality traits etc…

Remember to

- state your ideas clearly
- organize your ideas logically
- use the suitable vocabulary and correct structures
- proofread your paragraph
- write neatly and legibly.

Answer Key

Third Secondary L2
Sample 2

Domain: Written Communication: Reading and Writing
Competencies:
- Demonstrate literal comprehension of written discourse.
- Interpret what is read.
- Write literary , informational and practical texts.

Part One: Reading (Score 12/20)

A. Title: A Great Talker (Score ½ /4)
Setting: The story on board of a train approaching a seaside town and continues in the lounge of a hotel. (Score ½ /4)

Characters: (Score ¾ /4)
1. The narrator
2. The ex-neighbor of the narrator
3. A porter

Problem: the narrator wants to avoid his ex-neighbor because the latter talks a lot (½ /4)

Events: (Score 1 ¼ /4)
- The train approaches the seaside town and the narrator relaxes and talks to passengers.
- The narrator glances into the next compartment and seas his ex-neighbor.
- The narrator slipped back into his compartment and carried his suitcases to the far end of the corridor.
- The narrator took his suitcases and drove to a small hotel.
- The ex-neighbor greeted the narrator and wanted to have dinner with him.

Solution: The narrator had dinner with his ex-neighbor. (Score ½/4)

B. (Score 01/12)
Suggested answers:
- a great talker
- boring
- tiresome

C. (Score 02/12)
The narrator wanted to avoid his ex-neighbor because the latter was talkative, boring, and tiresome.

D. (Score 02/12)
Suggested answers:
- I was not at all sorry,
- Nor did I wish to meet him now.
- Luckily at that moment he was too busy.
- To be ready to get off the train as soon as it stopped.
- I breathed a deep sigh of relief at my narrow escape.

E. (Score 03/12)
- Slipped back: move away unnoticed
- Outskirts of the town: surrounding area
- Narrow escape: difficult escape

Part Two: Writing (Score 08/12)

Competency: - Write literary, informational and practical texts.

- Ideas: relevancy and organization (Score 02/8)
- Structure: grammar and usage (Score 02/8)
- Vocabulary: proper word choice and spelling (Score 02/8)
- Mechanics: punctuation and capitalization (Score 01/8)
- Tidiness and legible handwriting (Score 01/8)

Subject: English Language

Third Secondary
English as a Second Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 3*

Session:

Time : 60 minutes

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- Skim through the entire test before you answer any question.
- Read the test thoroughly and carefully.
- Do exactly what the directions call for.
- Start with the question you are most familiar with.
- Use complete sentences in your answers unless you are instructed not to.
- Be specific in your answers.
- Proofread your answers.

Part One: Reading (Score 12/20)

Read the passage below and answer the questions that follow.

There are several places in the world that I like very much. These places are famous for people who live a very long time. Public health experts often travel to these places to solve the mystery of a long healthy life.

