

DOCUMENT D'INFORMATION

ÉPREUVES UNIQUES

ANGLAIS, LANGUE SECONDE,
de quatrième année du secondaire
136-484

ANGLAIS, LANGUE SECONDE,
de cinquième année du secondaire
136-584

CONSIGNES TRADUITES

Mise en application
Juin 2000

Québec 

INTRODUCTION

Jusqu'à présent, dans les examens d'anglais, langue seconde 136-484 et 136-584 de juin, d'août et de janvier du ministère de l'Éducation, les mises en situation et les consignes qui précèdent chaque partie de l'examen étaient présentées en français. Beaucoup d'enseignants et enseignantes utilisaient donc, pendant l'année scolaire, des mises en situation et des consignes en français dans leurs instruments d'évaluation afin de bien préparer leurs élèves aux examens du Ministère.

Toutefois, à compter de juin 2000, les mises en situation et les consignes de toutes les épreuves d'anglais, langue seconde seront présentées en anglais. Le présent document a été produit en vue d'aider les enseignantes et enseignants à mieux préparer leurs élèves à ce changement.

On retrouve dans ce document la traduction anglaise de toutes les consignes contenues dans les six plus récentes épreuves d'anglais, langue seconde du Ministère. Les enseignantes et enseignants auraient tout intérêt à utiliser ce matériel en classe et dans leurs instruments d'évaluation pendant l'année scolaire. Les élèves pourraient ainsi se familiariser avec un certain nombre de consignes rédigées en anglais, lesquelles sont reliées directement aux objectifs intermédiaires du programme.

Les épreuves dont les consignes ont été traduites sont les suivantes :

Anglais 136-484	Janvier 1999 Juin 1999 Août 1999
Anglais 136-584	Janvier 1999 Juin 1999 Août 1999

Les consignes utilisées dans ces examens doivent être considérées comme des exemples. Elles correspondent à 17 des 23 objectifs intermédiaires en compréhension et à 7 des 23 objectifs intermédiaires en production. Ceci n'exclut pas que d'autres objectifs intermédiaires puissent être évalués dans les examens à venir.

NOTE

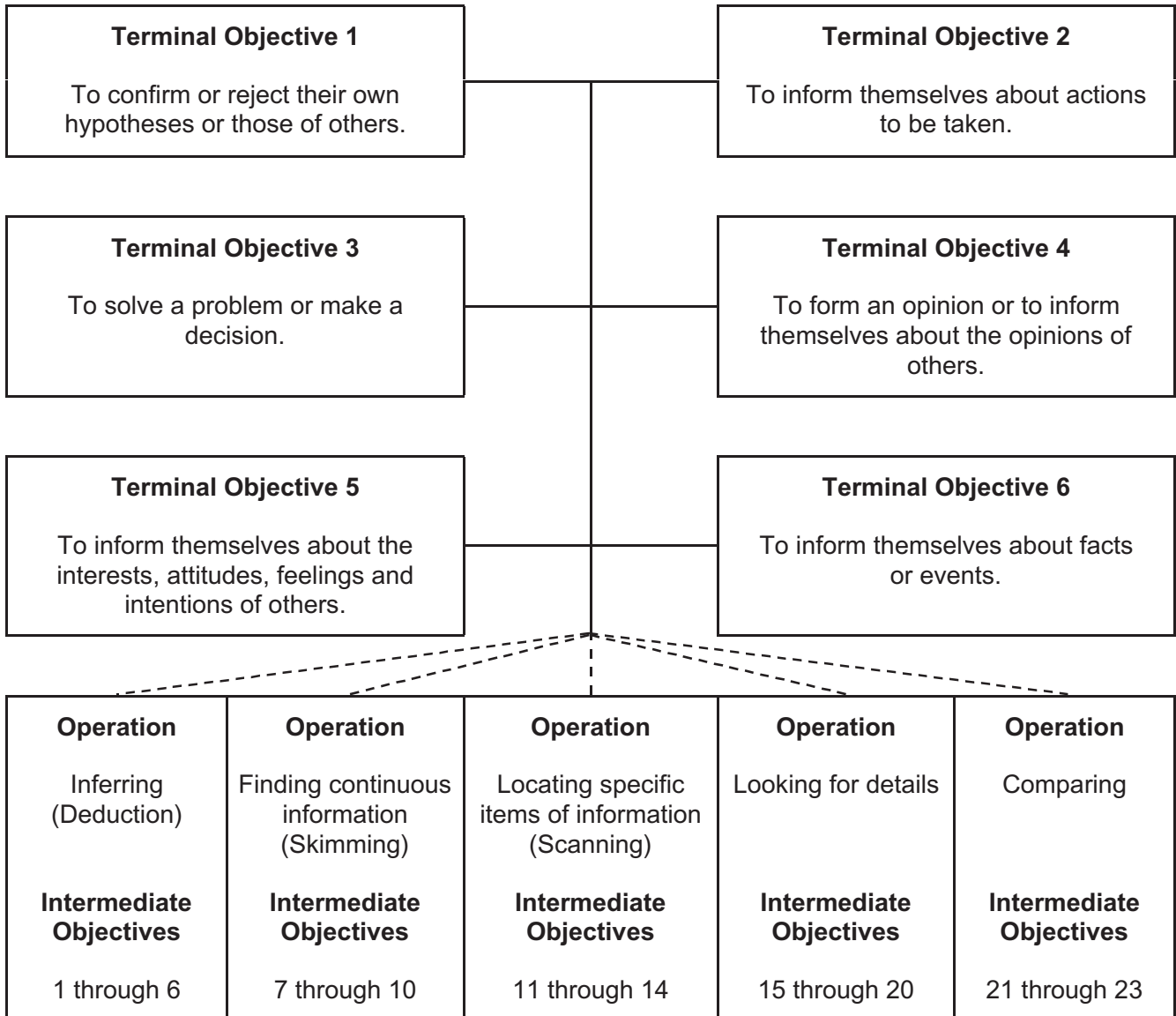
Il serait important que les enseignants et enseignantes aient à leur disposition un exemplaire de chacun des examens mentionnés ci-dessus. Ceci leur permettrait de comparer, de mieux comprendre et de mieux expliquer à leurs élèves les ressemblances et les différences entre les versions française et anglaise de chaque consigne.

