

الزمن: 45 دقيقة

المستوى: السنة الرابعة من التعليم المتوسط

الفرض الثاني في مادة: اللغة الإنجليزية – أبريل 2021

The text:**Children in Gaza Design Their Dream School**

Seven years ago, 50 days of armed conflict took an unprecedented toll on Gaza's children and schools, with 258 of the latter incurring minor, partial, or severe damage. The destruction of schools had devastating consequences for the education system. (§1)

In order to make the schools as child-friendly as possible, UNICEF and UNDP consulted with children and adolescents through discussions and drawing sessions. Their views were incorporated into the design of the new schools and classrooms by a 'Child-Friendly' architect. Many children dreamed of schools that would become their "second homes" – where they could feel safe, protected and cared for. Ranking first among their concerns were classrooms that are well-equipped to protect them all year round. (§2)



"Our classroom gets really hot in summer, and very cold in winter. It makes it very uncomfortable to sit in class. I wish we had fans and heaters," said ten-year-old Hala. Nine-year-old Nada said she did not like the way her classroom looked. "Most of the windows are broken and the paint on the walls is cracked. I dream of a classroom with beautiful curtains, better lighting and good windows that can protect us from the rain and the sunlight," she said, while thirteen-year-old Fadia wished for new, safe buildings including clean bathrooms. "I wish there was a nice, new blackboard. The one we have now is scratched and cracked, it is hard to write on it," said 14-year-old Karmel. "My classroom is very crowded. We share the same desk with another student; sometimes three students sit at the same desk," said Qamar, 12, whose school was half destroyed during the 2014 war. (§3)

Adapted from: <https://www.unicef.org/stories/>

PART ONE (14 pts)**A) Reading Comprehension (07 pts)**

Read the text carefully and do the following tasks:

Task One (01 pt): What is the text about? Choose the correct answer (a, b, c, or d).

- | | |
|----------------------------|-----------------------------|
| a. War in Gaza | b. Schools in Gaza |
| c. UNICEF and UNDP in Gaza | d. Children's dream in Gaza |

Task Two (04 pts): Answer by "True" or "False".

1. The UNICEF and UNDF help children in Gaza.
2. The UNICEF gives money to the children of Gaza.
3. Gaza children dream of schools that will serve as second homes for them.
4. Hala said she did not like the way her classroom looked.

Task Three (02 pts): Find in the text words or phrases that are opposite in the meaning to the following:

- | | |
|-----------------------------|----------------------------|
| a. unfriendly (§2) ≠ | b. impossible (§2) ≠ |
| c. comfortable (§3) ≠ | d. dislike (§3) ≠ |

B) Mastery of Language (07 pts)

Task One (02 pts): Rewrite the following sentences, and supply punctuation and capitalisation where appropriate:

the algerian people love to help children in gaza and palestine in general.

Task Two (03 pts): Write the correct form of the verbs in brackets.

Jamal Diab, a nine-year old with red flecks in his brown hair, draws his dead grandfather. Under the drawing, he writes in Arabic: (I am sad because of the martyrs). "A few days ago, a fighter plane (to bombard) our house. We (to have) to leave quickly and leave everything behind. It (to be) dangerous," the lad breathes timidly as he shows his drawing.

Task Three (02 pts) Classify the following words in the table below according to the pronunciation of their final 'ed' ending.

armed – incorporated – cracked – scratched

/t/	/d/	/ɪd/

PART TWO (06 pts): Written Expression

Your English penfriend wants to have more information about Palestinian children rights and dreams to write an article for his/ her school magazine. Write him/ her a letter telling him/ her about:

- Palestinian refugees all over the world. (more than 5 million)
- Palestinian children rights (the right to live in peace, education, health care, ... etc.)
- Palestinian children dreams (living in peace, feeling safe, liberating the homeland, returning home, ...etc.)

You may start like this:

April, 2021

Dear friend!

How are you? I miss you so much! I hope you're happy and doing well. It feels wonderful to write to you again.

This time, I'm very excited to tell you about

.....
.....
.....
.....

I wish this information will meet your interest and expectations.

I am looking forward to hearing from you soon. Please write back!

Take care and with my best wishes.

