| H.H.Abdelwahab School | 1 st End-of-Term Test | Teachers: |
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| Name | Classnb°: | 4 th years |

THE TEXT:

Family Trips

- When Peter and Jill Feuerstein sit down around the dinner table with their teenage children, Besty and Ben, it's not unusual for them to have a lively discussion about a remote village in China, India or Zimbabwe. But unlike many people in their hometown, the Feuersteins have a personal connector, with **these** places.
- §2 In June 2002, they embarked on a yearlong journey around the world with their two kids. When asked how he would take his children out of school for an around-the-world trip, Mr. Feuersteins replied; "All of these places matter to us now. *The trip was a watershed experience for all of us*".

But <u>they</u> are not alone. A growing number of American families are turning their desire to travel into reality, say travel experts. Missions to expose children to cultural diversity are among the reasons some parents are willing to have a long journey around the world with kids.

- Thinking about the question of affordability, the Feuersteins did a rough estimate after which they realized that the cost of spending a year away would be almost double a year at home. Jill and her husband-who left his job as assistant administrator just before the journey-set up a program. In the months before they set off, they managed to rent out their house, sell their cars, set up health and travel insurance and reached home schooling programs. They booked all their flights in advance through Air Treks and used the Lonely Planet guidebooks for food and hotels, which they booked as they went along.
- Although they had some doubt about the idea of homeschooling, Peter and Jill Feuerstein finally felt their children would learn enough from the travel experience itself."The education our children got from travelling far exceeded anything they would get in the fifth or eighth grade" Mr. Feuerstein said. The family read many books about the history and culture of each country they visited (15countries in all) and the children kept daily journals.
- §5 On a yearlong trip, you still may not reach all the places you strive to see. But one thing seems certain: the family that travels together is inevitably a closer one. "Mrs. Feuerstein said. "Without the distraction of sports and school, we've become more of a team.

By CAREN OSTEN GERSZBERG New York Times November 4, 2007



| Name: |
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| I/ READING COMPREHENSION: (12 marks) 1- From these four quotations about travelling, tick√) the one that best goes with the main idea of the text (1mark) |
| Those who know nothing of foreign languages, know nothing of their ownNever go on trips with anyone you do not love |
| Travel, in the younger age, is part of education, in the elder, a part of experience |
| 2-The following statements are false, correct them with details from the text (4marks) |
| a-The case of the Feuerstein family is uncommon in the U.S.A (parag 2) |
| b- The father stopped working a long time before the trip. (parag 3) |
| c- The children hardly learn anything from travelling.(parag4) |
| d- Travelling together weakens family ties (Parag 5) |
| 3- Complete this summary with three words from paragraph 3 (3marks) |
| Before the Feuersteins start their around-the-world trip , theyall the flights in advance ,reachedtheir house. |
| 4-Tick the correct explanation to the following sentence.(1 mark) |
| "The trip was a watershed experience for all of us" (paragraph 2) means |
| A lot of horrible events happened to them |
| It was a turning point in their life |
| They regretted having gone through that experience |
| 5-What do the underlined words in the text refer to (2marks) |
| a-"these" (paragraph 1) refers to:b-"they" (paragraph 2) refers to: |
| 6-Answer the following question (1 mark) For the "Feuersteins" children's education does not necessarily take place at school. It is much broader than that . If you were them, would you make your children leave school for a year to go on a trip around the world? Why? or Why not? |
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| Name: | |
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Language (6marks)

1) Put the bracketed words in the right tense or form: (3 marks)

2) Fill in the blanks with words from the list below (there are 2 extra words) (3marks)

enrol /benefit /intention / connection/promotion/ own/ as/us

Writing: 12 marks:

El Kef / situated / northwest /Tunisia

First / know/ Sicca

| Task 1: Develop the following | notes into full | sentences to | o get a | coherent | paragrap | h |
|---------------------------------------|-----------------|--------------|---------|----------|----------|---|
| about ' <i>El Kef '</i> area: 5 marks | | | | | | |

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El Kef/ home to / number /edifices / important buildings

→.....

| You have received this letter from a friend. Dear friend, My mother has always exaggerated about my education. She is overprotective. She wants to enrol me in a virtual school, thinking that it is safer and more time saving. I've tried to convince her about the necessity of class contact and social relationships, but without success. I need your opinion about this. Shall I obey her or not? Write a letter to your friend in which you give your opinion. Don't forget to him/her sound arguments and useful advice. Dear friend, | Task 2 (10mark | ss) |
|---|---|--|
| My mother has always exaggerated about my education. She is overprotective. She wants to enrol me in a virtual school, thinking that it is safer and more time saving. I've tried to convince her about the necessity of class contact and social relationships, but without success. I need your opinion about this. Shall I obey her or not? Write a letter to your friend in which you give your opinion. Don't forget to | You have re | eceived this letter from a friend. |
| | My mother has wants to enrol metried to convince without success. | ne in a virtual school, thinking that it is safer and more time saving. In e her about the necessity of class contact and social relationships, but I need your opinion about this. Shall I obey her or not? |
| Dear friend, | him/her sound | l arguments and useful advice. |
| Dear friend, | | |
| | Dear friend, | |
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