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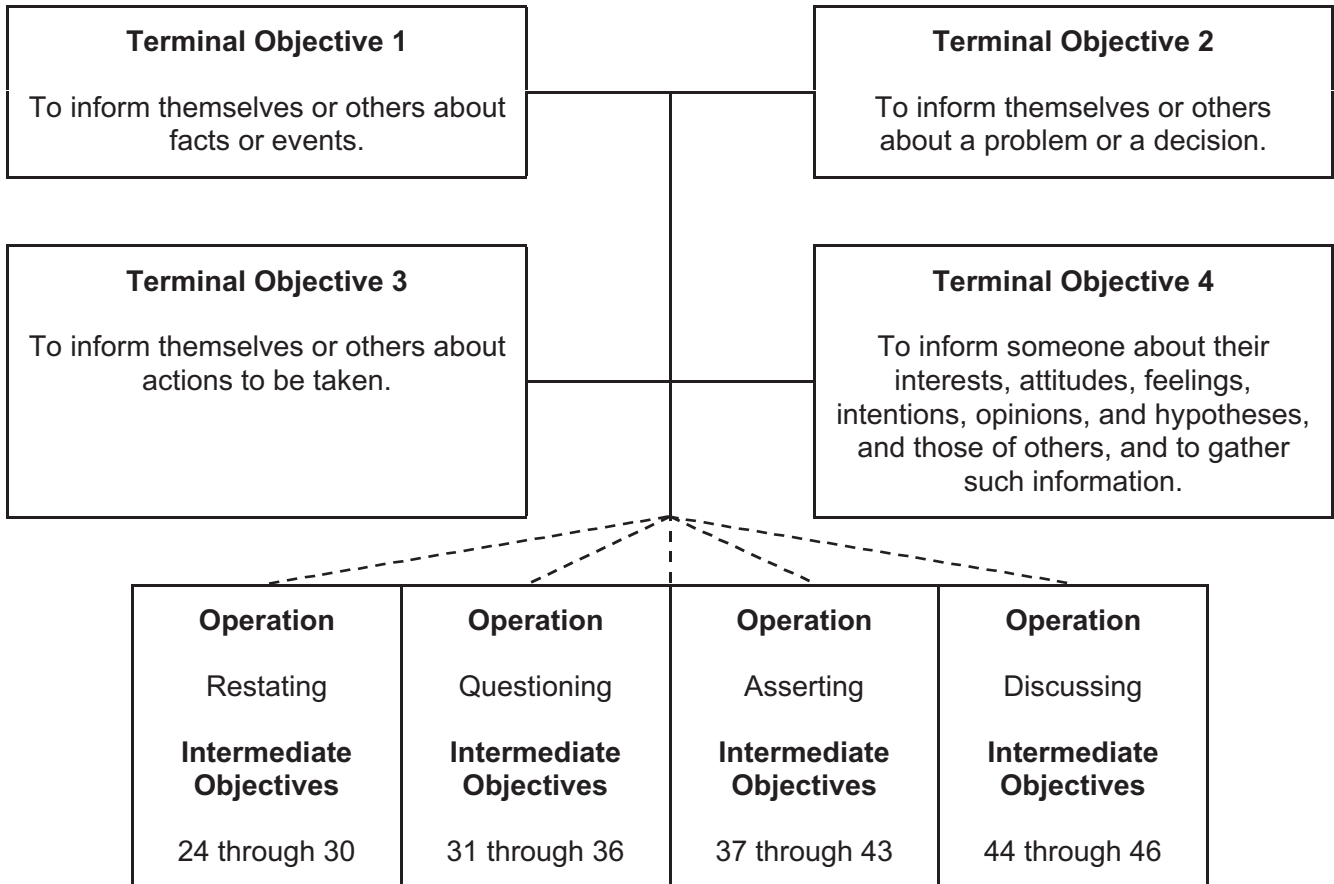
TERMINAL OBJECTIVES – COMPREHENSION

By the end of the second cycle of secondary school, students will be able to understand oral and written messages, in order:



TERMINAL OBJECTIVES – PRODUCTION

By the end of the second cycle of secondary school, students will be able to express themselves orally and in writing in order:



INTERMEDIATE OBJECTIVES – COMPREHENSION

A. Inferring the meaning of linguistic or conceptual elements (Deduction)

1. To identify in a text words or groups of words that are related in meaning.
2. To associate ideas among different words or groups of words used by a writer or a speaker.
3. To extrapolate information from the title, table of contents, preface, back cover, illustrations, index, synopsis, sound effects, sound track, etc.
4. To extrapolate information from given words or sentences.
5. To extrapolate information from the beginning of a text.
6. To extrapolate information from an extract of a text.

B. Finding continuous information (Skimming)

7. To identify the key words in a passage or a text.
8. To identify the key sentences in a passage or a text.
9. To identify the main idea of a passage or a text.
10. To identify the supporting ideas of a passage or a text.

C. Locating specific items of information (Scanning)

11. To identify a discrete item of information.
12. To identify several discrete items of information.
13. To identify a continuous item of information.
14. To identify several continuous items of information.

D. Looking for details

15. To distinguish between arguments for and arguments against used by a writer or a speaker.
16. To distinguish between facts and opinions expressed by a writer or a speaker.
17. To distinguish between general and specific statements made by a writer or a speaker.
18. To identify non-objective statements or prejudices expressed by a writer or a speaker.
19. To retrace the chronological sequence of facts or events reported by a writer or a speaker.
20. To identify any incoherence, lack of continuity or lack of logical links in a passage or a text.

E. Comparing information in several texts on the same subject

21. To identify similar information reported in different texts on the same subject.
22. To identify different, complementary or contradictory information reported in different texts on the same subject.
23. To identify the similarities and the differences between the opinions, arguments and prejudices expressed in several texts on the same subject.

