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# Introduction

Dear pupil,
You will find hereby, three chapters:

**Chapter One:** What you should know/ Check that you know, followed by the key-answers.

**Chapter Two:** The BEM paper.

**Chapter Three:** BEM tests followed by the key-answers.

**Chapter One** summarizes the main points of 4AM syllabus and helps you check through activities whether you know the essentials. This part follows your English book, step by step. In your English book, the syllabus is covered in six units. So is the case in chapter One which gives you what you should know from Unit One to Unit Six and helps you check all this, unit by unit (Unit One, Unit Two, Unit Three, Unit Four, Unit Five, Unit Six.)

**Chapter Two** is about two main parts that test your English comprehension-competence, your language-mastery and your writing-competence.

**Chapter Three** contains 12 BEM Tests based on the modal of 2009 BEM English Paper.

**NB:** You will find the key-answers at the end of chapter one (Check that you know) and at the end of chapter three (key-solutions for the BEM Tests). We advise you to try your best to do all the activities before reading the answers.

The author: CHAID zahia P.E.S d'anglais

# Chapter one: Check what you know

## UNIT ONE: IT'S MY TREAT

### What you should know

1. Use polite forms.
2. Write instructions.
3. Order a meal, describe a dish and give a recipe.
4. Distinguish between an opinion and a fact and draw conclusions.
5. Use tag-questions.
6. Use the imperative and sequencers.
7. Build adjectives by adding the suffix 'ed' to verbs.
8. Pronounce words containing the vowel sound (I) or (I:), words containing silent letters.
9. Use appropriate intonation in tag-questions.

### Check that you know

Do the following activities to check that you know what is mentioned above:

#### Activity one

Complete the following dialogue. Use polite forms:

Donald (a waiter).....

Brian: « What would you advise me to eat? »

Donald: …….....

Brian: « Let's have some roast beef and salad ».

Donald: …….....

Barbara: I'd rather take some rice with chicken.

Donald: .....?

Brian: Yes, of course! Oranges and apples, please! We both like fruit!

(When you finish this activity, pay careful attention to what Brian and Barbara say:
They are ordering a meal. And you must know how to do that!)

#### Activity two

Turn the following statements (a recipe) into instructions. An example is given:

**I.** Salt is added. Add some salt.

**2.** Flour, eggs and sugar are mixed.

**3.** Some oil is incorporated.

**4.** Some water is poured before baking.

**5.** The dough is baked for half an hour.

**6.** The cake is served with milk and coffee.

#### Activity three

Complete the following conversation, using tag-questions:

Rafik: « Amirah helps her mother,…….? »

Mounir: « Yes, she does! »

Rafik: « Walid doesn't help at home,……? »

Mounir: « Indeed, he doesn't! But he will! »

Rafik: « ……? »
Mounir: « He has promised, ……? »
Rafik: « So, he will keep his word, …….? ».
Mounir: « He said he would,……? »

**Activity four**

Read the following passage. Pick up the verbs and form adjectives by adding the suffix « ed » to fill in table 1:

« Please! Before you mix carrots, chop them with a good knife. Then, cook three potatoes, peel them and add them to the mixture ».

Table 1

| Verbs | Adjectives |
|---|---|
| Please | Pleased |
| | |
| | |
| | |
| | |

**Activity five**

Read the following passage then discriminate between opinions and facts and complete table 2.
An example is given.

When my mother prepares a fish-soup, my sister refuses to eat it. I personally think it is delicious but my sister doesn't agree. My father always forces my sister to eat it because he considers it is good for health.

Table 2

| Facts | Opinions |
|---|---|
| Mother prepares a fish-soup | I think it is delicious. |
| | |
| | |

**Activity Six**

Check your pronunciation!

Read again the passage above (activity four). Then complete the following lists: 1, 2, 3:

- List 1: Words containing silent letters:
- List 2: Words containing the vowel sound (i:) :
- List 3: Words containing the vowel sound (i):

**Activity seven**

Describe the dish you like best.
(Write a paragraph of three lines.)



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# UNIT TWO: YOU CAN DO IT

**What you should know**

Express ability, possibility, certainty.
Make requests
Ask and give permission.
Express agreement and disagreement.
Use « so » / « neither ».
Use will / may / might / can / could / be able to.
Use prefixes (im - in - un - ir - dis) to build adjectives.
Put appropriate stress on words with prefixes.
Write a newspaper article, a report, a charter.

**Check that you know**

**Activity One**

Read the following passage then say what each sentence expresses by filling the table below.

« May I drive your car, Dad? ». « Yes, you may but be careful!'It is always the case with my father: Every time he permits me to drive his car, he gives me the same kind of advice. I passed my driving- license, last year but I couldn't drive for several months. Now, I am able to control myself better, I feel more self-confident and can drive over long distances. However, I agree with my father: Drivers should be extremely careful because too many people get injured or even die in road-accidents.

Table

| Statement | What it expresses |
|---|---|
| 1 | Giving advice. |
| 2 | Asking for permission. |
| 3 | Giving permission. |
| 4 | Inability |
| 5 | Agreement. |
| 6 | Ability |
| 7 | Argument. |

**Activity Two**

Complete the following dialogue using « so » or « neither ».

Sarah: « I can fly a plane ».
Miriam: «.....»
Sarah: « I may well travel to Australia, next summer ».
Miriam: « .....»
Sarah: « But I'm not able to fly a space - ship ».
Miriam: « .....»
Sarah: « I predict many people will travel to the moon, in the future ».
Miriam: « .....»
Sarah: « I don't think it will be possible to live there."
Miriam: « .....»

**Activity Three**

Fill in the blanks, using the right modal:

Two centuries ago, wild animals …1…live peacefully all over the planet. Now, they ... 2... and some species…3…become extinct. What …4…Man…5...to do to protect the threatened species? What…6...any citizen do? In Algeria, an ape called Maggot, gazelles and some birds like the goldfish and the bustard…7…disappear soon. We…8...impose some drastic laws on hunters to save them, shouldn't we?

**Activity Four**

Read the following passage. Underline all the adjectives used then add the relevant prefix to each to build opposites.

Scientists are not satisfied; they say it will not be possible for human beings to survive if people who are not conscious of the dangers of greenhouse - effects rule the planet. Scientists think that our governors' policies are not realistic, not responsible and not accurate.

Now using these opposites, rewrite the paragraph. Make any necessary change.

**Activity Five**

Read the following adjectives loudly then put the relevant stress at the relevant place:

Irrelevant - unpopular - disappeared - inappropriate - imprecise.



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# UNIT THREE: Great expectations

**What you should know**

-Express predictions, warnings, suggestions and offers
Express threats, satisfaction/dissatisfaction, pleasure.
Use « if' conditional type 1 (to express functions above) ».
Use time conjunctions: When, while, as soon as, until… Use of suffixes to build names of jobs.
"WH" questions in complex sentences: Intonation.
Vowel sounds: (u) - (u:) / (’ae) - (a)
Make plans and write about one's expectations.
Make a fact - file.
Draw a road - map.
Summarize a text.

**Check that you know**

**Activity One**

Read the following passage then complete the table below.

Lilia expects she will become a great scientist .But sometimes, she gets afraid: Will she be persevering enough? Her mother often warns her that her task will be tremendous. However, her father is proud of his daughter. He usually laughs at his wife's fears and encourages Lilia because he is quite satisfied with her choice. He even suggests to finance Lilia's further studies abroad.

Table 1

| Statement | Ideas expressed |
|---|---|
| 1 | a. Fear |
| 2 | b. Expectation |
| 3 | c. Pride |
| 4 | d. Suggestion |
| 5 | e. Satisfaction |

**Activity Two**

Give the correct form to the verbs between brackets:

If Rafik (become) a scout, he will learn a lot of things. Also, he (develop) moral values: If a friend (get) in trouble, for example, he (help) him. If an animal (be) at risk, he (save) it.

**Activity Three**

Imagine the end or the beginning of the sentences below:

As soon as she finishes her studies, she…….
.After……., she will be promoted.
She won't leave Algeria until…….
When……she will join a research-laboratory.

**Activity four**

Complete the following dialogue:

Margaret:……...?
Pam: We'll hold the conference, next June.
Margaret: ……..?
Pam: We'll invite Mr. Brown.
Margaret: ……..?
Pam: Mr. Brown is a well-known biology teacher.
Margaret:……....?
Pam: He teaches in a prestigious university, in the USA.

**Activity Five**

Take the two first questions. Rewrite them and indicate the intonation for each one.

**Activity six**

Read the fol1owing words then add the appropriate suffix to build names of jobs: To teach - To research - science - Biology - To govern - Politics.

**Activity Seven**

Read the following passage. Say which tense is used and why. Then, summarize it in no more than two lines.

Lina's holidays

As soon as the school-year ends, Lina will join her friends of the SMA (Algerian Scout Movement).

With her friends, she will learn a lot of things. She will know how to make a camp- fire, how to cook, how to protect forests, especially from fire-breakings. She will also spend marvelous moments swimming and fishing. Before the end of the summer-vacation, she will be able to give the necessary first aids in case one breaks his leg or arm, in case of burning, poisoning or drowning. Thus, while having fun, Lina will learn very interesting and very useful things.



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# UNIT FOUR: Then and now

**What you should know**

Expressing interest / Expressing surprise.
Speaking about the past
Asking and giving information.
Describing people and people's lives.
Using the simple past.
Using the semi-modal « used to ».
Using relative pronouns (to avoid repetitions).
Asking for clarification.
Writing a biography.
Writing about one's childhood.
Writing a letter of opinion.

**Check that you know**

**Activity One**

Give the correct tense to the verbs between brackets:

Childhood memories: I (remember) quite vividly an event that (happen) when I (be) seven years old. As it was the end of the school-year, the headmistress and the teachers (organise) a party. I (be scheduled) for reading a poem in public. The school-yard was full of spectators. I (say) my poem the best I (can). All (listen) attentively. As soon as I (finish), the audience (explode) into applause.