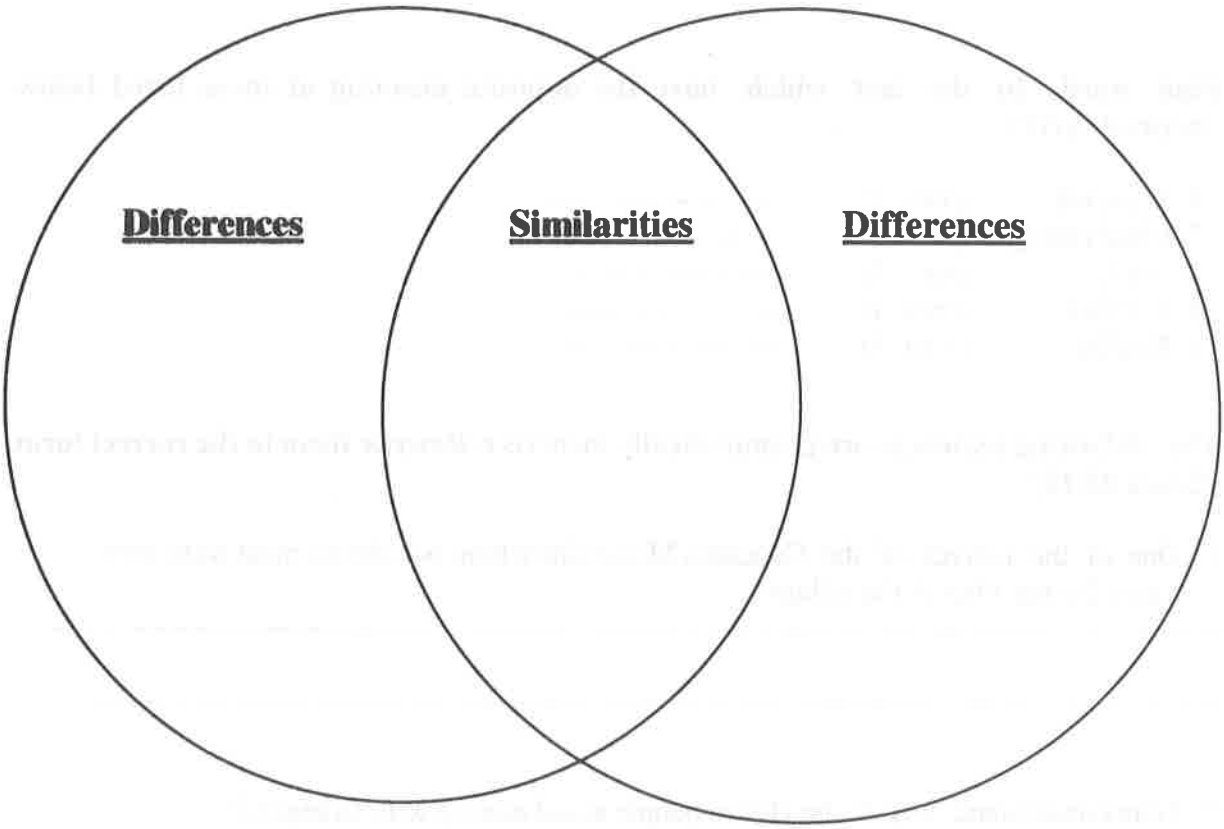
Many of the Hunza people in the Himalyan Mountains are over one hundred years of age and still in good physical health. Men of ninety are new fathers, and women of fifty still have babies. What are the reasons for this good health? Scientists believe that the people of Hunza have these three benefits: (1) physical work, usually in the fields or with animals; (2) a healthful environment with clean air and water; (3) a simple diet high in vitamins and nutrition but low in fat, cholesterol, sugar, and chemicals.

People in the Caucasus Mountains are also famous for their longevity. One woman, for instance, reached the age of 160; and a man of 168. In general, the people not only live a long time, but they also live well. They are almost never sick, and when they die, they have not only healthy teeth but also good eyesight.

Vilcabamba, Ecuador, is another area famous for the longevity of its inhabitants. This region – like Hunza and Caucasus -- is also in high mountains, far away from cities. In Vilcabamba, too, there is very little serious disease. One reason for such good health could be clean environment: the region is rich in flowers, fruits, vegetables and wildlife.

In some ways, the diets of the inhabitants in the three regions are quite different. The Hunzas eat mainly raw vegetables, fruit (especially apricots), and chapattis – a kind of pancake; they eat meat only a few times a year. The Caucasian diet consists mainly of milk, cheese, vegetables, fruit and meat. In Vilcabamba, people eat a small amount of meat each week, but the diet consists largely of grain, corn, beans, potatoes and fruits.