INTERMEDIATE OBJECTIVES – PRODUCTION

A. Restating

24. To reformulate arguments for or against used by another person.
25. To reformulate facts or events related by another person.
26. To reformulate opinions, ideas, non-objective statements or prejudices expressed by another person.
27. To reconstruct the chronological sequence of facts or events related by another person.
28. To relate similar or different information expressed by several people on the same subject.
29. To summarize the essential information transmitted by another person.
30. To summarize the essential information transmitted by several people on the same subject.

B. Questioning

31. To ask a question about one or more discrete items of information.
32. To ask a question about one or more continuous items of information.
33. To answer one or more questions about one or more discrete items of information.
34. To answer one or more questions about one or more continuous items of information.
35. To ask others to clarify their questions.
36. To ask others to be more specific about the ideas that they have expressed.

C. Asserting

37. To express an opinion or to advance hypotheses about a given subject or text.
38. To formulate the main idea of a message transmitted by another person.
39. To describe the physical characteristics of people, animals, objects and places.
40. To formulate their own arguments about a given subject.
41. To express a personal message, using information transmitted by several people on the same subject.
42. To report facts or describe events.
43. To tell a true or fictitious story.

D. Discussing

44. To discuss the similarities and differences between their own hypotheses and those of others.
45. To discuss the similarities and differences between the hypotheses advanced and the facts, events and ideas expressed in a given text.
46. To discuss certain opinions or ideas expressed by another person.

CONSIGNES TRADUITES PAR OBJECTIF INTERMÉDIAIRE

Intermediate Objective	Anglais 136-484 – 1999			Anglais 136-584 – 1999		
	January	June	August	January	June	August
LISTENING						
2				Part 2	Part 3	
5	Part 1			Part 4		Part 3
7		Part 1	Part 1	Part 1		Part 1
11			Part 4			
13	Part 2	Part 3			Part 1	
15	Part 3					
16	Part 4	Part 4	Part 2		Part 4	Part 4
23		Part 2	Part 3	Part 3	Part 2	Part 2
READING						
2	Part 9	Part 6	Part 6	Part 10	Part 9	Part 10
3	Part 7					Part 8
5		Part 9	Part 8	Part 7		
9					Part 6	Part 6
10	Part 9	Part 6	Part 6	Part 8	Part 7	Part 9
11	Part 6				Part 6	
12	Part 6	Part 8	Part 9	Part 6	Part 7	Part 7
13		Part 8	Part 9		Part 8	Part 7
14	Part 6		Part 10	Part 6	Part 7	
15		Part 7	Part 7	Part 9	Part 8	Part 11
16				Part 8		
19	Part 10	Part 10			Part 11	
20				Part 11		
21					Part 10	
22						Part 10
23	Part 8					
WRITING						
25	Part 5	Part 5	Part 5	Part 5		Part 5
26					Part 5	
40						Part 12
42	Part 11	Part 11	Part 11	Part 12	Part 12	
SPEAKING						
43				Act. 1		
44		Act. 1, 2, 3	Act. 2	Act. 2	Act. 1, 2, 3	Act. 1
46	Act. 1, 2		Act. 1			Act. 2

LISTENING

Intermediate Objective 2

January 1999 136-580-A Part Two	June 1999 136-580-A Part Three
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Read the list of meanings proposed in the Student Booklet. <p>(15-second pause.)</p> <ul style="list-style-type: none"> Listen to the text that gives the signification of each of the ten first names. Find, among the twelve Proposed Meanings, the one that suits each first name. Write the letter that corresponds to each of these meanings in the designated space in the Answer Booklet. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Read Question 1 in the Student Booklet. <p>(10-second pause.)</p> <ul style="list-style-type: none"> Listen to Question 1 and the text that will enable you to find the answer to this question. In the Answer Booklet, write the word YES if the answer to the question is affirmative and the word NO if the answer to the question is negative. Proceed in the same manner for questions 2 through 6.

LISTENING

Intermediate Objective 5

January 1999 136-480-A Part One	January 1999 136-580-A Part Four	August 1999 136-580-A Part Three
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Read the conclusions in the Student Booklet. <p>(15-second pause.)</p> <ul style="list-style-type: none"> Listen to the four people who are describing their memories of life in the 60's. Find the conclusion that best completes the information given by each person. Write the letter corresponding to each conclusion in the designated space in the Answer Booklet. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Read the seven childhood discoveries in the Student Booklet. <p>(30-second pause.)</p> <ul style="list-style-type: none"> Listen to the five texts. Find the discovery that best completes each text. Write the letter corresponding to each discovery in the designated space in the Answer Booklet. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Read the seven conclusions in the Student Booklet. <p>(20-second pause.)</p> <ul style="list-style-type: none"> Listen to the five texts. Find the conclusion that best completes each text. Write the letter corresponding to each conclusion in the designated space in the Answer Booklet.

LISTENING**Intermediate Objective 7**

June 1999	136-480-A	Part One	August 1999	136-480-A	Part One
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Listen to the text. • Find the five key words that give the essential ideas in the text. • Write these five words in the designated spaces in the Answer Booklet. <p>The order of the words is not important.</p>			<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Listen to Janet and Peter’s conversation. • Find the five key words that give the essential ideas in the text. • Write these five words in the designated spaces in the Answer Booklet. <p>The order of the words is not important.</p>		

January 1999	136-580-A	Part One	August 1999	136-580-A	Part One
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Listen to the text. • Find the five key words that give the essential ideas in the text. • Write these five words in the designated spaces in the Answer Booklet. <p>The order of the words is not important.</p>			<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Listen to the text. • Find the five key words that give the essential ideas in the text. • Write these five words in the designated spaces in the Answer Booklet. <p>The order of the words is not important.</p>		

LISTENING**Intermediate Objective 11**

August 1999	136-480-A	Part Four
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the questions in the Student Booklet. <p>(30-second pause.)</p> <ul style="list-style-type: none"> • Listen to the text. • Answer the questions in the designated spaces in the Answer Booklet. 		