**Activity Two**

Complete the following dialogue. Ask for information:

Sirine: «……?»

Lina: « My favourite writer is Jules Verne ».
Sirine: «……?»
Lina: « He wrote about marvelous adventures ».
Sirine: «……?»
Lina: « He was born in France ».
Sirine: «……...?»
Lina: «In 1828 ».
Sirine: «……?»
Lina: « He died in 1905 ».

**Activity Three**

When you were a child of six, what did you use to do'? Answer the question. Write at least two sentences. Begin like this: When I was a child, I used to...

**Activity Four**

Join the following pairs of sentences, using a relative:

**1.** Jules Verne wrote a lot of books.
They were translated into many languages.

**2.** I met a journalist.
He used to write about literature.

**3.** My grandmother told a tale.
Its heroine was called Badr EI Boudour.

**4.** We performed a Shakespearian play.
Its title was Romeo and Juliet.

**Activity Five**

Complete the following conversation. Express surprise, using interrogative statements.

Sarah: « Lina has written a book! »
Miriam: « ……? What is it about? »
Sarah: « It is about a trip to the moon! »
Miriam: « ……? She used to read fairy tales, only! »
Sarah: « She used to read Jules Verne, too ».
Miriam: « ……..? I never heard of that! »

**Activity Six**

Spot in the conversation above two words with the sound vowel (i) and one word with the sound vowel: (i:)

**Activity Seven**

Use the following notes to write two paragraphs:
Par.l: Biography of El Emir Abdelkader.
Par.2: Your opinion on the famous man.

Life: Was born in Mascara in 1808 - organised the « Jihad » against the French invaders –conducted / led a lot of fierce battles against the French invaders - signed the Macta and Tafna treaties in I847- exiled to Syria - defended the Christian community in Syria and even saved it-wrote many books - died in Syria in I883.
Opinion: Defended his country - he didn't win-didn't have the means - did his duty - protected the Christians - tolerant man - tremendous poet - one of the greatest Algerian leaders.



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# UNIT FIVE: Dreams, dreams

**What you should know**

Ask for and give recommendations, using « if »
Express remote possibility and uncertainty.
Warn; make suggestions using « might » / « could »
Make hypotheses and predictions.
Use conditional (Type 2: If were/would/might).
Compare using comparatives /superlatives.
Intonations in statements, in questions.
Stress-shift (a noun / a verb).
Write letters: Explain a problem / give advice.

**Check that you know**

**Activity One**

Read the following situation then ask for and give recommendations and advice:
Rafik is very good at mathematics and physics but he wants to opt for the literary stream. Complete the conversation below:
Rashid: « I have chosen the scientific stream. What about you, Rafik? »
Rafik: « I have opted for the literary one ».
Rashid: « If…….mathematics one! »
Rafik: « You know I am fond of languages and social sciences! »
Rashid: « ……..»
Rafik: « Thank you for your advice but I want to become either a great journalist or a brilliant writer ».
Rashid: « ……..»
Rafik: « Astrophysical studies? Yes, that's quite interesting! But there is no university for this kind of studies in Algeria ».
Rashid: « ……..»
Rafik" You know I can't. My parents are not rich enough to pay for my studies abroad ».
Rashid: « ……..»
Rafik: « A scholarship? I'm young but I know I can achieve some kinds of dreams but not others ».

**Activity Two**

Use the following ideas to write a paragraph beginning with « If I were rich……..»
Pay careful attention to the tenses:
Build a beautiful palace - a highly equipped hospital - medical care free for the poor - open an efficient school for children - provide intensive programs for the good ones - travel to remote places - go as far as possible-help as much as I could.

**Activity Three**

Pick up seven adjectives from the above paragraph then complete the table below. An example is given.

| Adjectives | Comparatives | Superlatives |
|---|---|---|
| 1 Beautiful | More beautiful than | The most beautiful |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |

**Activity Four**

Choose two comparatives and two superlatives from the table above and use them in sentences of your own.

**Activity Five**

Read the following dialogue then draw arrows. Show the intonation: Is it rising? Is it falling?

Rafik is talking with his father:

Father: « What are you doing, Rafik? »

Rafik: « I' m writing a novel! »

Father: « Aren't you to young to write a novel? »

Rafik: « I consider I can do it! »

Father: « Really? Can I read? »

Rafik; « No, I may finish in a month or two and you might read it! »

**Activity Six**

Read the cues below to complete the table with verbs and nouns having most of the time the same spelling. An example is given.

They begin with « I »; the verb means « to augment »

They begin with the letter « r ». Complete the following sentence to find the noun: The …….of the sun is scheduled at six o'clock.

They begin with the letter « a ». The verb is used to tell you what to do. Complete the following sentence to find it: I……you to choose the literary stream.

They begin with « d ». The noun is something we eat at the end of a meal.

| Verbs | Nouns |
|---|---|
| 1. To increase | an increase |
| 2. | |
| 3. | |
| 4. | |

**Activity Seven**

Rewrite the verbs and the nouns (activity six) and put the stress at the relevant place. Show the stress-shift noun.

**Activity Eight: You** have a problem. Write an e-mail to a friend. Explain and ask for advice.



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# UNIT SIX: Facts and fiction

**What you should know**

Use questions to express interest or surprise in conversation.
Comfort people / Thank people.
Report some news or events.
Write complex statements using « while», « when» and « as ».
Derive new words by adding the suffix « ion'.
Use punctuation marks and capitalization.
Use appropriate intonation in questions.
Pronounce words ending with the suffix « ion ».
Pronounce vowels: (ae) – (e).
Narrate personal experiences.
Write a tale, a story, a report about an accident.

**Check that you know**

**Activity One**

Put the following sentences into the right order to get the story of the crow and the fox (La Fontaine). Rewrite the story. Pay careful attention to punctuation and capitalization.

1. that was having a piece of cheese in his beak.
2. Once upon a time, there was a crow
3. if his voice was as cute as his coat.
4. The fox was passing by the tree.
5. He began complimenting the crow on his coat.
6. He also added that he wondered
7. that he began to sing.
8. The crow was so pleased
9. The fox was already eating the piece of cheese.
10. When the crow realized his error,

**Activity Two**

Underline all the verbs of the text above then complete the following table1.

| Past simple | Past continuous |
|---|---|
| | |
| 2 | |
| 3 | |
| 4 | |

**Activity Three**

Use the verbs of Table 1 to complete Table 2

| Long actions | Sudden actions |
|---|---|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |

**Activity Four**

Give the correct form of the verbs between brackets and join the sentences with the relevant linking word from the list: as soon as - while - when.

……the crow (to start) to sing, the piece of cheese (to fall) down and the fox (to run) and (to catch) it. …….he ( to eat ), the crow ( to sing ).But ……he (to realize) his error, the crow ( to stop ) singing.

**Activity Five**

Complete the following interview:

Journalist:……

Witness: « Yes, I saw the accident ».

Journalist:……

Witness: « The bus was driving too fast ».

Journalist:……

Witness: « The bus-driver tried to overtake the car ».

Journalist:……

Witness: « Yes, the road was slippery. It was raining ».

Journalist:……

Witness: « The car slipped and turned over »

Journalist:……

Witness: « Two passengers died. One got injured ».

**Activity Six**

You have read the interview above in a newspaper. You are reporting the event to a friend. Do it like this: The journalist asked the witness if…The witness answered that the bus-driver…and that he…The witness added that the car…He also said two passengers …and that one…

**Activity Seven**

Read the following list of verbs taken from activity one and build nouns by using the appropriate suffix: « ing » or « ion» . Be careful while adding the suffix « ion ». Mind: There is a verb that does not need a suffix to become a noun!

| Verbs | Suffixes | Nouns |
|---|---|---|
| To begin | | |
| To compliment . | | |
| To add | | |
| To realize | | |

**Activity Eight**

Write a tale that you read or that your grandmother recounted.



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## Check that you know Key

## UNIT ONE

**Activity One**

Donald: « Good morning, Sir! What would you order? »
Donald: « I would recommend roast beef »
Donald: « What about you, Sir? What would you like to eat? »
Donald: « Would you want any desert? »

**Activity Two**

**1.** Add some salt. **2.** Mix flour, eggs and sugar. **3.** Incorporate some oil. **4.** Pour some water before baking. **5.** Bake the dough for half an hour. **6.** Serve the cake with milk and coffee.

**Activity Three**

« Doesn't she? » « does he? » « Will he? » « hasn't he? » « won't he? » « wouldn't he? » « Didn't he? »

**Activity Four**

Mix mixed - chop chopped - cook cooked - peel peeled - add added

**Activity Five**

| Facts | Opinions |
|---|---|
| Mother prepares a fish-soup | I think that it is delicious. |
| My sister refuses to eat it. | My sister doesn't agree |
| My father always forces my sister to eat it | He considers it is good for health. |

**Activity Six**

- ( i ) - mix - with - mixture / - ( i :) - please - peel

**Activity seven**

The dish I like best is Spanish omelet. It is delicious and it doesn't cost a lot of money. To make a Spanish omelet, you need three eggs, onion, tomatoes and cheese. You mix all these and cook for five minutes. You can serve it with slices of French bread.

# UNIT TWO

**Activity One**

| Statement | What it expresses |
|---|---|
| 1. But be careful! | Giving advice |
| 2. May I drive your car, Dad? | Asking for permission. |
| 3. Yes, you may." | Giving permission. |
| 4. I couldn't drive for several months. | Inability. |
| 5. I agree with my father. | Agreement. |
| 6. I can drive over long distances. | Ability. |
| 7. For too many people get injured or even die. | Argument. |

**Activity Two**

So do I  So may I  Neither am I.  So do I.  Neither do I

**Activity Three**

**1.** could  **2.** cannot  **3.** may  **4.** is  **5.** able  **6.** May / might
**7.** May / might  **8.** Should / (must / ought to)  **9.** shouldn't / (mustn't / ought not)

**Activity Four**

Scientists are dissatisfied; they say it will be impossible for human beings to survive if people who are unconscious of the dangers of greenhouse - effects rule the planet. Scientists think that our governors' policies are unrealistic, irresponsible and inaccurate.

