

Epreuve d'Anglais

(Session 2015)

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INTRODUCTION

*T*hese pages are not a collection of ready-made answers to tests and examinations in English. The aim is to bring answers to many students' questions which are often left unanswered, such as: "How to get the maximum mark in a reading comp test/exam?", or "What exactly is the structure of a good writing?", or "How am I supposed to answer this question?", etc. In writing these pages, we wish to reduce learners' anxiety in preparing themselves for the national exams.

To achieve our objective, we are going to present a few pieces of advice which might help our students with the reading comp section. After that, we think it is essential to provide some explanations concerning the types of questions that the candidates will have to answer, together with the objectives of such questions. In this way, students will surely get familiar with all the types of questions they might encounter at the exams.

A six-column table will be drawn up to show, at a first glance, the parts of the school programme related to each type of question, together with the different objectives. However, the most important column for the learners is, obviously, that of the expected answers (the pink column).

In the writing section, we decided to present a basic structure of the writing material (argumentation) that the candidates are supposed to write. In doing so, we hope to prevent them from committing an error: learning the sentences by heart and reproducing them later even if the writing topic asks them to produce another type of writing.

I-SOME SUGGESTIONS TO HELP YOU DEAL WITH A READING COMPREHENSION TEST/EXAM SUCCESSFULLY

1- Do not rush! Take your time and try this **timing**:

	Option A	Options C and D
A- Reading Comprehension	60mn	50mn
B- Grammar in Use	30 mn	20 mn
C- Indirect Test of Speaking		
D- Writing	60mn	50mn
Time to proofread,to check, to go back to unanswered questions...	30mn	30mn
TOTAL:	180mn= 3 hours	150 mn = 2 hours 30mn

- 2- Do not read the text yet! Read all the reading comp **questions** first. By focussing on the questions, you can predict what the text will contain.This is a sort of pre-reading exercise for you.
- 3- Then start reading the entire **text**. While reading, try to guess the **main idea**. You can read it twice or three times, or even more, if necessary, in order to understand what exactly the writer is talking about.
- 4- After getting the main idea of the text,go back to the paragraphs and try to find which **paragraphs/sentences**will provide the answers to such or such questions. Spend more time reading them until you get the **detail information** you are looking for. Do the same with all the questions.

- 5- If it is too difficult for you to answer a question, leave it unanswered for the moment. Deal with the questions you find easier, but do not forget to **come back** later.
- 6- Though you are advised not to rush, keep in mind that you have to **respect** the timing.

II-EXAM ANALYSIS CHARTS

1) Text: POLLUTION(Session: 2015; Option: A)

Question No	UNITS	GENERAL OBJECTIVES (of the testing)	SPECIFIC OBJECTIVES	EXPECTED ANSWERS	SCORING
A – READING COMPREHENSION (7pts)					
I- <u>Re-arrange...</u>	Unit 8 : PROTECTING THE ENVIRONMENT	To test SS’ability to talk about the interdependence between man and nature <i>*TO TEST READING SKILLS</i>	To test SS’ability to think of appropriate measures against animal and plant extinction <i>*To test SS’ability to find general information through scrambled ideas</i>	c - a - d - b	0,25pt x 4
II- <u>TRUE or FALSE</u> 1-	<u>Unit 8</u>		<i>*To test SS’ability to find</i>	1- FALSE, because “The ozone layer is a gas layer useful to filter the UV	1 pt

2-			<i>detail information</i> through true/false items	sunbeams.” 2- TRUE, because “The greenhouse effect is a good thing for plants only if the gas is in a reasonable amount.”	1 pt
III- <u>Choose...</u>	<u>Unit 8</u>		*To test SS’ability to find <i>detail information</i> through MCQ items	b- The ozone layer is needed to protect us from UV sunbeams.	1pt
IV- <u>Find in the text...</u> 1-	<u>Unit 8</u>		*To test SS’ability to guess the <i>meaning of a word</i> through contextual and structural clues	1 – happens	0,5pt