LISTENING

Intermediate Objective 13

January 1999 136-480-A Part Two	June 1999 136-480-A Part Three	June 1999 136-580-A Part One
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the questions in the Student Booklet. <p>(10-second pause.)</p> <ul style="list-style-type: none"> • Listen to the text. • Find the answer in the text for each of the questions. • Write the answers in the designated spaces in the Answer Booklet. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the questions in the Student Booklet. <p>(8-second pause.)</p> <ul style="list-style-type: none"> • Listen to the text. • Answer the questions in the designated spaces in the Answer Booklet. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the sentence opener presented in the Answer Booklet. <p>(5-second pause.)</p> <ul style="list-style-type: none"> • Listen to the text. • Find the six groups of words in the text that complete the sentence opener. • Write these six groups of words in the designated spaces in the Answer Booklet. <p>The order of the answers is not important.</p>

LISTENING

Intermediate Objective 15

January 1999	136-480-A	Part Three
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the four subjects in the Answer Booklet. <p>(10-second pause.)</p> <ul style="list-style-type: none"> • Listen to Elaine and Steve's conversation. • Decide whether each person is expressing a positive or negative comment about each subject. • For each person, write in the Answer Booklet the letter P if the comment is positive and the letter N if the comment is negative. 		

LISTENING

Intermediate Objective 16

January 1999 136-480-A Part Four	August 1999 136-480-A Part Two
INSTRUCTIONS <ul style="list-style-type: none">• Listen to the text.• Among the statements, identify those that express facts and those that express opinions.• In the Answer Booklet, write the letter F under the numbers of the statements that express facts and the letter O under the numbers of the statements that express opinions.	

June 1999 136-580-A Part Four	June 1999 136-480-A Part Four	August 1999 136-580-A Part Four
INSTRUCTIONS <ul style="list-style-type: none">• Listen to the ten statements.• Among the statements, identify those that express facts and those that express opinions.• In the Answer Booklet, write the letter F under the numbers of the statements that express facts and the letter O under the numbers of the statements that express opinions.		

LISTENING

Intermediate Objective 23

June 1999 136-480-A Part Two	August 1999 136-480-A Part Three	January 1999 136-580-A Part Three
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Read the names of the five Quebecers in the Answer Booklet. <p>(5-second pause.)</p> <ul style="list-style-type: none"> Listen to the conversation. For each Quebecer mentioned, write in the Answer Booklet the letter S if Sandy and Eric have a similar opinion and the letter D if they have a different opinion. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Read the five subjects in the Answer Booklet. <p>(8-second pause.)</p> <ul style="list-style-type: none"> Listen to the conversation. Compare the opinions of Janet and Peter for each subject. For each subject, write in the Answer Booklet the letter S if their opinions are similar and the letter D if their opinions are different. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Read the list of inventions in the Answer Booklet. <p>(7-second pause.)</p> <ul style="list-style-type: none"> Listen to the conversation. Compare the opinions of Julien and Arielle for each invention. For each invention, write in the Answer Booklet the letter S if their opinions are similar and the letter D if they are different.

June 1999 136-580-A Part Two	August 1999 136-580-A Part Two
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Read the list of subjects in the Answer Booklet. <p>(10-second pause.)</p> <ul style="list-style-type: none"> Listen to the conversation. Compare the opinions of Rémi and Kim for each subject. For each subject, write in the Answer Booklet the letter S if their opinions are similar and the letter D if they are different. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Read the list of subjects in the Answer Booklet. <p>(10-second pause.)</p> <ul style="list-style-type: none"> Listen to the conversation. Compare the opinions of Victoria and Tristan for each subject. For each subject, write in the Answer Booklet the letter S if their opinions are similar and the letter D if they are different.

READING**Intermediate Objective 2**

January 1999	136-580-B	Part Ten	June 1999	136-580-B	Part Nine
INSTRUCTIONS <ul style="list-style-type: none"> • Read the seven sentences below and the four texts on the next page. • Find the sentence that best suits each text. • Write the letter corresponding to each of these sentences in the designated box in the Answer Booklet. 			INSTRUCTIONS <ul style="list-style-type: none"> • On the next page, read the quotations and the three interpretations proposed for each quotation. • Find the interpretation that corresponds to each quotation. • Write the letters corresponding to these interpretations in the Answer Booklet. 		

READING**Intermediate Objective 3**

January 1999	136-480-B	Part Seven	August 1999	136-580-B	Part Eight
INSTRUCTIONS <ul style="list-style-type: none"> • Read the questions on this page and the text on the next page. • Find the number of the page that contains the answer for each question. • Write the number of each of these pages in the designated spaces in the Answer Booklet. 			INSTRUCTIONS <ul style="list-style-type: none"> • Read the Table of Contents on this page and the five letters on the next page. • In the Table of Contents, find the page numbers of articles about the problems described in the letters. • Write the numbers of these pages in the designated spaces in the Answer Booklet. 		

READING**Intermediate Objective 5**

June 1999 136-480-B Part Nine	August 1999 136-480-B Part Eight	January 1999 136-580-B Part Seven
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the text Introduction One below. • Find, among the six conclusions proposed on the next page, the one that best completes this introduction. • Write the letter corresponding to this conclusion in the designated box in the Answer Booklet. • Proceed in the same way for the texts Introduction Two, Introduction Three and Introduction Four. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the text Introduction One below. • Find, among the six conclusions proposed on the next page, the one that best completes this introduction. • Write the letter corresponding to this conclusion in the designated box in the Answer Booklet. • Proceed in the same way for the texts Introduction Two, Introduction Three and Introduction Four. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the text Problem One below. • Find, among the six solutions proposed on the next page, the one that offers the solution to this problem. • Write the letter corresponding to this solution in the designated box in the Answer Booklet. • Proceed in the same way for the texts Problem Two, Problem Three and Problem Four.

READING**Intermediate Objective 9**

August 1999	136-580-B	Part Six
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the six statements on this page. • Read the four texts on the next page. • Find the statement that best expresses the main idea of each text. • Write the letter corresponding to each statement in the designated space in the Answer Booklet. 		