**Activity Five**

I'**r**relevant - un'**p**opular - disa'**p**peared - ina'**p**propriate - impre'**c**ise (The stressed letters are in bold type.)



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# UNIT THREE

**Activity One**

| Statements | Ideas Expressed |
|---|---|
| But sometimes she gets afraid. | Fear |
| Lilia expects she will become a great scientist. | Expectation |
| However, her father is proud of his daughter | Pride |
| He even suggests to finance Lilia's future studies abroad. | Suggestion |
| He is quite satisfied with her choice. | Satisfaction |

**Activity Two**

- Becomes - will develop - gets - will help - is - will say.
-

**Activity Three**

As soon as……, she will start working.
After she works two years, she……...
She won't……until she finishes her university-studies.
When she finishes her studies…….

**Activity Four**

Margaret: « When will you hold the conference? »
Margaret; « Who will you invite? » or «Which scientist will you invite? »
Margaret: « But who is Mr. Brown? »
Margaret: « Where does he teach? »

**Activity Five**

« When will you hold the conference? »
« Who will you invite? »

**Activity Six**

promote - promoter / research - researcher / science - scientist / biology - biologist / to teach - teacher
More names of jobs: politics - politician / to govern - governor / pediatrics - pediatrician/ cosmos – cosmonaut /

**Activity Seven**

Summary: At the end of the school-year, Lina will join the Algerian Scout Movement. With her friends, she will have a lot of activities. She will learn a lot of things and enjoy herself as well.



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# UNIT FOUR

**Activity One**

remember - happened - was - organized - was - said - could - listened - had finished - exploded

**Activity Two**

Sirine: « Tell me, who is your favourite writer? »
Sirine: « What did he write about? »
Sirine: « Where was he born? »
Sirine: « When was he born? »
Sirine: « When did he die? »

**Activity Three**

When I was a child, I used to play a lot with my friends. I used to go to school, every morning. Also, I used to talk a lot: I used to recount everything to my teacher.

**Activity Four**

1-Jules Verne wrote a lot of books which (that) were translated in many languages.
**2-** I met a journalist who used to write about literature.
**3-**My grandmother told a tale whose heroine was called Badr El Boudour.
**4-**He performed a Shakespearian play which title was Romeo and Juliet.

**Activity Five**

Miriam: « Has she?..... » - « Is it? ..... » - « Did she? ..... »

**Activity Six**

( i ) – is – trip / ( i: ) – read

**Activity Seven**

El Emir Abdelkader was born in Mascara in 1808. He organized the 'Jihad' against the French invaders. He conducted and led with firm hand fierce battles against the French army and its brutal soldiers. He signed the Macta and Tafna treaties in 1847. He was in jail in France before he was exiled to Syria. He defended the Christian community in Syria and even saved it. He wrote many books. He was a poet and a mystic too.

I think that El Emir Abdelkader courageously defended his country. He didn't win the war and the French took the country because he didn't have the appropriate means. But he did his duty towards his country and religion. In Syria, he protected the Christians; he was a tolerant man, a tremendous poet and one of the greatest Algerian leaders.



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# UNIT FIVE

**Activity One**

Rashid: « If I were you, I would opt (I'd opt) for the mathematics one ».
Rashid: « I advise you to change your mind ».
Rashid: « If I were you, I would study astrophysics ».
Rashid: « But you might go abroad after the Baccalauréat Exam ».
Rashid: « If I were you, I would ask for a scholarship ».

**Activity Two**

If I were rich, I would build a beautiful palace where I would live with my family.
Then, I might buy a highly equipped hospital where medical care would be free for the poor.
On the other side, I would open a very efficient school for children.
Teachers would provide intensive programs for the best ones.
If I became rich, I would also travel to remote places, I would go as far as possible but
I would never forget to help those in need as much as I could.

**Activity Three**

**1.** Free - freer than - the freest
**2.** Poor - poorer than - the poorest
**3.** Efficient - more efficient than - the most efficient
**4.** Intensive - more intensive than - the most intensive
**5.** Good - better than - the best
**6.** Remote - remoter than - the remotest
**7.** Possible - more possible than - the most possible

**Activity Four**

Some schools are more efficient than others. You can find the most efficient schools in the USA.
My marks are better than my sister's. But my brother has got the best results.

**Activity Five**

Father: « What are you doing, Rafik? » (Falling intonation)
Rafik: « I'm writing a novel » (Falling intonation)

Father: « Aren't you too young to write a novel? » (Rising intonation)
Rafik: « I consider I can do it » (Falling intonation)
Father: « Really? Can I read? » (Falling intonation)
Rafik: « I may finish in a month or two and you might read it! »

**Activity Six**

| Verbs | Nouns |
|---|---|
| To rise | a rise |
| To advise | advice |
| To desert | a desert |



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**Activity Seven**

To in « crease » – an « increase »

To « rise » – a « rise »

To ad « vise » – ad « vice »

To de « sert » – a « desert »

**Activity Eight**

Dear Younes,

I'm writing because I'm confronted to a rather big problem. My results at school are really bad and not to let my parents know, I tore and threw the letter the headmaster addressed to my father last week. In this letter, he informs him that my teachers have sent me out of school for a week. I got up early this morning and did as if I were going to school. I spent all the day outside, walking and wandering in the streets. It was very cold and I got frozen to death.

I really don't know what to do. Should I spend the whole week outside? Do you think I ought to tell my parents? I am eagerly waiting for an answer.

Friendly, Andy.



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# UNIT SIX

**Activity One**

2 - 1 - 4 - 5 - 6 - 3 - 8 - 7 - 10 - 9

Once upon a time, there was a crow that was having a piece of cheese in his beak. The fox was passing by the tree. He began complimenting the crow on his coat. He also added that he wondered if his voice was as cute as his coat. The crow was so pleased that he began to sing. The fox was greedily eating the piece of cheese when the crow realized his error!

**Activity Two**

was - was having - was passing - began - added - wondered - was - was - began - was eating - realized

| Past simple | Past continuous |
|---|---|
| 1. was | 1. was having |
| 2. began | 2. was passing |
| 3. added | 3. was eating |
| 4. wondered | |
| 5. was | |
| 6. was (so pleased) | |
| 8. realized | |

**Activity Three**

**Long actions**

**1.** A crow was having a piece of cheese.
**2.** The fox was passing by the tree.
**3.** The fox was eating the piece of cheese

**Sudden Actions**

1. The fox began complimenting the crow on his coat.
**2.** He also added that he wondered if his voice was as cute as his coat.
**3.** The cow began to sing
**4.**……when the crow realized his error.

**Activity Four**

When the crow started to sing, the piece of cheese fell down and the fox ran and caught it. While he was eating, the crow was singing. But as soon as he realized his error, he stopped singing.

**Activity Five**

Journalist: Did you see the accident?
Journalist: What actually happened?
Journalist: Why was he driving so fast?
Journalist: The road was certainly slippery, wasn't it?
Journalist: What happened to the car?
Journalist: Did any passenger die?



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**Activity Six**

The journalist asked the witness if he had seen the accident. The witness answered that the bus-driver had been driving too fast for he had tried to overtake the car. The witness added that the car had slipped and had turned over. He also said that two passengers had died and that one had got injured.

**Activity Seven**

Verbs - suffixes - nouns
To begin - ing - a beginning
To compliment - a compliment
To add - ion - addition
To realize - ion - realization

**Activity Eight**

Once upon a time, there was a princess who lived in a magnificent palace. She was eight years old and the prettiest girl one had ever seen. What she loved best was the garden where hundreds of birds of all kinds came and where all sorts of roses were flourishing. But one day, as the princess was running after a bird, she got lost in a thick forest. The king and his army searched everywhere for days but couldn't find her. A witch told the King that a wonderful bird had taken her to a place no human being could go. The King tried his best but never found his dearest daughter.



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# CHAPTER TWO: THE BEM EXAM PAPER

Nous te donnons ici la description de l'épreuve d'anglais et des conseils qui peuvent t'aider. Ils sont présentés en anglais, essaye de les lire. Si tu ne les comprends pas très bien, fais-toi aider.

The BEM English Paper is divided into two parts: **Comprehension** and **written expression**.

## Comprehension

This part is meant to evaluate the candidate's competence in understanding a written text.
It contains two subdivisions: **Reading Comprehension** and **Mastery of Language**.
All the activities are closely related to the text.

**a. The text**

It is a text of about 10-12 lines. It is a rather simple one that an average grade pupil can understand. The candidate knows something or much of the theme which is in relation with the themes studied during the school-year.

**b. The questions**

In the first part, you will find questions on the text (what is the text about?) and on the lexis used in the text (what are the synonyms, opposites, definitions...?)
In the second part, Mastery of Language, the questions have a relation with the structure of the text, with the way the ideas have been expressed, conveyed and also with punctuation, capitalization and pronunciation.

**2. Written Expression**

In this part, your competence in producing a piece of writing is evaluated.
This part contains a topic followed by some hints to guide you and to provide you with the necessary devices.

COMPREHENSION

**A. The Text**

The first part of your English paper contains a text followed by comprehension questions and others in close relation with the vocabulary used.
Before answering the questions, you should read the text as attentively as possible. So we advise you to follow the steps given below:

**Step One:** Before reading the text**:**

**a.** Have an overall look at the paper (how the text is presented).
**b.** Read the title of the text if there is one; read also the references mentioned at the end of the text.
**c.** Skim the text; pay attention to punctuation and capitalization.
**d.** Read the first sentence of each paragraph.

Now, you must have identified if the text is a newspaper article, if it is a letter, an interview, a description, a narration..