2-				2 --above	0,5pt
V-Answer... 1- 2-	<u>Unit 8</u> Unit 1: OPINIONS AND ARGUMENTS and Unit 8: PROTECTING THE ENVIRONMENT	*TO TEST SS'ABILITY TO <u>REACT TO THE TEXT</u>	*To test SS'ability to find <i>detail information</i> through a Wh-question *To test SS'ability to <i>react to the</i> <i>text</i> by answering a wh- question	1 – The earth is sacred because it is the place where human beings, animals and plants live. 2 – I agree because pollution destroys the soil, the air and the water. Consequently, human beings, animals and plants, which live there, may suffer or even die.	1pt 1 pt
B – GRAMMAR IN USE (2 pts)					

(1)	-Unit 6 : (Structures)	*TO TEST SS'ABILITY TO USE GRAMMATICAL ITEMS in paragraphs.	*To test SS'ability to use: 1- <i>relatives</i> 2 - <i>prepositions</i> 3 - <i>I wish + past simple</i> 4 - <i>prepositions</i> 5 - <i>for + pres. perf. cont.</i> 6 - <i>phrasal verbs</i> 7 - <i>I'd rather</i> 8 - <i>and</i> through a gap-filling exercise	(1)- which (2)- at (3)- could (4)-at (5)- for (6)- on (7)- rather (8)- and	0,25pt 0,25pt 0,25pt 0,25pt 0,25pt 0,25pt 0,25pt
(2)	-Unit 5 :(Structures)				
(3)	-Unit 10 :(Structures)				
(4)	-Unit 5 :(Structures)				
(5)	-Units 3, 5 :(Structures.)				
(6)	-Unit 15 :(Structures)				
(7)	-Unit 3 :(Structures)				
(8)	-Unit 3 : (Structures)				

C – INDIRECT TEST OF SPEAKING (4 pts)

I- Complete...					
(1)	-Unit 13: Requests and Invitations	*TO TEST SS'ABILITY TO USE APPROPRIATE EXPRESSIONS according to the situations.	To test SS'ability to: 1- <i>invite</i> 2- <i>ask information question</i> 3- <i>reply to polite request</i> 4- <i>ask sb to describe physical appearance</i> 5- <i>ask for personal information</i> 6- <i>ask about jobs and professions</i> through dialogue-completion	(1)- Would you like to come... (2)- When? (3)- Certainly! (4)- What's she like? (5)- How old is she? (6)- What does she do?	0,5pt 0,5pt 0,5pt 0,5pt
(2)	- ?				
(3)	-Unit 13: Requests and Invitations				
(4)	-1^{ère} syllabus				
(5)	- ?				
(6)	-2^{nde} syllabus				
II- Match...					
1	- ?		*To test SS'ability to use appropriate expressions in real-life situations: 1- <i>at the hairdresser</i> 2- <i>at a hotel reception</i>	1 – c 2 - e	0,25pt 0,25pt
2	-1^{ère} syllabus				

3	-Unit 11 : Health		3- <i>at the doctor's surgery</i>	3 – b	0,25pt
4	-2nde syllabus		4 - <i>in a shop</i>	4 -- d	0,25pt
			through matching items		

D –WRITING (7 pts)

	-Unit 1 : Opinions and Arguments -Unit 3 : Families -Unit 11 : Health	*TO TEST SS'ABILITY TO PRODUCEDIFFERENT TYPES OF WRITINGMATERIALS (argumentation, narration, description,letters...)	-While writing an argumentative passage, the SS are supposed to <i>respect these conditions</i> : 1- <i>relevance to the task</i> 2- <i>coherence at paragraph level</i> 3- <i>accuracy of structures and appropriateness of vocabulary</i> 4- <i>good presentation</i>	INTRODUCTION <ul style="list-style-type: none"> • Introductory sentence • Topic sentence • Outline BODY OF THE WORK (argumentative) <p><u>ARGUMENTS FOR</u></p> <ul style="list-style-type: none"> • <u>Argument 1</u> (+explanations, examples, illustrations, etc) • <u>Argument 2</u> (+explanations, examples, illustrations, etc) • <u>Argument 3</u> (+explanations, examples, illustrations, etc) <p>Or/And :</p> <p><u>ARGUMENTS AGAINST</u></p> <ul style="list-style-type: none"> • <u>Argument 1</u> (+explanations, examples, illustrations, etc) • <u>Argument 2</u> (+explanations, examples, illustrations, etc) • <u>Argument 3</u> 	2pts 2pts 2pts 1 pt
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				(+explanations, examples, illustrations, etc) <u>CONCLUSION</u> <ul style="list-style-type: none"> • Summary of the ideas • New attitude or decision • Or a question to widen the topic (see: Complementary notes)	
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2) Text: IN THE POST (Session: 2015; Options: C-D)