READING

Intermediate Objective 10

August 1999	136-580-B	Part Nine
INSTRUCTIONS		
<ul style="list-style-type: none">• Read the text on the next page. The <u>underlined</u> sentence contains the main idea of the text.• Find the three sentences that support this main idea.• Write the first three words of each of these sentences in the designated spaces in the Answer Booklet. <p>The order of the answers is not important.</p>		

READING

Intermediate Objective 14

August 1999	136-480-B	Part Ten
INSTRUCTIONS		
<ul style="list-style-type: none">• Read the questions on this page and the text on the next page.• In the text, find the answers to the questions.• Write these answers in the designated spaces in the Answer Booklet.		

READING

Intermediate Objective 15

June 1999	136-480-B	Part Seven	August 1999	136-480-B	Part Seven
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the following ten comments. • Find the five celebrities who are considered as models by the students making the comments. • Write the names of these five celebrities in the designated spaces in the Answer Booklet. <p>The order of the answers is not important.</p>			<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the ten comments on the next page. • Decide which of these statements are positive arguments regarding school trips and which ones are negative arguments. • Write, in the designated spaces in the Answer Booklet, the letter P for the positive arguments and the letter N for the negative arguments. 		

January 1999	136-580-B	Part Nine	August 1999	136-580-B	Part Eleven
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the following ten comments. • Find the ones that indicate a POSITIVE attitude towards the invention mentioned. • Write in the designated spaces the names of the five people who wrote these comments. <p>The order of the answers is not important.</p>			<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the following comments. • Find the comments that present positive arguments regarding curfews for teenagers and those that present negative arguments. • Write, in the designated spaces in the Answer Booklet, the letter P for the positive arguments and the letter N for the negative arguments. 		

READING

Intermediate Objective 19

January 1999 136-480-B Part Ten	June 1999 136-480-B Part Ten	June 1999 136-580-B Part Eleven
<p>INSTRUCTIONS</p> <ul style="list-style-type: none">• Read the three texts, each composed of four sentences that are not in chronological order.• Among the choice of answers presented under each text, find the letter of the answer that gives the chronological order of events.• Write these letters in the Answer Booklet.	<p>INSTRUCTIONS</p> <ul style="list-style-type: none">• Read the three texts, each composed of five sentences that are not in chronological order.• Among the choice of answers presented under each text, find the letter of the answer that gives the chronological order of events.• Write these letters in the Answer Booklet.	<p>INSTRUCTIONS</p> <ul style="list-style-type: none">• Read the two texts, each composed of an introduction and of five sentences that are not in chronological order.• Among the choice of answers given for each text, find the letter of the answer that gives the chronological order of the sentences.• Write these letters in the Answer Booklet.

READING

Intermediate Objective 20

January 1999	136-580-B	Part Eleven
<p>INSTRUCTIONS</p> <ul style="list-style-type: none">• Read the four texts that follow.• Find in each text the sentence that does not belong to the text.• Write the letter corresponding to each of these sentences in the designated box in the Answer Booklet.		

READING**Intermediate Objective 21****June 1999****136-580-B****Part Ten****INSTRUCTIONS**

- Read the two texts and the list of Points of Comparison.
 - Among the points mentioned, find those for which the information is **similar** in the two texts.
 - Write the letters that correspond to these points in the Answer Booklet.
- The order of the letters is not important.

READING**Intermediate Objective 23****January 1999****136-480-B****Part Eight****INSTRUCTIONS**

- Read the list of subjects in the Answer Booklet.
- Read the two texts on the next page.
- For each subject mentioned, compare the opinions given in each of the texts.
- For each subject, write in the Answer Booklet the letter **S** if the opinions given in the two texts are **similar** and the letter **D** if they are **different**.

PARTS OF THE EXAMS IN WHICH TWO OR MORE INTERMEDIATE OBJECTIVES ARE EVALUATED

READING

Intermediate Objectives 2 and 10

January 1999 136-480-B Part Nine	June 1999 136-480-A Part Six	August 1999 136-480-B Part Six
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the questions on this page and the text on the next page. • Find the answers to the questions in the text. • Write these answers in the designated spaces in the Answer Booklet. 		
<p>QUESTION 1 (Objective 10)</p> <p>– Find the four sentences that support or prove the main idea expressed in the sentence in bold.</p> <p>Write the first three words of each of these sentences.</p> <p>The order of the answers is not important.</p> <p>QUESTION 2 (Objective 2)</p> <p>– Find the sentences in the text that are the closest in meaning to each of the following sentences.</p> <p>Write the first three words of each of these sentences.</p>	<p>QUESTION 1 (Objective 10)</p> <p>– Find the five sentences that support or illustrate the main idea expressed in the underlined sentence.</p> <p>Write the first three words of each of these sentences.</p> <p>The order of the answers is not important.</p> <p>QUESTION 2 (Objective 2)</p> <p>– Find the sentences in the text that are the closest in meaning to each of the following sentences.</p> <p>Write the first three words of each of these sentences.</p>	<p>QUESTION 1 (Objective 10)</p> <p>– Find the five sentences that support or prove the main idea expressed in the underlined sentence.</p> <p>Write the first three words of each of these sentences.</p> <p>The order of the answers is not important.</p> <p>QUESTION 2 (Objective 2)</p> <p>– Find the sentences in the text that are the closest in meaning to each of the following sentences.</p> <p>Write the first three words of each of these sentences.</p>

READING

Intermediate Objectives 2 and 22

August 1999	136-580-B	Part Ten
<p>INSTRUCTIONS 1 (Objective 22)</p> <ul style="list-style-type: none">• Read the two texts and the list of Points of Comparison on the following pages.• Compare the information given in the two texts.• For each point, write the letter S in the Answer Booklet if the information given in the two texts is similar and the letter D if the information is different. <p>INSTRUCTIONS 2 (Objective 2)</p> <ul style="list-style-type: none">• Find the sentences in the text that are the closest in meaning to each of the following sentences.• Write the first three words of each of these sentences.		