**Step Two:** First reading of the text

Concentrate and read attentively to confirm your first understanding of the text. Determine exactly:

- The theme: What is the text about?

-The function of the text: Is it a description? Does it tell a story?'Does it inform you about anything or does it give any advice?

Now, you have a global understanding of the text.

**Step Three:** Second reading of the text:

Read the text again. Pay more careful attention to the text-organisation, to the lexis used, to pronouns, to the tenses

Now, you have a better, a more precise understanding of the text

**B. The activities**

A-Comprehension questions about the text

This part contains a series of questions which test, evaluate your comprehension. They deal with the contents of the text and the lexis used

**Steps** you should follow:

**I. Pay careful attention to instructions.**

Instructions often begin with the following verbs: Read.... Choose... Tick... Underline... Put a cross....

They also may begin with:

-An auxiliary: Is…Are…Were...Have…Has…Had…?…

-Modals: can - could - may - might - shall - will - should - would - must -

A question-word: who-what-where-when-which-whose…This question-word is very important. It guides you; it enables you to find the answer in the reading passage.

Examples: 'When' refers to the time, so you'll look for time; 'where 'refers to a place so you'll find the place in the text; 'who' refers to a person so you must find the name of the person etc...

**2. You must always refer to the text.**

You've understood the questions, go to the text: If the question is about an expression or a word from the text, locate the item and read the sentence again.

If the question refers to a paragraph, read it again until you find the answer.

If the question is about the whole text, read it again, underline the parts that contain the answer.

**3. Use correct English**

Your answers must be expressed correctly. Make a first draft then copy your answers carefully on your exam- paper

**Lexis**

If you have understood the reading text, you'll find no difficulties in finding in the text, the right answer: synonyms or opposites to some words given.



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## MASTERY OF LANGUAGE

This part contains three kinds of activities: -Punctuation, capitalization/ -Grammar/ -Pronunciation.

**A. Activities**

**Activity one**

Punctuation, capitalization: You are asked here to provide punctuation and capital letters where necessary; the text given is very short (two sentences) and may contain proper nouns

**Activity two**

Grammar: you may have different kinds of activities, of instructions:

- Write the correct form of the verbs.
- Turn sentences from direct to indirect speech and vice-versa.
- Turn affirmative statements either to negative or interrogative statements or vice-versa-

Order the following words into coherent sentences

- Join the following pairs of sentences using "if'.
- Join the following pairs of statements using a time-conjunction: when, as soon as or until.
- Join the following pairs using the relevant relative.

We advise you to pay careful attention to the instruction given. Read it until you understand it.
Be careful when you write the answers. Check that your answer matches the question.

**Activity three**

Pronunciation: The activity tests how much you know about the pronunciation of some words or some sentences. Much importance is given to the pronunciation of the final "s", to the silent letters, and the word-stress.

## WRITTEN EXPRESSION

This part aims at testing your competence in the field of writing. It contains a topic, instructions and some hints that will help you write a coherent paragraph.
You should read and understand the topic, the instructions and the hints given. You should answer clearly the following question: What am I going to write about? After a second reading of the topic, the instructions and the hints, put it clear that you should write a piece of narrative, a description, a letter of advice or other, a piece of arguments, an opinion, a future activities-planning..

Pay attention to the form: Is it a paragraph, a dialogue?
Pay attention to grammar: Which tense are you going to use? The past if it is a narration. The present if it is a description. The future if it is a future activities - planning. The imperative if you have to give instructions. The interrogative form perhaps, if it is a dialogue - completion...
How am I going to write? I write a draft. I try to use all the hints given. I must write short and meaningful sentences. Before copying my production on my exam-paper, I read my draft carefully and check that my sentences are correct. I have to make sure my piece of writing is relevant to the topic given.-I check punctuation and capitalization.
While copying your written production, pay careful attention to its neat presentation::check punctuation and capitalization again and make your handwriting as legible as possible.

# CHAPTER THREE: TESTS

## TEST ONE: People and food

When I was younger, I refused to eat vegetables, except potatoes. But now, and thanks to my mother, I eat at least three vegetables a day.

I often go to the market which is near the house and which sells good-smelling artichokes, tomatoes, carrots, cucumbers, courgettes, peas, cauliflowers, green beans, salads and aubergines...My father always claims that Algerian fruit and vegetables are the best fruit and vegetables one may find in the whole world! We all agree with him, don't we? The fruit my father likes eating best are oranges; my mother's favourite ones are pears, my brother's and mine are fresh figs and water-melons.

I often help my mother at the kitchen. I wash vegetables, peel them, chop them.

I sometimes play the cook! It's quite amusing! I burnt the first cake I made and Rafik, my brother, laughed at me for days: "Dear little sister, dear Lina, you will never learn!» But his attitude didn't discourage me and now, I am able to cook delicious chorbas and to bake wonderful bread!

PART ONE

A. Reading Comprehension (7pts)

Read the text carefully and do the following activities:

**Activity one**

Circle the right answer:

**a.** How many vegetables are quoted in the reading passage? Ten - Eleven - Twelve

**b.** How many kinds of fruit are mentioned? Two - Three - Four

**c.** The father's name is: Rashid - Rafik - not mentioned.

**Activity Two**

Match the pairs: Complete each sentence in column A with its correct ending from column B.

| A | B |
|---|---|
| a-Lina didn't eat vegetables | I- she made. |
| b-The father thinks Algerian fruit and vegetables | 2- she would never become a good cook. |
| c-Lina burnt the first cake | 3-when she was younger. |
| d-Her brother told her | 4-to cook a tasteful Algerian soup. |
| e-She has learnt to | 5-are the most delicious in the world. |

**Activity Three**

Answer the following question:

Which of the following opinions does the father express about Algerian fruit and vegetables? Tick the right answer:

**a.** They are delicious. **b.** They are the worst in the world **c.** They are the best in the world.

**Activity Four**

Fill in each blank with its relevant word from the list below: pears - apples - oranges - fresh figs - bananas - water melons.(Mind the odd ones!)

Both Lina and her brother like eating…1…and…2…Their mother prefers…3…and their father…4…

**Activity Five**

**1.** find in the reading passage words opposite in meaning to the following:

**a.** far **b.** the worst **c.** sad

**2.** Choose the right synonym from the list: 'Amusing 'means: -sad -funny -shocking

'To agree' means: To share the same opinion - To disagree - To turn grey.

B. Mastery of Language (7pts)

**Activity One**

Supply the punctuation and the capital letters where necessary:

do you know what lina thinks about cooking it's a funny activity she says her brother rafik thinks that cooking is for girls only

**Activity Two**

Write the correct form of the verbs in brackets:

Children generally (not like) eating vegetables but parents (should / force) them because these ( to be) essential for a balanced diet.

**Activity Three**

Find in the text three words that have the following sound: (ei) (say).

PART TWO (6 points)

Written Expression

Write a paragraph about the importance of a balanced diet for both children and adults.

The following hints may help you: A balanced diet - needed by the body- help physical and brain development- better studies- better concentration.

For adults- prevention from diseases-sane body, clean thoughts-better productivity- Better life, perhaps longer.



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## TEST TWO : At the restaurant

Abdelkader and Donald, an English tourist, are at the restaurant. The waiter comes.
The waiter: « Good morning! Are you ready to order, gentlemen? »
Abdelkader: « Yes, I'd like a filled steak with vegetables and French fried potatoes ».
Waiter: « How would you like your steak? »
Abdelkader: « Medium, please ».
Waiter: « And would you like a starter? »
Abdelkader: « Yes, I think I'll have a fish soup ».
Waiter: « What about you, sir? »
Donald: « No starter for me, thank you ».
Waiter: « What would you like for the main course, then? »
Donald: « Let me see! What will you recommend, Kader? »
Abdelkader: « You could try Dolma ».
Donald: « Ok! I'll try this! »
Waiter: « Any dessert? »
Donald: « I'll have some oriental pastry and a cup of mint tea to wash it down! »

(Adapted from: On the move)

PART ONE

A. Reading comprehension (7 pts)

Read the text carefully and do the following activities:

**Activity One**

Read the statements and write: true, false, not mentioned

**1.** Donald ordered a filled steak.
**2.** Abdelkader recommended an Algerian dish to Donald.
**3.** Abdelkader ordered oriental pastry and mint tea, too.

**Activity Two**

Answer the following questions:

**1.** Is the restaurant a British or an Algerian one? Justify your answer.
**2.** What did Donald order? Give a detailed answer.

**Activity three**

**a.** Find in the text two polite (formal) questions and two polite (formal) answers.
**b.** Underline the words that make them polite (formal)

B. Mastery of Language ( 7 pts)

**Activity one**

Write the relevant questions to the following answers:

| Questions | Answers |
|---|---|
| 1. Amir: ……...? | Adel: I could recommend couscous. |
| 2. Waiter:……? | Adel: I would order some fried potatoes. |
| 3. Waiter:……? | Adel: I would like an apple |

**Activity two**

Write two words that must always take capital letters. Take them from the text.

Activity three:

Read the question below and put the relevant stress at the relevant place:

« What would you ǝlike for the main course, then? »

PART TWO

Written Expression

Your friend who wants to lose weight is quite depressed. Write a letter to her, Give her a set of instructions and advice. The following hints may help you:

Eat less pastry - less couscous - impose a severe diet on her / himself - change drastically

Her / his eating habits - consume more vegetables - practise sport - be less depressed - cheer up.



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# TEST THREE: Reading

Here are two important things to remember when you read:
You must sit comfortably because your brain can understand more when it is relaxed.
You must practise reading, in the same way as you practise a sport. It is better to practise reading for ten minutes every day than an hour once a week.
Also, you should try to read quickly. A recent survey conducted on a group of foreign English learners, has proved that fast readers understand the general meaning of a text but the slow ones don't.

If you read quickly, you can read more. If you read more, you can talk about more Interesting topics. If you practise reading in your own language you can practise reading in English in the same way.