Question No	UNITS	GENERAL OBJECTIVES (of the testing)	SPECIFIC OBJECTIVES	SUGGESTED ANSWERS	SCORING
A – READING COMPREHENSION (7 pts)					
I -Find...	Unit 8 : PROTECTING THE ENVIRONMENT	To test SS'ability to talk about the interdependence between man and nature <i>*TO TEST READING SKILLS</i>	To test SS'ability to think of appropriate measures against animal and plant extinction <i>*To test SS'ability to guess the meaning of a word through contextual and structural clues</i>	1- rubbish	0,5pt
1 -				2- to receive	0,5pt

<p>II – Choose...</p> <p>1-</p> <p>2-</p>	<p><u>Unit 8</u></p>		<p>*To test SS'ability to find <i>detail information</i> through MCQ items</p>	<p>1- Publicity makes people b - pollute the environment</p> <p>2- The Direct Marketing Association can c – stop big advertising companies sending publicity</p>	<p>0,5pt</p> <p>0,5pt</p>
<p>III-TRUE or FALSE...</p> <p>1-</p> <p>2-</p>	<p><u>Unit 8</u></p>		<p>*To test SS'ability to find <i>detail information</i> through true/false items</p>	<p>1 – FALSE, because the reason is that “Most of it goes in the bin without being read.”</p> <p>2 – TRUE, because “Ninety million trees are cut down to make the paper for it.”</p>	<p>1pt</p> <p>1pt</p>
<p>IV-Fill in ...</p> <p>1-</p> <p>2-</p>	<p><u>Unit 8</u></p>		<p>*To test SS'ability to find <i>specific information</i> through information transfer</p>	<p>1 –trees</p> <p>2 -- without</p>	<p>0,5pt</p> <p>0,5pt</p>
<p>V –Answer...</p> <p>1-</p>	<p><u>Unit 8</u></p>		<p>*To test SS'ability to find <i>detail information</i>, through a Wh-question</p>	<p>1 – The principal problem is the decrease in the number of trees because of the use of too much paper needed for too much publicity.</p>	<p>1pt</p>

2-			*To test SS'ability to deduce non-explicit information, through a Wh-question	2 – Publicity becomes a danger for people's life because it consumes too much paper and too many trees. And if too many trees are cut down, carbon dioxide is left unabsorbed in the air, causing a global heating of the earth.	1pt
B – GRAMMAR IN USE (2 pts)					
(1) (2) (3) (4)	-Unit 5 : (Structures) -Unit 3 :(Structures) - -	<u>*TO TEST SS'ABILITY TO USE GRAMMATICAL ITEMS in paragraphs.</u>	To test SS'ability to use: 1 - prepositions 2 - linking words 3 - articles 4 - indefinite quantifiers through a gap-filling exercise	(1)- in (2)- and (3)- a (4)-more	0,5pt 0,5pt 0,5pt 0,5pt
C- INDIRECT TEST OF SPEAKING (4pts)					
<u>I-Make...</u> 1-	-Unit 13 :Requests and Invitations	<u>*TO TEST SS'ABILITY TO USE APPROPRIATE EXPRESSIONS according to the situations.</u>	To test SS'ability to use appropriate expressions in: 1 - polite requests	1 – Could you open the window, please? 2 – Would you like a cup of tea?	0,5pt 0,5pt