READING

Intermediate Objectives 9 and 11

June 1999	136-580-B	Part Six
<p>INSTRUCTIONS 1 (Objective 9)</p> <ul style="list-style-type: none">• Read the text on the next page.• Find the sentence in the text that gives the main idea.• Write the first three words of this sentence in the designated space in the Answer Booklet <p>INSTRUCTIONS 2 (Objective 11)</p> <ul style="list-style-type: none">• Find the answers in the text for the questions given below.• Write these answers in the Answer Booklet.		

READING**Intermediate Objectives 10 and 16****January 1999****136-580-B****Part Eight****INSTRUCTIONS 1** (Objective 10)

- Read the text on the next page. The underlined sentence contains the main idea of the text.
- Find the **five** sentences that contain details that support or prove this main idea.
- Write the **first three words** of each of these sentences in the designated space in the Answer Booklet.

The order of the answers is not important.

INSTRUCTIONS 2 (Objective 16)

- Find the two sentences in the text that express an opinion.
- Write the first three words of each of these sentences in the designated spaces in the Answer Booklet.

READING**Intermediate Objectives 10, 12 and 14****June 1999****136-580-B****Part Seven****INSTRUCTIONS 1** (Objective 10)

- Read the text on the next page. The underlined sentence contains the main idea of the text.
- Find the **four** sentences that support this main idea.
- Write the **first three words** of each of these sentences in the designated spaces in the Answer Booklet

The order of the answers is not important.

INSTRUCTIONS 2 (Objectives 12 and 14)

- Find the answers in the text to the questions below.
- Write these answers in the Answer Booklet.

READING**Intermediate Objectives 11, 12 and 14**

January 1999	136-480-B	Part Six
INSTRUCTIONS (Objectives 11, 12 and 14) <ul style="list-style-type: none"> • Read the questions on this page and the text on the next page. • Find the answers to the questions in the text. • Write these answers in the designated spaces in the Answer Booklet. 		

READING**Intermediate Objectives 12 and 13**

June 1999 136-480-B Part Eight	August 1999 136-480-B Part Nine	August 1999 136-580-B Part Seven
INSTRUCTIONS (Objectives 12 and 13) <ul style="list-style-type: none"> • Read the questions on this page and the text on the next page. • Find the answers to the questions in the text. • Write these answers in the designated spaces in the Answer Booklet. 		

READING**Intermediate Objectives 12 and 14**

January 1999	136-580-B	Part Six
INSTRUCTIONS (Objectives 12 and 14) <ul style="list-style-type: none"> • Read the questions on this page and the text on the next page. • Find the answers to the questions in the text. • Write these answers in the designated spaces in the Answer Booklet. 		

June 1999

136-580-B

Part Eight

INSTRUCTIONS 1 (Objective 13)

- In the text presented on the next two pages, find the answers to the four questions given below.
- Write these answers in the Answer Booklet.

INSTRUCTIONS 2 (Objective 15)

- Read the five statements (1 to 5) presented in the text on the next page.
- Decide which of these statements are **positive** comments regarding the traditional method of sending mail and which ones are **negative**.
- In the designated spaces in the Answer Booklet, write the letter **P** for the **positive** comments and the letter **N** for the **negative** comments.
- Proceed in the same manner for the five statements (6 to 10) concerning e-mail.

WRITING**Intermediate Objectives 25 and 26**

January 1999 136-470-B Part Five	June 1999 136-470-B Part Five	August 1999 136-470-B Part Five	January 1999 136-570-B Part Five	June 1999 136-570-B Part Five	August 1999 136-570-B Part Five
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Listen to the text and retell it in your own words giving as many details as possible. • The text will be read twice. There will be a three-minute interval between the readings. • You may take notes and write the first draft of your text in the designated spaces in the Answer Booklet. • Write the final version of your text in the designated space in the Answer Booklet. <p>Once you have written the final version of your text, complete parts (6 to 11 – Secondary 4) (6 to 12 – Secondary 5) of the exam.</p>					

WRITING**Intermediate Objective 40**

August 1999	136-570-B	Part Twelve
<i>The teenage years are the best years of your life.</i>		
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Give your opinion on the statement written above. • Explain in detail why you agree or disagree with this statement by giving concrete, personal examples. • You may write the first draft of your text in the designated space in the Answer Booklet. • Write the final version of your text in the designated space in the Answer Booklet. <p>Important Note</p> <p>To obtain a passing grade, your text must satisfy each of the requirements of the instructions, be written in your own words and be easy to understand.</p>		

WRITING

Intermediate Objective 42

January 1999	136-470-B	Part Eleven	June 1999	136-470-B	Part Eleven
<p>INSTRUCTIONS</p> <ul style="list-style-type: none">• Describe in detail how certain people, things or events of the 60's are important in your life or in the lives of those around you.• You may write the first draft of your text in the designated space in the Answer Booklet.• Write the final version of your text in the designated space in the Answer Booklet.			<p>INSTRUCTIONS</p> <ul style="list-style-type: none">• Name and describe one person or several people whose qualities and accomplishments have made them models for you.• Explain in detail the reasons why you have chosen this person or these people.• Illustrate your text with examples taken from the life of this person or these people.• You may write the first draft of your text in the designated space in the Answer Booklet.• Write the final version of your text in the designated space in the Answer Booklet. <p>Important Note</p> <p>To obtain a passing grade, your text must satisfy each of the requirements of the instructions, be written in your own words and be easy to understand.</p>		