(Adapted from: BBC Modern English)

PART ONE

A. Reading Comprehension (7 pts)

Read the text carefully then answer the questions.

**Activity one:**

Tick the right answer:

**1.** What is better? **a.** To read fast **b.** Not to read **c.** To read as slowly as possible.

**2.** Why must a reader sit comfortably? **a.** The reader should feel nervous
**b.** He should be relaxed.
**c.** He must be depressed.

**3.** Must you read foreign languages: **a.** as slowly as possible?
. **b.** as fast as you read your own language?
**c.** Less quickly than your own language?

**Activity two**

Answer the following questions:

**1.** What is the activity of reading compared to?

**2.** Does quick reading bring advantages? If yes, which ones?

**Activity Three**

Find in the text words or phrases that are opposite in meaning to the following:

**a.** Worse: **b.** slowly:

**c.** Less: **d.** To be unable to:

B. Mastery of Language ( 7 pts):

**Activity One**

Supply the punctuation and the capital letters where necessary:

ronald is very keen on reading he reads for hours books in various languages but he prefers reading english books

**Activity Two**

Write the correct forms of the verbs in brackets:

If you (to read) a lot, you (to improve) your language skills. You (to widen) your knowledge and (can) discuss on a great amount of topics.

**Activity Three**

Find in the text two words containing the vowels (ae) and (eɪ)-Examples: act/ rate

PART TWO (6 pts)

Written Expression

What do you think about reading? Give your opinion.

The following hints may help you:

I think-l suppose-my opinion is-l believe

Interesting activity-widen knowledge-enrich ideas, vocabulary-greater culture, more vivid, more useful discussions-have a better linguistic level: mastery of the native language-more rapid learning of foreign languages.



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# TEST FOUR: Human rights

In our 'so civilised modern world', 16,500 children die every day from malnutrition and famine. This is a revolting tragedy and an utter violation of a fundamental human right: The right to life.
The situation, in poor countries, is aggravated by the inexistence of an efficient international solidarity. In fact, humanitarian organisations, like the UNICEF, should be given more means to intervene and relieve children's sufferings every day, everywhere.
People must be offered sufficient food to eat, good basic medical care, education and a decent place to live. These, in fact, constitute the rights of any human being in any country. And as the most fundamental right is the right to life, all the children should be protected against the threats of misery and death.

(Adapted from Paving the way-2005)

PART ONE

A. Reading Comprehension

Read the text carefully and answer the following questions:

**Activity one**

**1.** Underline the right answer and copy it on your exam paper:

**1.** How many children die every day in the world? - More than 20,000
- Less than 20,000.

**2.** What do they die from? - From diabetes.
- From inadequate food and hunger.
- From non decent housing.

**3.** What is the most important human right? - The right to life.
- The right to medical care.
- The right for a decent house.

**4.** According to the writer, humanitarian organisations are: - efficient - inexistent - inefficient.

**Activity Two**

I-Write the five human rights mentioned in the text.

2-What is your opinion about these poor children's deaths?

**Activity Three**

Match the words from column A with their synonyms from column B:

| A | B |
|---|---|
| a. Underfeeding | 1. Famine |
| b. hunger | 2. malnutrition |
| c. made worse | 3. suffering |
| d. pains | 4. aggravation |

B. Mastery of Language

**Activity One**

**1.** Read the following sentence from the text: Humanitarian organisations should be given more means.

**2.** Now, say if it expresses: **a.** obligation **b.** possibility **c.** ability'

**3.** Pick up, from the text, two sentences built with the same verbal structure (passive and expressing obligation).

**Activity Two**

Read the following words and underline the silent letters:

Modern - world - right - offered

PART TWO

Written Expression

Write a paragraph on the following topic:

Children must be protected. How?

The following hints may help you:

Give parents a decent house-jobs-decent salary

Parents should provide: affection, protection, education - should care about moral values: honesty-respect...

The government should offer: good basic medical care Nurseries- kindergartens- places where children can play-efficient schools.....



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# TEST FIVE: Human beings: Different or alike?

Human beings are different from one another.
Their physical differences are obvious. Their intellectual, psychological, mental differences are not so evident, but they do exist. Some are gifted for music, for painting, for sports; some will enjoy spending hours solving problems, doing scientific experiments and others will be bored to death if they spend just one hour in the library.
Some are good with their hands and can create masterpieces by working with wood or iron or stone while others will discover and reveal to mankind the mysteries of nature, space, the human body and soul by studying physics, anatomy, philosophy, religion.....
As pupils are human beings, they have different interests and abilities

(Adapted from Annales Vuibert)

PART ONE

A. Reading Comprehension

Read the text carefully then answer the questions:

**Activity One**

Are the following statements true or false?
(Write true or false near each sentence)

**1.** Human beings are all similar.
**2.** They are not the same psychologically.
**3.** Everyone can see their physical differences.
**4.** They have different gifts and abilities.

**Activity Two**

Pick from the text two artistic and two scientific activities and complete the table below:

Table

| Artistic activities | Scientific activities |
|---|---|
| **1.** | **1.** |
| **2.** | **2.** |

**Activity Three**

Find in the text words which definitions are:
- Study of the human body
- Having talents
-Things that are hidden.

B. Mastery of Language

**Activity One**

Complete the following" if statements" with sentences from the text:

If people like science, they .....……..scientific experiments.

If others spend one hour in the library, they.....

If they study physics, they.....

**Activity two**

Give the correct form of the verbs between brackets;

A pupil (get) happier at school, if he (study) what he( like) best. When he (be) with his teacher, he (be) more concentrated.

**Activity Three**

Cross out the word that does not contain the vowel sound mentioned:

(ae) : Human-and-anatomy

PART TWO

Written Expression

Write a paragraph on the following subject:

What are your plans for the future, in the fields of studies, jobs, private life? Begin like this: As soon as I take my BEM exam, I will....

The following hints may help you: -enter secondary school-opt for a scientific/ literary stream - go to university-become….-marry…..have children.....



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# TEST SIX: My son takes drugs

*This letter appeared in an English magazine.*

Dear Lucy,
I have recently become quite worried about my 16 year-old son, Brian.
He was never brilliant at school but used to get reasonably good marks. Now, because of his bad results, his teachers think he should leave school. He also used to be a talented swimmer; he used to go to the swimming-pool nearly every day but now, he no longer does.
Last Sunday, I got up earlier than usual. My son was in the kitchen: He was taking money from my own bag! We had a terrible row!
He confessed he needed the money to buy some coke! My own son has become a drug-addict! He can steal even from me, his own mother, to pay for this devastating habit! What can I do to help him?

Friendly,

Mary

(Adapted from Success for First Certificate)

PART ONE

A. Reading comprehension

Read the text carefully then do the following activities:

**Activity One**

Answer the following questions. Tick the right answer:

**1.** Who has written the letter? -The mother
-The father
-The brother

**2.** What is the author asking for? - Advice
- Money
- Affection

**3.** Brian's school-results are now: - average
- good
- very bad

**Activity Two**

Classify the following ideas -a- according to their chronological order in the text:

**1.** Brian used to go to the swimming - pool and he no longer does.
**2.** He has become a drug-addict.
**3.** He used to get good results at school and no longer does.
**4.** According to the importance the mother gives them.



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**Activity Three**

Match the following words from column A with their synonyms from column B:

| A | B |
|---|---|
| Worried | Quit |
| Talented | anxious |
| Leave | gifted |

B. Mastery of Language

**Activity One**

Join the following statements using a relative pronoun: which-that-who

**a.** She is worried about her son.
He has bad results at school.

**b.** He takes drugs.
It is a devastating habit.

**c.** She is asking for some advice.
It can help her.

**Activity two**

Supply the punctuation and the capital letters when necessary:

what do you think about brian he is wrong isn't he

**Activity three:**

Write the weak forms of the following auxiliaries: - do - have - were

PART TWO

Written Expression

Write a letter to Mary. Try to give her some advice and to comfort her. The following hints may help you: Drug-addiction: a real social problem - many youths affected. Brian needs help - detoxification centre for a cure-psychological help: affection – love – understanding - sport activities -leisure: reading, drawing....tenderness but strict control.



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# TEST SEVEN: Over population

Today, the earth-population is estimated to six milliard inhabitants.
1,4 inhabitants live in the richest part of the world whereas 4,6 milliard people live in the other part.
Demographers predict that in the year 2100, our planet's population will reach the number of 12 milliard inhabitants. Among these, 10, 7 milliard people will be found in the underdeveloped countries.
European people feel menaced: There will be more and more Immigrants coming from the poor parts of the world. European governments have decided to limit the number of immigrants. Very severe measures have been taken. But the solution is elsewhere: Help the poor countries to develop and offer their people good life-conditions in their homelands.

(Adapted from Paving the Way-2005)

PART ONE

A. Reading Comprehension

Read the text carefully and do the following activities:

**Activity One**

Read the following statements and write "true », "false », "not mentioned ».

**1.** Most people live in the richest parts of the world.
**2.** Immigration frightens Europe.
**3.** In the next century, the poor countries will have more inhabitants.
**4.** The poor countries will become rich in 2100.

**Activity Two**

Answer the following questions:

**I.** what is today's number of people on earth?
**2.** Will this number increase in the future?

**Activity Three**

Find in the text words or phrases closest in meaning to the following:

**a.** say it will happen = **b.** strict = **c.** key =

B. Mastery of Language

**Activity One**

**I.** Pick up from the text two statements in the future and copy them down
**2.** Read the following sentence taken from the text:
- 10, 7 people will be found in the underdeveloped countries.
- Now write the correct form of the verbs between brackets:

In the future, very strict measures (to take) by European governments and immigration (control) more and more seriously.

**Activity Two**

Find in the text, two words containing the vowel sounds (a) and (ae).

**Activity three**

Write the appropriate question and pay attention to punctuation and capitalization.

A: tell me,……?

B: Demographers predict more than ten milliard inhabitants.