A. Complete the Venn Diagram below to determine the similarities and differences in the life styles of the people of Hunza and Vilcabamba. (Score 04/12)



B. Decide whether the statements below express a fact or an opinion. Write *F* on the line after the sentence if the statement is a fact; write *O* if it is an opinion. (Score 2 ½ /12)

1. Public health experts travel to discover the secrets of longevity. ----------
2. There are several places in the world that I like very much. ----------
3. A woman lived until 160. ----------
4. Vilcabamba is an area in Ecuador. ----------
5. Hunzas eat mainly raw vegetables. ----------

C. Find words in the text which have the opposite meaning of those listed below. (Score 2 ½ /12)

1. Short life (para. 1) ----------
2. Disadvantages (para. 2) ----------
3. Died (para. 3) ----------
4. Polluted (para. 4) ----------
5. Similar (para. 5) ----------

D. The following sentences are grammatically incorrect. Rewrite them in the correct form. (Score 03/12)

1. One of the natives of the Caucasus Mountains whom we admire most were very happy for our visit of the village.

---

2. I can't understand why do the Hunza people avoid mixing with strangers?

Part Two: Writing (Score 08/20)

In the light of the points listed below, write a 100—word paragraph to compare the life styles of the inhabitants of the Caucasus Mountains and Vilcabamba.

Your paragraph will be assessed in terms of the following:
- ideas
- structure
- vocabulary
- mechanics
- tidiness and legible handwriting

Caucasus Mountains	Never sick, die in good health conditions, healthy teeth and good eyesight, eat a diet of milk, cheese, vegetables, fruit and meat.
Vilcabamba	Clean and beautiful environment, region rich in flowers, fruits, vegetables, and wildlife. Eat small amount of meat, diet consists of grain, corn, beans, potatoes and fruits.

Answer Key

Third Secondary L2
Sample 3

Domain: Written Communication: Reading and Writing
Competencies:
- Demonstrate literal comprehension of written discourse.
- Utilize text related clues to comprehend printed.

Part One: Reading (Score 12/20)

A. (Score 04/12)
Similarities: (Score 02/12)
- high in mountain areas
- longevity
- clean environment
- good health

Differences: (Score 02/12)
- Hunza people eat mainly raw vegetables
- Vilcabamba people eat mainly grain, corn, beans, potatoes, and fruits.

B. (Score 2 ½/12)
1. Fact
2. Opinion
3. Fact
4. Fact
5. Fact

C. (Score 2 ½/12)
1. longevity
2. benefits
3. lived
4. clean
5. different

D. (Score 03/12)
1. were ➡ was
2. remove question mark.

Part Two: Writing (Score 08/12)

Competency: - Apply process writing skills.

- Ideas: relevancy and organization (Score 02/8)
- Structure: grammar and usage (Score 02/8)
- Vocabulary: proper word choice and spelling (Score 02/8)
- Mechanics: punctuation and capitalization (Score 01/8)
- Tidiness and legible handwriting (Score 01/8)

Subject: English Language

Third Secondary
English as a Second Foreign Language

Secondary Cycle Certificate
Official Exam: *Sample 4*

Session:

Time : 60 minutes

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- Skim through the entire test before you answer any question.
- Read the test thoroughly and carefully.
- Do exactly what the directions call for.
- Start with the question you are most familiar with.
- Use complete sentences in your answers unless you are instructed not to.
- Be specific in your answers.
- Proofread your answers.

Part One: Reading (Score 12/20)

Read the passage below and answer the questions that follow.

Mass production is more than just the production of many goods. It is a method of using mechanical and manpower to get the most done within the least time. Machines, instead of workers, do most of the heavy work.

We owe the idea of mass production mainly to an American named Eli Whitney who offered to make five thousand guns a year, or sixteen a day. At that time, it took weeks to make a gun.

To prove that he could do it, he took a trip to Washington, carrying a large box. In front of government officials, he opened the box and emptied it on a table. There were parts for ten rifles—ten barrels, ten triggers, and so on — all in separate piles. He asked every man to pick out one piece from each pile in front of him. Then he quickly assembled the parts and held up a finished rifle. The officials were amazed. The demonstration gave birth to the idea of mass production.

Whitney's ideas were soon used by other factory owners. Eli Terry, a clock maker, could make only one wooden clock a week, and sell it for twenty-five dollars. Three years later, using Whitney's ideas, he was able to make hundreds of clocks, and sell them at five dollars each.