WRITING**Intermediate Objective 42 (continued)**

August 1999 136-470-B Part Eleven	January 1999 136-570-B Part Twelve	June 1999 136-570-B Part Twelve
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Write a text about a personal first experience. • Explain in detail the reasons why this first experience was important in your life. • You may write the first draft of your text in the designated space in the Answer Booklet. • Write the final version of your text in the designated space in the Answer Booklet. <p>Suggestion</p> <p>This first experience may relate to any aspect of your personal, school, family, social life, etc.</p> <p>Important Note</p> <p>To obtain a passing grade, your text must satisfy each of the requirements of the instructions, be written in your own words and be easy to understand.</p>	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Write a text about the discovery or invention that you consider the most important in your life. • Explain in detail the reasons for your choice. • Illustrate your text by using examples from your personal life. • You may write the first draft of your text in the designated space in the Answer Booklet. • Write the final version of your text in the designated space in the Answer Booklet. 	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Describe in detail the next step or steps you plan to take in your life. • Explain the reasons why you have made this choice or these choices. • You may write the first draft of your text in the designated space in the Answer Booklet. • Write the final version of your text in the designated space in the Answer Booklet. <p>Important Note</p> <p>To obtain a passing grade, your text must satisfy each of the requirements of the instructions, be written in your own words and be easy to understand.</p>

SPEAKING

Intermediate Objective 43

January 1999

136-570-A

Activity One

INSTRUCTIONS

- Read the list of subjects.
- Choose **four** subjects from the list.

Take five minutes to reflect silently. During this time:

- Decide how you are going to explain **in detail** to the other people in the team each of the four experiences you have chosen. You may include the following elements in each of your experiences.
 - Where, when and how it took place.
 - Who was involved.
 - What you got out of this experience.
- Decide upon the order in which you want to present your four experiences.

At the end of the five minutes, go back to your team.

- Present your first experience and describe it **in detail** to the other members of the team.

Once all the members of the team have discussed the experience presented by the first person, another member of the team presents his or her first experience. The activity continues in this way until all the members of the team have presented their four experiences.

SPEAKING

Intermediate Objective 44

June 1999	136-470-A	Activity One	June 1999	136-470-A	Activity Two
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • In turn, take a card from the pile. • Continue to take cards from the pile until all the cards have been distributed. <p>Take five minutes to reflect silently. During this time:</p> <ul style="list-style-type: none"> • Read the name of the person or character written on each of your cards and prepare to say what you know about this person or character. Be prepared to say whether or not this person or character is or could be a role model for you and to explain in detail the reasons for your choice. • Decide upon the order in which you would like to present your cards. <p>At the end of the five minutes, go back to your team.</p> <ul style="list-style-type: none"> • Present the name written on your first card and say what you know about this person or character. Say whether or not this person or character could be a role model for you and explain in detail the reasons for your choice. <p>Once all the members of the team have discussed this first card, another member of the team presents his or her card. The activity continues in this way for all the remaining cards.</p>			<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the THINGS AND VALUES chart carefully. <p>Take five minutes to complete the chart and to reflect silently. During this time:</p> <ul style="list-style-type: none"> • On a scale of 1 to 10 (1 being the lowest rating and 10 the highest) indicate the importance each of these values has for you by putting a check mark (✓) in the appropriate box. • Decide how you are going to explain to the other members of the team the importance that each of these things and values has for you by giving examples to illustrate what you are saying. <p>At the end of the five minutes, go back to your team.</p> <ul style="list-style-type: none"> • In turn, explain in detail to the other members of the team the importance that each of these things and values has for you. Give examples to illustrate what you are saying. <p>Once all the members of the team have discussed the first thing or value, another member presents his or her ideas concerning the second thing or value. The activity continues in this way for all the remaining things and values.</p>		

SPEAKING

Intermediate Objective 44 (continued)

June 1999 136-470-A Activity Three	August 1999 136-470-A Activity Two
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • In turn, take a card from the pile. • Continue to take cards from the pile until all the cards have been distributed. <p>Take five minutes to reflect silently. During this time:</p> <ul style="list-style-type: none"> • Look at each of your cards and decide how you will explain to the other members of the team what you have to say about the aspect of school presented on each card. Think of examples related to your own personal experience or to what you have observed around you. • Decide upon the order in which you would like to present your cards. <p>At the end of the five minutes, go back to your team.</p> <ul style="list-style-type: none"> • Present your first card and explain in detail to the other members of the team what you have to say about the aspect of school presented on the card. To illustrate what you have to say, give examples related to your own personal experience or to what you have observed around you. <p>Once all the members of the team have discussed this first card, another member of the team presents his or her first card. The activity continues in this way for all the remaining cards.</p>	<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • In turn, take a card from the pile. • Continue to take cards from the pile until all the cards have been distributed. <p>Take five minutes to reflect silently. During this time:</p> <ul style="list-style-type: none"> • Look at each of your cards and decide how you are going to explain to the other members of the team what you think the people, activities, events, objects, etc. mentioned on the cards would be like if they were perfect. • Decide upon the order in which you would like to present your cards. <p>At the end of the five minutes, go back to your team.</p> <ul style="list-style-type: none"> • Present your first card. • Explain in detail to the other members of the team what you think the people, activities, events, objects, etc. mentioned on the cards would be like if they were perfect. <p>Once all the members of the team have discussed this first card, another member of the team presents his or her first card. The activity continues in this way for all the remaining cards.</p>

SPEAKING

Intermediate Objective 44 (continued)

January 1999	136-570-A	Activity Two	June 1999	136-570-A	Activity One
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • In turn, take a card from the pile. • Continue to take cards from the pile until all the cards have been distributed. <p>Take five minutes to reflect silently. During this time:</p> <ul style="list-style-type: none"> • Read the situation described on each of your cards. Each situation presents a problem. Think of what you would suggest to find the best possible solution for each of these problems. • Decide upon the order in which you want to present your cards. <p>At the end of the five minutes, go back to your team.</p> <ul style="list-style-type: none"> • Present your first card and explain to the other members of the team the solution you have found for the problem. <p>Once all the members of the team have discussed this first card, another member of the team presents his or her card. The activity continues in this way for all the remaining cards.</p>			<p>INSTRUCTIONS</p> <p>Take five minutes to reflect silently. During these five minutes:</p> <ul style="list-style-type: none"> • Think of five steps in your life, starting from your earliest memories up until today, that have a special meaning for you. • Write on each “step” of the “staircase” below one or two key words in English to identify each of the steps you would like to talk about. • Decide how and in what order you would like to present these steps. <p>At the end of the five minutes, go back to your team.</p> <ul style="list-style-type: none"> • Using your “staircase,” and giving many details, present to the other members of the team the step in your life that you would like to talk about first. <p>The other members of the team must ask questions to elicit as many details as possible and comment on the event as it relates to their own lives. Once each member of the team has expressed his or her ideas about this first step, continue the activity with the other steps.</p>		