2-	- Unit 13 :Requests and Invitations		2 - <i>invitations</i> through restatement		
II-Complete...					
(1)	*-1 ^{ère} syllabus		To test SS'ability to use <i>appropriate expressions</i> when: 1- <i>talking about physical appearance</i>	1- What's he like?	1pt
(2)	-2 ^{nde} syllabus		2- <i>talking about jobs and professions</i>	2- And what does he do?	1pt
(3)	- Unit 13 :Requests and Invitations		3- <i>replying to invitations</i> through dialogue-completion	3- I'd love to.	1pt
D – WRITING (7pts)					
	- Unit 2 :Education and - Unit 5 :People at work	*TO TEST SS'ABILITY TO <u>PRODUCE DIFFERENT TYPES OF WRITING MATERIALS</u> (argumentation, narration, description, letters...)	-While writing an argumentative passage, the SS are supposed to <i>respect these conditions</i> : 1 - <i>relevance to the task</i> 2 - <i>coherence at paragraph level</i> 3- <i>accuracy of structures and appropriateness of vocabulary</i> 4- <i>good presentation</i>	<u>INTRODUCTION</u> <ul style="list-style-type: none"> • Introductory sentence • Topic sentence • Outline (opinion FOR and/or opinion AGAINST) <u>BODY OF THE WORK</u> <u>OPINION FOR.</u> Support it with: <ul style="list-style-type: none"> • <u>Argument 1</u> (+explanations, facts, examples to illustrate, etc) • <u>Argument 2</u> (+explanations, examples to 	a =>2pts b =>2pts c =>2pts d =>1pt

				<p>illustrate, etc)</p> <ul style="list-style-type: none"> • <u>Argument 3</u>(+explanations, examples to illustrate, etc) <p><u>Or/And</u> :</p> <p><u>OPINION AGAINST</u>. Support it with :</p> <ul style="list-style-type: none"> • <u>Argument 1...</u> • <u>Argument 2...</u> • <u>Argument 3...</u> <p><u>CONCLUSION</u></p> <ul style="list-style-type: none"> • Summary of the ideas • New attitude or decision • Or a question to widen the topic <p>(see: Complementary notes)</p>	
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III - COMPLEMENTARY NOTES FOR THE WRITING SECTION OF THE TWO CHARTS:

Reading these few lines about writing techniques is not a waste of time for you:

- 1- You have to bear in mind that the structure of your writing varies according to its type. This might be argumentative, narrative, descriptive, etc.
- 2- If you are supposed to narrate past events, or to produce a *narrative passage*, structure your work by answering as many **WH**-questions as possible. For e.g.: **WHAT** HAPPENED? **WHEN** DID IT HAPPEN? **WHERE** DID IT HAPPEN? **WHO** TOOK PART IN THE STORY? **HOW** DID IT HAPPEN? **WHAT** WAS THE END?...
- 3- In a *descriptive writing*, you are supposed to describe people (physical appearances first, then attitudes and behaviour), or objects (always start with the general look, the size, the shape..., express what you see, hear, feel,...), or places (geographical situation, landscape,...and what makes them famous: people? animals? plants? buildings? history? culture? tourist attractions?...)

CONCLUSION

We gave some tips to help students deal with their reading and writing tests successfully. However, we think the most efficient way to master any foreign language is to find ways to constantly learn it and practise it in its four aspects: *reading, writing, listening, speaking*. If you have enough practice in those language skills, you won't have any problems at the exam. This is because the different sections you will deal with at the exam cover each of those areas: READING COMPREHENSION, GRAMMAR IN USE, INDIRECT TEST OF SPEAKING, and WRITING.

So don't wait for tomorrow, or next week, or next month! Start your preparation right now! Read as many reading materials as possible, answer as many reading comp questions as you can. Look for writing topics and start writing. Don't expect any miracles in writing. Listen to English songs, and try to guess what the singers are saying, listen to international BBC news, watch films in English if that does not create any trouble. And try to speak English with friends, FB friends, colleagues, and relatives, etc. Once again: Practise! Practise! Practise!

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