Your friend

الزمن: 45 دقيقة

المستوى: السنة الرابعة من التعليم المتوسط

الفرض الثاني في مادة: اللغة الإنجليزية – أبريل 2021

The text:**Children in Gaza Design Their Dream School**

Seven years ago, 50 days of armed conflict took an unprecedented toll on Gaza's children and schools, with 258 of the latter incurring minor, partial, or severe damage. The destruction of schools had devastating consequences for the education system. (§1)

In order to make the schools as child-friendly as possible, UNICEF and UNDP consulted with children and adolescents through discussions and drawing sessions. Their views were incorporated into the design of the new schools and classrooms by a 'Child-Friendly' architect. Many children dreamed of schools that would become their "second homes" – where they could feel safe, protected and cared for. Ranking first among their concerns were classrooms that are well-equipped to protect them all year round. (§2)



"Our classroom gets really hot in summer, and very cold in winter. It makes it very uncomfortable to sit in class. I wish we had fans and heaters," said ten-year-old Hala. Nine-year-old Nada said she did not like the way her classroom looked. "Most of the windows are broken and the paint on the walls is cracked. I dream of a classroom with beautiful curtains, better lighting and good windows that can protect us from the rain and the sunlight," she said, while thirteen-year-old Fadia wished for new, safe buildings including clean bathrooms. "I wish there was a nice, new blackboard. The one we have now is scratched and cracked, it is hard to write on it," said 14-year-old Karmel. "My classroom is very crowded. We share the same desk with another student; sometimes three students sit at the same desk," said Qamar, 12, whose school was half destroyed during the 2014 war. (§3)

Adapted from: <https://www.unicef.org/stories/>

PART ONE (14 pts)**A) Reading Comprehension (07 pts)**

Read the text carefully and do the following tasks:

Task One (01 pt): What is the text about? Choose the correct answer (a, b, c, or d).

- | | |
|----------------------------|-------------------------------|
| a. War in Gaza | b. Schools in Gaza |
| c. UNICEF and UNDP in Gaza | d. Children's dream in Gaza ✓ |

Task Two (04 pts): Answer by "True" or "False".

1. The UNICEF and UNDF help children in Gaza. **True**
2. The UNICEF gives money to the children of Gaza. **False**
3. Gaza children dream of schools that will serve as second homes for them. **True**
4. Hala said she did not like the way her classroom looked. **False**

Task Three (02 pts): Find in the text words or phrases that are opposite in the meaning to the following:

- | | |
|--|--------------------------------------|
| a. unfriendly (§2) ≠ friendly | b. impossible (§2) ≠ possible |
| c. comfortable (§3) ≠ uncomfortable | d. dislike (§3) ≠ like |

B) Mastery of Language (07 pts)

Task One (02 pts): Rewrite the following sentences, and supply punctuation and capitalisation where appropriate:

The *Algerian* people love to help children in *Gaza* and *Palestine* in general.

Task Two (03 pts): Write the correct form of the verbs in brackets.

Jamal Diab, a nine-year old with red flecks in his brown hair, draws his dead grandfather. Under the drawing, he writes in Arabic: (I am sad because of the martyrs). "A few days ago, a fighter plane (to bombard) *bombarded* our house. We (to have) *had* to leave quickly and leave everything behind. It (to be) *was* dangerous," the lad breathes timidly as he shows his drawing.

Task Three (02 pts) Classify the following words in the table below according to the pronunciation of their final 'ed' ending.

armed – incorporated – cracked – scratched

/t/	/d/	/ɪd/
<i>scratched – cracked</i>	<i>armed</i>	<i>incorporated</i>

PART TWO (06 pts): Written Expression

Your English penfriend wants to have more information about Palestinian children rights and dreams to write an article for his/ her school magazine. Write him/ her a letter telling him/ her about:

- Palestinian refugees all over the world. (more than 5 million)
- Palestinian children rights (the right to live in peace, education, health care, ... etc.)
- Palestinian children dreams (living in peace, feeling safe, liberating the homeland, returning home, ...etc.)

You may start like this:

April *22nd*, 2021

Dear friend!

How are you? I miss you so much! I hope you're happy and doing well. It feels wonderful to write to you again.

This time, I'm very excited to tell you about *the Palestinian refugees all over the world. They are more than 5 million. Their children are deprived of their most basic rights like the right to live in peace, education, health care, ... etc. Their dreams are living in peace, feeling safe, liberating the homeland, returning home, ...etc.*

I wish this information will meet your interest and expectations.

I am looking forward to hearing from you soon. Please write back!

Take care and with my best wishes.

Your friend