Henry Ford was another early believer in the mass production of automobiles. His first cars were very expensive. Later, he managed to make a car that even the average person could buy.

The modern way of life would hardly be possible without mass production. Because men like Whitney, Terry and Ford made their dreams come true, the average person can now buy many goods that could once be bought only by rich men.

A. Answer each of the following questions in 1-2 sentences. (Score 05/12)

1. What is mass production? (Score 01/12)

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2. Why did Terry sell the wooden clock for 5 dollars instead of 25? (Score 02/12)

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3. How did mass production change the modern way of life? (Score 02/12)

B. Supply a suitable title for the passage. (Score 01/12)

C. What do you think is the purpose of the passage?. (Score 03/12)

D. Pick from the passage antonyms for the following words. (Score 03/12)

- to separate
- to fill
- low-priced

Part Two: Writing (Score 8/12)

In a paragraph of about 100 words, report a visit you have made to a factory of your choice.

Your report will be assessed according to the following aspects:

Remember to

- state your ideas clearly
- organize your ideas logically
- use the suitable vocabulary and correct structures
- proofread your paragraph
- write neatly and legibly.

Answer Key
Third Secondary L2
Sample 4
Domain: Written Communication: Reading and Writing
Competencies:
- Demonstrate literal comprehension of written discourse.
- Interpreted what is read.
- Write literary, informational and practical texts.

Part One: Reading (Score 12/20)

A. (Score 05/12)

1. Mass production is a method of using machines and manpower to get the most done within the least time. (Score 01/12)
2. Terry sold the wooden clock for five dollars because it took him less time to make it. (Score 02/12)
3. Mass production changed the modern way of life by making the dreams of ordinary people come true as the average person became able to buy many goods that could once be bought only by rich men. (Score 02/12)

B. (Score 01/12)
Suggested answer: The History of Mass Production

C. (Score 03/12)
The purpose is to explain the process and effect of mass production.

D. (Score 03/12)
-to assemble
-to empty
-expensive

Part Two: Writing (Score 08/12)

Competency: - Write literary, informational and practical texts.
The writing may be assessed according to the following scale:

1. Grammar/vocabulary
   A = Fluent with moments of elegance, few errors
   B = Comprehensible, some errors
   C = Substantial and significant errors
   D = Unintelligible

2. Stylistic technique
   A = Skilled use and varied syntax
   B = Clear, appropriate syntax
   C = Errors, but attempt at use of appropriate syntax
   D = Errors and inappropriate syntax

3. Organization
   A = Well organized, use of clear topic and summary sentences, convincing
   B = Good evidence of structuring of paragraphs
   C = Some attempts at organization
   D = Hard to follow

4. Content:
   A = Significant, interesting, appropriate, and well thought out
   B = Generally good work, but there is some repetition
   C = Careless development of data
   D = No effort to make content significant to composition

Domain	Competencies
Oral Communication Listening & Speaking	• **Comprehend and express information in oral discourse.** (Restate the gist of spoken discourse in Arabic; distinguish the meaning of isolated words and in context; identify the situational contexts of communication; determine the meaning of figurative language; state and infer explicit and implicit meaning.) • **Demonstrate awareness of the register and style of oral discourse.** (Identify the type of text; identify and utilize discipline, specific vocabulary i.e., literary, economic, journalistic; determine text structure; locate means of text coherence; recognize various elements of text, i.e. kinds of nouns, verb tense, adjectives etc.; determine the terminological field "semantic field".)
Written Communication Reading & Writing	• **Comprehend and translate information in written discourse.** (Translate various text-types and genres into Arabic; identify the denotative and connotative meanings of words and expressions; search for equivalent dictionary meaning; distinguish "isolated" and "contextual" meaning of words; identify context and situation; determine the meaning of figurative language.) • **Demonstrate awareness of the register and style of printed discourse.** (Recognize different text-types; determine means of text-coherence; choose terminology and fit various text types; recognize the tense of verbs, kinds of nouns, adjectives, etc. in printed discourse.)