SPEAKING

Intermediate Objective 44 (continued)

June 1999	136-570-A	Activity Two	June 1999	136-570-A	Activity Three
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Read the POST-SECONDARY EXPENSES chart carefully. • Take about 10 minutes to write in the right-hand column the weekly amounts for your expenses for next year. Be as realistic as possible. (In the case of monthly expenses, divide the amount by 4.) • Write N/A (not applicable) if the expense does not apply to your situation. • Decide how you will explain your expense chart to the other members of the team. • In turn, explain in detail to the other members of the team how you determined the amounts you have written on your chart or why you wrote N/A. • Ask the advice of the others if you have questions or if you are uncertain about one or more of the amounts you have written down. <p>The other members of the team must ask questions to elicit as many details as possible or they may make comments.</p>			<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • In turn, take a card from the pile. • Continue to take cards from the pile until all the cards have been distributed. <p>Take five minutes to reflect silently. During this time:</p> <ul style="list-style-type: none"> • Look at each of your cards and decide how you will list and describe the different steps that must be followed in order to carry out the activities mentioned on the cards. Think of examples you can use to illustrate your presentation. • Decide upon the order in which you would like to present your cards. <p>At the end of the five minutes, go back to your team.</p> <ul style="list-style-type: none"> • Present your first card, listing and describing in detail the different steps that must be followed to carry out the activity mentioned on the card. <p>Once all the members of the team have discussed this first card, another member of the team presents his or her first card. The activity continues in this way for all the remaining cards.</p>		

SPEAKING

Intermediate Objective 44 (continued)

August 1999

136-570-A

Activity One

INSTRUCTIONS

- Take a THEN AND NOW card from the pile.

Take five minutes to reflect silently. During this time:

- Read the subjects on your card.
- Choose four subjects out of the nine given on your card.
- For each of the subjects chosen, decide how you are going to explain to the other members of your team the similarities and differences between what happened in your parents' time and what happens now. Think of examples related to your own personal experience.
- Decide upon the order in which you would like to present your cards.

At the end of the five minutes, go back to your team.

- Name the first subject you have chosen and explain **in detail** to the other members of the team what you have to say about this subject.

Once all the members of the team have discussed the subject presented by the first person, another member of the team presents his or her first subject. The activity continues in this way for all the remaining cards.

SPEAKING

Intermediate Objective 46

January 1999	136-470-A	Activity One	January 1999	136-470-A	Activity Two
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • In turn, take a card from the pile. • Continue to take cards from the pile until all the cards have been distributed. <p>Take five minutes to reflect silently. During this time:</p> <ul style="list-style-type: none"> • Read the statements on your cards. • Decide how you are going to explain in detail, to the other people in the team, the degree of interest that you have for the person, thing or event of the 90's mentioned on each of your cards. • Decide how you are going to explain the importance that this person, thing or event could possibly have in the future. • Decide upon the order in which you would like to present your cards. <p>At the end of the five minutes, go back to your team.</p> <ul style="list-style-type: none"> • Put your first card on the table and explain in detail to the other members of the team why you are or are not interested in the person, thing or event of the 90's mentioned on each of your cards. • Explain the importance that this person, thing or event could possibly have in the future. • Give examples related to your own personal experience or to the lives of the people around you. <p>Once all the members of the team have discussed this first card, another member of the team presents his or her first card. The activity continues in this way for all the remaining cards.</p>			<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • In turn, take a card from the pile. • Continue to take cards from the pile until all the cards have been distributed. <p>Take five minutes to reflect silently. During this time:</p> <ul style="list-style-type: none"> • Look at each of your cards and decide what you will say about the subject presented on each of them. Think of examples drawn from your personal life or from what you observe around you. • Decide upon the order in which you would like to present your cards. <p>At the end of the five minutes, go back to your team.</p> <ul style="list-style-type: none"> • Present your first card and explain in detail to the other members of the team what you have to say about the subject given on this card. Give examples drawn from your personal life or from what you observe around you. <p>Once all the members of the team have discussed this first card, another member of the team presents his or her first card. The activity continues in this way for all the remaining cards.</p>		

SPEAKING

Intermediate Objective 46 (continued)

August 1999	136-470-A	Activity One	August 1999	136-570-A	Activity Two
<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • In turn, take a card from the pile. • Continue to take cards from the pile until all the cards have been distributed. <p>Take five minutes to reflect silently. During this time:</p> <ul style="list-style-type: none"> • Read the statements on your cards and decide how you are going to explain in detail to the other members of the team the reactions you have or the memories you recall when you read the statements written on the cards. • Think of examples related to your own personal life or to the lives of those around you. • Decide upon the order in which you would like to present your cards. <p>At the end of the five minutes, go back to your team.</p> <ul style="list-style-type: none"> • Present your first card. • Explain in detail to the other members of the team the reactions you have or the memories you recall when you read the statements written on the cards. <p>Once all the members of the team have discussed this first card, another member of the team presents his or her first card. The activity continues in this way for all the remaining cards.</p>			<p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • In turn, take a card from the pile. • Continue to take cards from the pile until all the cards have been distributed. <p>Take five minutes to reflect silently. During this time:</p> <ul style="list-style-type: none"> • Read the statements on your cards. • Think of how you react in each of the situations presented on the cards. • Decide how you will describe your reactions to the other members of the team. • Decide upon the order in which you would like to present your cards. <p>At the end of the five minutes, go back to your team.</p> <ul style="list-style-type: none"> • Present your first card and describe your reactions in detail to the other members of the team. • Give examples related to your own personal experience. <p>Once all the members of the team have discussed this first card, another member of the team presents his or her first card. The activity continues in this way for all the remaining cards.</p>		

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