PART TWO

Written Expression

Write a paragraph about life in year 2100. What will the world be like?

Try to imagine positive things.

The following hints may help you: Pleasant life - Pupils happy at school - Parents happy at work- people live in beautiful comfortable houses - robots do a lot of things - plenty of leisure - activities - nature preserved - animals protected-less and less diseases - better health for all - respect – tolerance -friendship - love



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# TEST EIGHT: The sad story of a cat

On 14th January 2009, Mrs. Brewing was working in her garden. Her cat, Henry was playing around her. It climbed a tree in the garden and couldn't get down so she called the fire Brigade.

While Mrs. Brewing was waiting for them to arrive, she offered it some fish to get it down but her pet was too frightened to do so.

The brigade finally arrived. They put up their ladder and rescued the cat. Mrs. Brewing was delighted and invited them for some tea. But as they were leaving ten minutes later, they ran over the cat and unfortunately killed it. The driver and all the other men got down to apologise but Mrs. Brewing was loudly crying and saying:"Poor little Henry'! Poor little Henry!" The firemen presented their condolences, called Mir Brewing and asked him to come. They hadn't left the house till he came.

(Adapted from Headway)

PART ONE

A. Reading Comprehension

Read the text carefully and do the following activities:

**Activity One**

Number the following sentences according to their chronological order in the text:

**a.** It couldn't get down.

**b.** The cat, Henry, climbed a tree.

**c.** They rescued the cat.

**d.** Mrs. Brewing called the fire brigade.

**Activity Two**

Read carefully the two answers below and write two relevant questions.

The question-word is provided.

**a.** Why.....? Mrs. Brewing was crying because her cat was killed.

**b.** What……? The firemen presented their condolences.

**Activity Three**

Use the following words from the text to complete the sentences below:

**a.** frightened **b.** delighted **c.** unfortunately **d.** loudly

**1.** You mustn't cry so……., said the husband.

**2.** The animal got so……..that it couldn't get down.

**3.** She felt……...because they saved her pet.

**4.**……..., the cat died!

B. Mastery of language

**Activity One**

Complete the following sentence by adding a precise date (day, month, year).
Then provide relevant capitalization and punctuation:
On……..mrs brewing an english woman bought a house in london

**Activity Two**

Write the correct form of the verbs in brackets
Whereas Mrs. Brewing (to water) her flowers, her husband (to teach) at Kings College. As he (to talk) with a student, his mobile (to ring); he (to run)outside and rapidly (to drive) home.

Activity Three

Read the following list of adjectives and adverbs then underline the stressed letters.
Loud - loudly / fortunate - fortunately / final - finally

**PART TWO**

Written Expression

You were in your classroom, listening attentively to your teacher when a cat entered. Recount.
Do not forget to use: while - as - whereas - when.

The following hints may help you.
Cat entered-jumped on the platform-turning around the teacher-teacher frightened-shouting-pupils amused, laughing loudly, standing up-a classmate tried to take the cat out-but escaped among pupils - another pupil took it firmly - threw it out-closed the door - teacher relieved - resumed her lesson.



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# TEST NINE: A pessimistic naturalist

David, an English naturalist and film-producer, knows the world better than most people: He has spent much of the last seven years globe-trotting for his hugely successful television programmes « Life on Earth » and « The Living Planet ».
But his next series might well be named « The End of life on a Dying Planet » because David is very gloomy about much of what he has seen. He is depressed by what human beings are doing to our world. For example, people are cutting too many trees. Areas of forests the size of Scotland disappear every year. Trees protect good soils against erosion. Good soils may become desert. As a result, farmers will not be able to grow crops.

(Adapted from Headway)

PART ONE

A. Reading Comprehension

Read the text carefully then do the following activities:

**Activity One**

Decide if the following statements express ideas from paragraph I or paragraph 2. Write in front of each statement: Par.1 or Par .2.

**1.** David has travelled a lot around the world.
**2.** He is sad because people are cutting trees.
**3.** He produces films.
**4.** "The living planet" is the title of one of his television programmes.
**5.** Trees - cutting will lead to soil-erosion and desertification.

**Activity Two**

Answer the following questions:

**1.** Will David's next documentary be optimistic or pessimistic?
**2.** Can farmers produce any crops on eroded soils?

**Activity Three**

Find in the text words/phrases opposite in meaning to the following:

**a.** worse **b.** first **c.** dying **d.** happy

B. Mastery of Language

**Activity One**

Supply the relevant prefix and write the opposites of the following adjectives:

**a.** successful **b.** named **c**. protected **d.** able

**Activity Two**

Write the correct form of the verbs in brackets:

David (to know) that in the near future soils (to be) so eroded that farmers (cannot produce) any crops.

**Activity Three**

Provide the relevant time-conjunction, punctuation and capitalization:

**l.** .....people need more land for agriculture for example in brazil they cut parts of the amazon forest…….**2.** ……..the europeans hear about that they start accusing brazilian governments and people **3.** …….everybody knows they have been the most savage destructors of our planet

**Activity Four**

Read the words below and underline the silent letter: when - people - more - earth

PART TWO

Written Expression

What can Man do to protect nature?

The following hints may help you:

Preserve forests-stop cutting trees-put an end to soils erosion- stop the desert advance -plant more and more trees-green belt -Limit greenhouse- effect -protect plants and animal species-importance of biodiversity.



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# TEST TEN: Internet

Many people have computers nowadays. Most of them are connected to Internet.
More and more people need Internet in their work, for their research and also for fun: a greater number of young people spend hours chatting on the net.
But what is Internet? A clear definition is hard to find because Internet experts cannot agree among themselves. However, the Internet users agree that it is a global network of thousands of linked computers that pass information.
The Internet has no government, no time, no place and no country. When your computer is connected to Internet, you can have any information about any subjects at any time; you may communicate with people living thousands and thousands of kilometers away.
Do you know what some scientists say about it? They claim that it is more impressive than the pyramids, more important than the industrial revolution.
For them, Internet has brought deeper changes than any other revolution.

(Adapted from Forum Magazine)

PART ONE

A. Reading Comprehension

Read the text carefully and do the following activities:

**Activity One**

Read the following statements and copy the right ones on your sheet of paper.

**1.** In the future, more and more people will need Internet.
**2.** It is difficult to define what Internet is.
**3.** The access by night to Internet is impossible.
**4.** Thanks to Internet, access to information has become easier.
**5.** Internet has brought no real changes to the world.

**Activity Two**

Answer the following questions:

**1.** Why do more and more people need Internet?
**2.** What has Internet been compared to?

**Activity Three**

Find in the text words which definitions are:

**a.** An electronic machine:
**b.** A global network of a huge number of linked computers:
**c.** A place where people of the same nationality live:

B. Mastery of language

**Activity One**

Supply the punctuation and the capital letters where necessary:

lina who lives in Algiers spends hours chatting on internet with her cousin rafik who lives in london.

**Activity Two**

Pick up from the text all the comparisons and copy them down. (Write full Statements).Then turn the comparatives to superlatives. An example is given below:

More and more people need Internet.

Most people need Internet.

**Activity Three**

Find in the text four words that end with the following sounds:

| Z (computers) | s (experts) |
|---|---|
| **1.** | **1.** |
| **2.** | **2.** |

PART TWO

Written Expression

Write a paragraph about the following topic:

Man can nowadays do many things that he could not do in the past.

The following hints may help you:

In the past: Man couldn't / travel fast and far / explore the space /communicate easily / cure some diseases.

Now: Man is able to/can do by plane very rapid trips over the world/get rapidly informed/ communicate with any body, at any time (mobile phone-television-Internet) /explore the universe /travel to the space, to the moon/cure a lot of diseases (new medicines, new vaccines, scanners).



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## TEST ELEVEN: Dear Marjorie,

I'm writing to you because I'm so unhappy and i need someone to talk to.
My life has changed a lot since I saw you. It has become hell since that woman took possession of our home. it was so nice to live there with my father. He used to say I was his best friend whereas now he hardly takes any notice of me. He spends his time laughing with Marilyn (what a name!) as if I didn't exist. Also, she made Dad buy me a dress and she wants me to wear it every day, even to go to school. Moreover, I must make my bed and tidy my room every morning before I go to school. Can you imagine that? She is on my back, all the time, saying that I must behave like a lady so that my father may be proud of me. Before she came, my father never cared about that! He was really proud of me, of my school-results' Now, he doesn't say a word about my efforts and my successful school-work! Last but not least, she prepares a heavy meal every night, and I'm sure she does it on purpose to make me grow fat and ugly.
I don't know what to do! Should I leave home'

Friendly, your desperate friend,Lucy
(Adapted from 'Annales Vuibert')

PART ONE

A. Reading Comprehension

**Activity One**

Read the text and answer the following questions:

**a.** How does Lucy feel?
**b.** What has changed in her life?
**c.** Give an example concerning Marilyn's behaviour she doesn't like.
**d.** Does her father worry now about her studies? Justify your answer.

**Activity Two**

Write 'true' or 'false'. Correct the wrong statements.

**a.** The last time she met Marjorie, Lucie was happy with her father.
**b.** Lucy has left home.
**c.** Lucy doesn't like her new dress.
**d.** She loves the dishes Marilyn prepares, every night.

**Activity Three**

**a.** Find in the text, words that are closest in meaning to the following: Make neat - certain - sad
**b.** Find in the text words that are opposite in meaning to the following: Paradise - light - nice

B-Mastery of Language

**Activity Two**

Read the text again and complete the following table:

| In the past | Now |
|---|---|
| Life | Life |
| The father | He hardly |
| He…… about his daughter | He |
| He……... of her school-results | He |

**Activity Three**

Which tenses are used in column A and column B ? Explain why.

**Activity Four**

Find in column A or in the text, a sentence which expresses a past habit and copy it down.

**Activity Five**

Find in the text 5 irregular verbs and complete the following table.

| Infinitive | past simple | Past participle |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

PART TWO

Written Expression

Imagine you are Marjorie. Answer Lucy's letter.