Sample 1

Second Year Secondary
English as a First Foreign Language

Evaluation Sheet

Domain : Listening / Speaking
Competency : - Comprehend and express information in oral discourse.

Limited time: (Suggested time 60 minutes)

Read the following English text and answer the questions that follow.

THE GARDEN OF THE PROPHET

1 Pity the nation that is full of belief and empty of religion.
2 Pity the nation that wears a cloth it does not weave, and eats a bread it does not harvest, and
3 drinks a wine that flows not from its wine-press.
4 Pity the nation that acclaims the bully as hero, and that deems the glittering conqueror
5 bountiful
6 Pity the nation that despises a passion in its dream, yet submits to it in its awakening.
7 Pity the nation that raises not its voice save when it walks in a funeral, boasts not except
8 among its ruins, and will rebel to save when its neck is laid between the sword and the block
9 Pity the nation divided into fragments, each fragment deeming itself a nation.

Gibran Khalil Gibran
The Prophet

Answer the following questions:

1- Translate the following words into Arabic:
(despises)
(acclaims)
(fragments)
(boasts)
(ruins)
(deeming itself)

2- Translate the text.

Sample 2

Second Year Secondary
English as a First Foreign Language

Evaluation Sheet

Domain: Reading /Writing
Competencies: -Comprehend and translate information in written discourse.
- Demonstrate awareness of the register and style of printed discourse.

Limited time: (Suggested time 60 minutes)

THE LAND, THE HISTORY, THE CULTURE

Chechnya is one of a necklace of states that fringe the North Caucasus Mountains—the geographical divide between Europe and Asia. The fertile lowlands of the north extend down to Grozny, south of which the plains give way to forested hills as far as the vast mountains and glaciers that mark the southern border with Georgia. The Chechen people are—and have always been—a predominantly rural people, working as farmers and herdsmen. Around 100 years ago, however, the region assumed greater economic and strategic importance with the discovery of large oil reserves.

The History and Politics of Chechen Oil, by Robert E. Ebel.

Answer the following questions:

1- Translate the title and the bibliographical reference.
2- Pick up a figure of speech used to describe Chechnya and translate it.
3- Translate: "The Chechen people are—and have always been—a predominantly rural people" (4-5). Can you maintain in Arabic the structure used by the author in the English sentence?
4- Translate the text.

Sample 3

Second Year Secondary
English as a First Foreign Language

Evaluation Sheet

Domain: Listening /Speaking
Competency: -Comprehend and express information in oral discourse.
- Demonstrate awareness of the register and style of oral discourse.

Limited time: (Suggested time 60 minutes)

WINNIE THE POOH

Winnie the Pooh lived in an enchanted place called the Hundred Acre Wood. One day, while he was thinking in his thoughtful spot, he was bounced by a springy character with stripes.
"Hello, Pooh. I'm Tigger!
"I know. You've bounced me before."
Tigger liked to bounce, especially on unsuspecting friends. Piglet was sweeping leaves when Tigger bounced him. All the leaves went flying. "Hello, Piglet! That was only a little bounce, you know. I'm saving my best one for Rabbit." And Tigger bounded over to Rabbit's house.

Winnie the Pooh and Tigger Too
Disney Stories

Answer the following questions:

1-Translate the names: Winnie the Pooh, Tigger, Pigglet, Rabbit, and Hundred Acre Wood?

2- "Piglet was sweeping leaves when Tigger bounced him."
"While he was thinking in his thoughtful spot, he was bounced by a springy character with stripes."
a- What is the common point between the two pairs of verbs: "was thinking" and "was bounced" on one hand and "was sweeping" and "bounced", on the other hand?
b- What is the difference between "bounced" and "was bounced"?
c- Translate these two sentences.

3- How can you translate the verb in "all leaves went flying"? Which Arabic verbs can render the exact meaning?
4- Listen to the text again, and translate it.

This Evaluation Guide for **English Language**
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