



الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

مؤسسة التربية والتعليم الخاصة سليم

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تحضيرى - ابتدائى - متوسط - ثانوى

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Second Term English Exam

Level : 4Ms

Time : 01h 30

Text

In the future, I want to be a train driver because I love trains. I like speed and I am fond of travelling. Daddy, who is the station master of the little town where we live, thinks it is a very good idea. Mammy does not. She says I shall make myself very dirty and who will wash my clothes ? Herself of course and she will never be able to do it with all her other work.

My sister Jane thinks that it is better if I become an air pilot. I can't become an air pilot because I am not a good pupil in class and I could never pass the examination but I know I shall easily pass the test set up by the railways.

One of the conditions to be a train driver is to have a good eyesight which I have and a perfect colour vision which I also have. I never used my eyes in reading books not even my lessons. So there is a justification in being a bad pupil. Jane, my sister who always first of her class, wears glasses!

From B.E.M type tests.



- Part One

I- Reading comprehension

Read the text and do the following activities.

Activity one: Answer the following questions. **2pts**

- 1- How many paragraphs are there in the text?
- 2- In which paragraph is it mentioned that the writer doesn't work as hard as his sister?

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Activity two: Read the following statements and write 'True' 'False' or 'Not mentioned'. **3pts**

- 1- The writer's mother works at hospital.
- 2- The writer's father agrees that his son will be a train driver in the future.
- 3- The writer's sister is an average pupil.

Activity three: Find in the text sentences that the writer doesn't work as hard as his sister at school. **2pts**

The writer	His sister Jane
-	-

II- Mastery of language

Activity one: Combine the following sentences using the right conjunction.

Make any necessary changes. **3pts**

- 1) The writer won't be a train driver. He passes the test set up by the railways. (as soon as – until)
- 2) He passes the test. He'll drive the train. (before – after)
- 3) He works as hard as his sister at school. He'll be an air pilot. (while – if)

Activity two: Add the correct prefix to form the opposites of the underlined words. **2pts**

- 1) It's possible for the writer to become an air pilot in the future.
- 2) His mother agrees with him on being a train driver.
- 3) The writer was capable of understanding the lessons because his attendance at classes was regular.

Activity three: Find in the text words with the following vowel sounds. **2pts**

/ / → <u>house</u>	/ / → <u>boat</u>	/ / → <u>time</u>	/ / → <u>table</u>
-	-	-	-

- Part two

Written expression: **6pts**

Which job would you like to do in the future?

Why do you like this job ?

Where will you work? What will you do?

Write a short paragraph. Start like this:

In the future, I want to be because

.....
.....

GOOD LUCK

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Part One

I

Activity one: 2pts

- 1) There are 3 paragraphs in the text.
- 2) It is mentioned in the 3rd paragraph.

Activity two: 3pts

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

Activity three: 2pts

I never used my eyes in reading books not even my lessons	My sister who is always first of her class, wears glasses
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II

Activity one: 3pts

- 1) The writer won't be a train driver until he passes the test set up by the railways.
- 2) After he passes the test, he'll drive the train.
- 3) If he works as hard as his sister, he'll be an air pilot.

Activity two: 2pts

- 1) impossible
- 2) disagrees
- 3) incapable
- 4) irregular

Activity three: 2pts the student gives one word in each column

/ /	/ /	/ /	/ /
<u>town</u>	<u>know</u>	<u>station</u> <u>says</u> <u>make</u> <u>able</u> <u>Jane</u> <u>examination</u> <u>railways</u>	<u>trains</u> <u>like</u> <u>my</u> <u>driver</u> <u>eyes</u>

Part two

Written expression 6pts

Criteria	Indicators
Relevance	The learner has followed: The topic:- S / he has written about her / his future job - S / he has given the reason (why S / he has chosen that job) - S / he has given where S / he'll work and what S / he will do. The format: S / he has written a paragraph.
Linguistic resources	The learner has used: - The first conditional (Present and future simple tenses) . - Time conjunctions. - Vocabulary related to the topic.
Semantic coherence	- Ideas are well organized - Sentences are meaningful and linked correctly.