The following hints may help you:

Shouldn't leave home-no place to go to-must concentrate on her studies-keep the same brilliant level-Her father has the right to marry again-should discuss with him-tell freely that she doesn't like the dress-doesn't like food either-must ask for more freedom of thought-explain to her father she is old enough to choose.



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# TEST TWELVE: The trial

Summer vacation started. Muff Potter's trial started. Tom and Huck remembered the night in the graveyard. They were afraid of Joe again.
« Did you talk about the night in the graveyard? » asked Tom.
« No, I didn't » , Huck answered. « Did you? »
« No ». Tom answered. « But I'm sorry about Muff Potter. He's always friendly to us. He didn't kill the doctor. I want to help him ».
Tom and Huck went to the trial and listened for two days. Tom didn't sleep well at night because he wanted to help Muff Potter.
On day three of the trial Tom talked. A man asked him, « Where were you on the night of June 17th? ». « I was in the graveyard », Tom answered ».
« Did you see any people there? » the man asked.
« Yes, Joe, the doctor and Muff Potter were there. They didn't see me because I was behind some big trees ».
« What did you see? » the man asked.
« Joe and the doctor talked angrily, « Tom answered. « Then Joe killed the doctor with his knife. Muff Potter didn't do it »
The people at the trial were very surprised. Joe quickly went out of the building. Tom and Huck were very afraid, Tom said « Now Joe knows about us. He can kill us, too ». Many people wanted to know about the boys' adventure in the graveyard. Tom liked talking about it. He was happy too, because he helped Muff Potter. But he didn't sleep well because he was afraid of Joe.

PART ONE

A. Reading Comprehension

Read the text and do the following activities:

**Activity One**

Tick the right answer

**a.** Muff Potter's trial began; - in the summer. In the spring - vacation. - in the graveyard.

**b.** Joe and Huck were afraid: -of the graveyard -of a man -of a ghost.

**c.** Tom was sorry about Muff Potter because: -he was innocent - he killed the man - he bet Tom last winter.

**d.** Tom spoke on: -the first day of the trial-the second -the third.

**Activity Two**

Answer the following questions

**a.** Who killed the doctor'

**b.** Was Muff Potter innocent? Justify your answer.

**c.** What did Tom do?

**d.** What do you think about his attitude?

**Activity Three**

Complete the following table about the characters' feelings.

| Characters | feelings |
|---|---|
| Tom and Huck before the trial: | …….. |
| People when Tom told the story; | …….. |
| Tom after the trial: | …….. |
| Huck after the trial: | ……. |

**Activity Four**

Find in the text words which definitions are:

**1.** Place where people are buried after death.

**2.** Action by which suspected people are judged.

**3.** Dark period of the day when people sleep.

## B. Mastery of Language

**Activity One**

Read again the conversation between Tom and Huck (from line three to line six).Report this conversation. Begin and end like this: Tom asked Huck if……Huck answered that……to help him.

**Activity Two**

Give the correct form of the verbs between brackets:

When they heard about Tom's story, people (get) amazed. They (ask) him a lot of questions about his adventure and (find) he (be) courageous to enter a graveyard by night. If Tom didn't speak, Muff potter(be) still in prison.

**Activity Three**

Find in the text four words that have the following sounds:

(ei) (ai)

(eɪ) (say) (ai) (trial)

## PART TWO

## Written Expression

Write about an event you lived when you were younger or tell a story you have read or a film you have watched on TV. Use the past; do not forget time conjunctions, time-references, linking words. Begin like this:

Four years ago, ……..



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# KEY

## TEST ONE

PART ONE
A-Reading Comprehension

**Activity One**
**a.** Ten **b.** four **c.** not mentioned
**Activity Two**
a3 b5 c1 d2 e4.

**Activity Three**
2: a

**Activity Four**
**1.** fresh figs **2.** water-melons **3.** pears **4.** oranges

**Activity Five**
**1. a.** near **b.** the best / amusing.
**2.** funny / to share the same opinion.

B. MASTERY of LANGUAGE

**Activity One**
"Do you know what Lina thinks about cooking?" "It's a funny activity", she says. "Her brother Rafik thinks that cooking is for girls."

**Activity Two**
do not like (don't like 1) / should force / are

**Activity Three**
day - always - may

PART TWO
Written Expression
A balanced diet for both children and adults is very important.
First, a balanced diet is needed by the body. It helps physical and brain sane development: When babies are well nourished, their physical and mental growth is normal. These children are rarely ill and fight diseases much better than underfed ones.
Also, a balanced diet will make girls and boys' schooling easier. When a pupil eats well, he can concentrate more and learn more rapidly.
AS for adults, sane food will protect them against some diseases and in a healthy body, thoughts are clean. Physical as well as intellectual abilities improve. Then, productivity gets higher. The better one eats, the better his life and perhaps the longer.

# TEST TWO

A. Reading comprehension

**Activity One**

**1.** false **2.** True **3.** false

**Activity Two**

**1.** The restaurant is an Algerian one since Algerian dishes (example: dolma) are served.
**2.** Donald ordered Dolma, oriental pastry and mint tea.

**Activity Three**

**a.** Two polite answers: "Yes, I'd like a filled steak."
"You could try Dolma."
**b.** Two polite questions: " How would you like your steak?"
"What would you recommend me?"

B. Mastery of language

**Activity One**

**1.** " What would you recommend me"
**2.** "What would you order, Sir?"
**3.** "Would you like any dessert?"

**Activity Two**

Abdelkader (proper noun) English (name of nationality)

**Activity Three**

"What would you 'like for the main 'course, then?"' Falling intonation.)

PART TWO
Written Expression

Dear Margaret,
I received your letter two days ago and it seems that you worry a lot about your weight. I think that you should stop complaining and start a real diet. You should impose on yourself drastic discipline.
First, I advise you to stop eating pastry and outdoors sandwiches. You must eat more vegetables. Why don't you take salads and fruit at lunch and a vegetables-soup for dinner? On the other hand, try to be busy all day long. If you are, you will not think about food at all! You will forget this oriental pastry and dishes you are fond of. I suggest you should practise some jogging every morning before going to school. You could, for example, go to school on foot, couldn't you?
"Dear Margaret, try also to cheer up! If you are depressed, you'll need more chocolates and you will not lose any weight! According to me, you are a very nice, very clever girl and you must not worry so much about these three or four kilos!
Kisses from a friend who loves you as you are, Tracy



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# TEST THREE

PART ONE

A. Reading Comprehension

**Activity One**

**1. a:** To read fast. **2. b:** He should be relaxed. **3. b:** As quickly as you read your own language.

**Activity Two**

**1.** The activity of reading is compared to sport. **2.** Yes, it does. The advantages are: a better understanding of the general meaning of a text, a greater amount of reading, more interesting topics to talk about.

**Activity Three**

a: Better/ b: Fast or quickly/c: More/ d: can.

B- Mastery of Language

**Activity One**

Ronald is keen on reading. He reads for hours, books in various languages. But he prefers English books.

**Activity Two**

read - will improve - will widen - will be able

**Activity Three**

can - same

Part two

Written Expression

I think that reading is an interesting activity. It widens our knowledge, enriches our vocabulary and ideas. Thanks to reading, we can acquire a greater culture. So we can have more vivid, more useful discussions with our friends and relatives.

My linguistic level will surely get better. I will master my native language and as a matter of fact, my learning of foreign languages will be more rapid.

My opinion is that both parents and teachers should unite their efforts to make children like books.



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# TEST FOUR

PART ONE

A. Reading Comprehension

**Activity One**

**1.** Less than 20,000. **2.** From inadequate food and hunger. **3.** The right to life.
**4.** Inefficient

**Activity Two**

**1.**The right to life ,the right for sufficient food to eat ,the right for medical care, the right for education, the right for a decent place to live.
**2.** I think it is not acceptable.

**Activity Three**

**a.** 2 **b.** 1 **c.** 4 **d.** 3.

B-Mastery of Language

**Activity One**

**2.** obligation
**3.** People should be given sufficient food to eat/ All the children should be protected.

**Activity Two**

mode**r**n - wo**r**ld - ri**gh**t - offe**re**d (silent letters are in bold type.)

PART TWO

Written Expression

Children should be protected. First, parents should have decent houses, jobs and decent salaries. Second, parents should provide affection, protection and education. Parents should care about moral values and teach honesty and respect.
Governments should offer good basic medical care, nurseries, kindergartens. Also, they should provide places where children can play and above all efficient schools.



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# TEST FIVE

PART ONE

A. Reading Comprehension

**Activity One**

**1.** False **2.** True **3.** True **4.** True

**Activity Two**

Artistic abilities: Music, painting / Scientific activities: solving problems, doing some experiments.

**Activity Three**

anatomy - gifted - mysterious.

B. Mastery of Language

**Activity One**

will do / will be bored to death / will discover and reveal the mysteries of nature and space.

**Activity Two**

will get - studies - likes - is - will be.

**Activity Three**

~~human~~ - and - anatomy

PART TWO

Written Expression

As soon as I take my BEM Exam, my mother will drive me to a small seaside town where I will spend a few days with my grand-mother. If I pass my exam, I'll enter secondary school. As I am fond of foreign languages, I'll opt for a literary stream. I'll work hard for three years to succeed In my Baccalauréat Exam. After that, I'll enter Algiers University to become either an interpreter or a famous TV journalist. After I begin working, I'll buy a car and if I am rich enough, I'll buy a house. As soon as I meet an interesting and lovable man (woman), I'll marry and with God's will, I'll have two wonderful children.



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# TEST SIX

PART ONE

A. Reading Comprehension

**Activity One**

**1.** The mother **2.** Advice **3.**very bad

**Activity Two**

**a.** 3.1.2 **b.** 2.3.1

**Activity Three**

Worried - anxious / talented - gifted / leave - quit

B- Mastery of Language

**Activity One**

**a.** She is worried about her son who has bad results at school.

**b.** He takes drugs which is a devastating habit.

**c.** She is asking for some advice that will help her.

**Activity Two**

"What do you think about Brian?"

"He is wrong, isn't he?"

**Activity Three**

də/həv/wər

PART TWO

Written Expression

Dear Mary,

We all know that drug-addiction is a real drama. It is an acute social problem and too many youths are affected. Your son Brian needs urgent help. You should take him to a detoxification center as quickly as possible for a cure and psychological help. He also needs his mother's and father's affection, love and understanding. After his cure, he should resume his sport-activities. Also, he has to avoid idleness which is the mother of evil: Reading, drawing, painting or music can be interesting leisure-activities.

I advise you to be tender with him but at the same time, you must be firm and control him strictly.

Good luck, Lucy.



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## Test seven

PART ONE

A. Reading Comprehension

**Activity One**

1. False 2. True 3. True 4. Not mentioned

**Activity Two**

**1.** It is six milliard inhabitants.

**2.** Yes, it will.

**Activity Three**

**a.** predict **b.** Severe **c.** solution

B- Mastery of Language

**Activity One**

**1.** Our planet's population will reach the number of 12 Milliard inhabitants.
There will be more and more immigrants coming from the poor parts of the world.

**2.** Will be taken - will be controlled

**Activity Two**

part - have

**Activity Three**

**a.** 'Tell me, how 'many in'habitants de'mographers 'predict?"

**b.** "Demographers predict more than 12 milliard inhabitants."

PART TWO

Written Expression

What will life be in year 2100? I prefer to imagine positive things.

Life will be much pleasant. Pupils will be very happy at school and parents will be quite joyful at work. People will live in beautiful and comfortable houses. Robots will do much of the hard chores so people will have more leisure-activities. Nature will be preserved. Both Children and adults will protect animals and the entire environment.

There will be less and less diseases and a better health for all. Moral values will prevail and respect, tolerance, friendship and love will reign.



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# TEST EIGHT

PART ONE

A-Reading Comprehension

**Activity One**

b - a - d - c

**Activity Two**

**a.** "Why was Mrs. Brewing crying?"

**b.** "What did the firemen present?"

**Activity Three**

**1.** Loudly **2.** frightened **3.** delighted **4.** unfortunately

B. Mastery of language

**Activity One**

On 13th April, Mrs. Brewing, an English woman, bought a house in London.

**Activity Two**

was watering - was teaching - was talking - rang - ran - drove

**Activity Three**

'loud 'loudly / 'fortunate - un'fortunately / 'final - 'finally

PART TWO: Written Expression:

It happened last week. We were attentively listening to our teacher when a cat entered the classroom.

The cat jumped on the platform and began turning around the teacher who got frightened. As the teacher was shouting, we got really amused. We stood up all of the sudden. We were laughing and clapping hands. It was a real mess! A classmate tried to take the cat out but the latter escaped and ran among the pupils. Another courageous boy caught the cat firmly and threw it out of the door that he closed rapidly.

The teacher felt relieved. She thanked the "hero", required silence and resumed her lesson.



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# TEST NINE

PART ONE

A. Reading Expression

**Activity One**

**1.** Par.1 **2.** Par.2 **3.** Par.1 **4.** Par.1 **5.** Par.2

**Activity Two**

**1.** It will be pessimistic.

**2.** No, they can't.

**Activity Three**

**a.** better **b.** last **c.** living **d.** gloomy

B- Mastery of Language

**Activity One**

**a.** unsuccessful **b.** unnamed **c.** unprotected **d.** unable

**Activity two**

knows - will be - will not be able to produce

**Activity Three**

When people need more land for agriculture, for example, in Brazil, they cut parts of the Amazon forest. As soon as the Europeans hear about that, they start accusing Brazilian governments and people while whereas everybody knows they have been the most savage destructors of our planet.

**Activity Four**

w**h**en - pe**o**ple - mo**r**e - e**ar**th

PART TWO

Written Expression

Man can do a lot of things to protect nature.

First, Man must preserve forests. He should stop cutting trees. Second, he has to put an end to soil-erosion. In Algeria, we can stop the desert-advance by planting more and more trees. These will create a green belt that will stop desertification.

On the other hand, all the world's governments ought to limit greenhouse -effect.

Also, Man must be aware of the importance of biodiversity and protect every plant or animal species.

If we unite our efforts, we'll be able to save our planet.



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# TEST TEN

PART ONE

A. Reading Comprehension

**Activity One**

The right statements are:

**1.** In the future, more and more people will need Internet. **2.** It is difficult to define what Internet is. **4.** Thanks to Internet, access to information has become easier. The false ones: 3 and 5

**Activity Two**

**1.** More and more people need Internet because they need it more and more in their work and in their research. They also use it as a means of entertainment. **2.** Internet has been compared to the pyramids (more impressive) and to the industrial revolution (more important).

**Activity Three**

**a.** a computer **b.** Internet **c.** a country

B- Mastery of language

**Activity One**

Lina who lives in Algiers spends hours, chatting on Internet with her cousin Rafik who lives in London.

**Activity Two**

**1.** a greater number of young people spend hours chatting on the net.

**2.** They claim that it is more impressive than the pyramids, more important than the industrial revolution.

**1.** A greater number_ The Greatest number. **2.** More impressive_ the most impressive

**3.** More important_ the most important (They claim it is the most impressive and the most important.)

**Activity Three**

**z.** nowadays / hours **s.** scientists / subjects

PART TWO

Written Expression

Nowadays, Man can do many things that he couldn't do in the past.

In the past, Man could not travel fast and far. He was not able to communicate easily. On the other hand, he was unable to cure killing diseases like tuberculosis or rabies. Also, he was not capable of exploring the space.

But now, Man can travel rapidly all over the world. Through television, his mobile phone or Internet, he can have any information from any place at any moment. Thanks to his great scientific advance, Man can explore the universe and make trips even to the moon. Moreover, Man can cure a lot of illnesses because he has invented plenty of new vaccines, new medicines and new machines (scanners…).



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# TEST ELEVEN

PART ONE

A. Reading Comprehension:

**Activity One**

**a.** She feels unhappy. **b.** Her father has married a woman she does not like. **c.** She cooks heavy meals / She made her father buy a dress she does not like. / She makes her tidy her room, every morning, before school. **d**. He doesn't. He doesn't say a word about her school-results.

**Activity Two**

**a.** True **b.** false. She says:" Should I leave school?" **c.** True

**d.** false: She doesn't like Marilyn's meals because they are heavy and can make her fat and ugly.

**Activity Three**

**a.** clean –sure – unhappy **b.** hell - heavy - ugly

B- Mastery of Language

**Activity One**

| In the past | Now |
|---|---|
| Life was nice | Life has become hell. |
| The father used to say she was his best friend | He hardly takes any notice of her. |
| He cared about his daughter. | He spends his time laughing. |
| He was proud of her school -results. | He doesn't say a word. |

**Activity Two**

The past simple is used in column A because the actions happened in the past; they are finished. The present simple is used in column B because the sentences express present habits or actions.

Activity Three: The father used to say she was his best friend.

**Activity Four**

| Infinitive | Past simple | Past participle |
|---|---|---|
| To see | saw | seen |
| To become | became | become |
| To take | took | taken |
| To be | was | been |
| To spend | spent | spent |



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PART TWO

Written Expression

Dear Lucy,

Your letter received yesterday made me so sorry. The most important thing is that you shouldn't leave home. You are still too young and you have no place to go to. You must concentrate on your studies and do your best to keep the same brilliant level.

Your father has the right to marry and he certainly still cares about you. You should discuss with him. For example, tell him that you don't like the dress he bought and the meals Marilyn prepares. You must ask for more freedom of thought. Explain that you are old enough to choose. Try to forget Marilyn and say your word! You'll certainly feel much better! As you are such a good pupil, write every day on your diary all your feelings and all the facts that worry you. This will help you a lot and will be a sort of therapy.

Love, Marjorie



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# TEST TWELVE

PART ONE

A. Reading Comprehension

**Activity One**

**a.** in the summer **b.** of a man **c.** he was innocent **d.** on the third.

**Activity Two**

**a.** Joe killed the doctor. **b.** Yes, Muff Potter was innocent. Tom and Huck were in the graveyard and they saw that Joe (and not Muff Potter) killed the doctor. **c.** Tom talked and said the truth. **d.** I think he was right to talk. He is a courageous boy.

**Activity Three**

Feelings: afraid - surprised - afraid and happy - afraid

**Activity Four**

**1.** graveyard **2.** trial - night

B. Mastery of Language

**Activity One**

Tom asked Huck if he had talked about the night in the graveyard, Huck answered that he hadn't. Then Tom said that he was sorry about Muff Potter who was always friendly with them. He added that Muff hadn't killed the doctor and that he wanted to help him.

**Activity Two** got - asked - found - was - would be

**Activity Three** (ei): vacation - again - always / (aɪ): night - behind - knife

PART TWO

Written Expression:

Four years ago, I read a very nice story .It recounted the life of a poor man called Mansur who dreamt of becoming rich and happy.

He decided one day to embark on a boat and sail around the world to achieve his dream .After several months, the captain of the boat died. The crew decided that Mansur would become the new skipper. A month later, they arrived to a country nobody had seen before. Its inhabitants were richly and beautifully dressed. Their houses looked like palaces; they were sumptuous! People were organizing a wedding for their king's daughter, Jasmine. And...They were waiting for the happy husband. A fairy had told them that a captain would come soon, that his name would be Mansur and that he would marry the princess! As soon as Mansur arrived, two strong men caught him, took him to the bath where they washed and dressed him. Then, they introduced him to the king who ordered the marriage. Mansur partly achieved his dream: He became very rich but he couldn't be happy because he was forced to marry a woman he didn't love. Last but not least, the king and his soldiers never allowed him to return to his native land.



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