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University of Larbi Ben M'Hidi Oum El Bouaghi

Second Year Students

Faculty of Letters and Foreign Language

Name

Department of English Language

Group

First mid-Term Exam

I. Matching: Match the item in column A with the item that best relates to it in column B by placing the letter of the correct answer in the appropriate blank (5 pts.)

Column A

A Hereditary Peers

B Electorate

C Speaker

D Prime Minister

E Civil Servants

F Great Council

G Bill

H Fusion

I Civil Servants

Column B

1. F was an assembly historically convened at certain times of the year when the English baronage and church leaders were summoned to discuss the affairs of the country with the king.
2. H A government where members of the executive must be members of Parliament
3. G A draft of a law, presented to a legislature for enactment; a proposed or rejected law
4. E/I The body of employees of any level of government, not subject to political appointment and removal, normally hired and promoted largely on the basis of examination.
5. C The chairman of the House of Commons, and he or she presides over each parliamentary session, deciding whose turn is.

II. Gap-filling: Fill in the gaps with the appropriate terms (10 pts)

1 **Parliament**: An institution whose elected members meet to debate the major political issues of the day and usually to exercise legislative powers

2 **Constituency**: A district which is represented by one or more elected officials

3 **Cabinet**: The group of ministers responsible for creating government policy

4 **Oliver Cromwell**: English soldier and statesman, who led parliamentary forces in the English Civil Wars and was lord protector of England, Scotland, and Ireland (1653 - 58)

5 **Magna Carter**: A charter granted by King John to the barons at Runnymede in 1215, which is one of the bases of English constitutional tradition

6 **The Great Reform Act 1832**: followed widespread popular unrest and gave the vote to the middle classes only, extending it to about 20 per cent of the male population

7 **Bill of Rights** : It is an Act of the Parliament of England, which sets out certain basic civil rights and clarifies who would be next to inherit the Crown

8 **Suffragettes** : were part of the 'Votes for Women' campaign that had long fought for the right of women to vote in the UK

9 **Prerogative Powers** : Formal powers of the monarch that make him/her the head of the three branches of the Constitution

10 **Life Peers** : Appointed members of the upper house whose titles cannot be inherited

True or False: Mark the following statements true or false. If false give the correct statement (5pts)

1. Scotland formally became a part of the United Kingdom in 1801, and thus sent representatives to the Parliament at Westminster: **False**

.....in 1707.....

2. Under feudalism system the King **could not make** grants of land to his nobles and followers in return for a promise of allegiance, active help in time of war and the payment of feudal dues: **False**

made grants of land.....

3. In 1265 Oliver Cromwell summoned representatives of the ‘commons’, i.e. the commoners with Royal Charters:

Simon de Montfort.....

4. The members of the House of Lords can refuse the enactment of a bill proposed by the House of Commons: **False**

They can delay or postpone.....

5. The upper House is the primary chamber of the Parliament of the United Kingdom: **False**

The Lower house is the

All the Best

Model Answer in Oral Expression

Exercise 01: Listen to the audio track and say whether these statements are true or false, correct the false ones. (6.75 pts)

1. The first Anthropologists used to support their claims and theories with hard evidence.
[.....False.....] **1.25 (0.25: false/1 justification)**

They used small scraps of information, haphazardly gathered and riddled with bias, not hard evidence based on observation and experimentation

2. Both Boas and Darwin believed that humans evolved along a fixed route towards civilization. [.....False] **1 (0.25:false/ 0.75 justification)**

They both rejected the evolutionary approach to culture In this way, his ideas paralleled those of Charles Darwin, whose own conception of evolution was that change occurred in response to pressures and opportunities.

3. Boas's work in museums was influenced by Darwin's conception of evolution.
[...True.....] **true statements get 0.5**

.....

4. Racial anthropologists believed that human behaviour and intelligence are the result of the environmental influence. [.....False.....](apart from Statement, all the others should be marked like statement 2)=1

Racial anthropologists of the day believed that human behaviour was determined by an innate disposition

5. To understand a specific culture and its people, Boas suggested observing it from a distance. [...False.....] **1pt**

You could not just observe them from a distance through the eyes of your own culture ...
To do this, anthropologists had no choice but to go on location, learn the language, and undertake an intense survey that catalogued all these different elements.

6. In his work about museums, Boas objected to the order in which cultures were presented. [.....True.....] **0.5**

.....

7. Boas believed that Europeans are smarter than other races. [...False.....] **1**
racial anthropologists believed in that, they were under the impression that Western Europeans naturally had larger brains and so were more intelligent. But Boas conducted

a series of ground-breaking studies of skeletal anatomy which knocked this idea on the head

8. Thanks to Boas work, people realised that Anthropology is broad and covers multiple disciplines. [.....True.....] 0.5

.....
Exercise 02: listen to the audio track again then answer the following questions (6.25 pts) 1.25 for each question

1. What characterised anthropology in its early days and before the coming of Boas to the field?

It was not based on hard evidence as information was gathered haphazardly, and was riddled with bias and bigotry.

2. How did Boas's interest in anthropology start?

What put him on the anthropological track was a geographic expedition to the arctic that he took in 1883. Fascinated by the people, their appearance, their language, their traditions and way of life, he came home adamant to make anthropology his life work

3. What allowed Boas to bring new ideas to the discipline of Anthropology?

His background and liberal upbringing

4. What is meant by the evolutionary approach to culture?

All societies progressed through certain technological and cultural stages, in hierarchical form, until they reached the peak

5. How did Darwin conceive evolution? Was his idea different from that of Boas?

His ideas paralleled those of Charles Darwin, whose own conception of evolution was that change occurred in response to pressures and opportunities.

Exercise 03: listen carefully then fill in the gaps with the appropriate word(s). (Spelling mistakes are penalised) 6pts/0.5 for each

His upbringing was liberal 1; his parents held a disdain for dogma 2, religious or otherwise,different beliefs unhindered 3..... He was attracted to the natural sciences, and ... and would collect minerals and seashells 4 As he grew older, he did more he did more rigorous studies and experiments 5, and at university, he studied an studied an eclectic mix of 6 mathematics, physics and geography.

In short, Boas ... **left behind a considerable legacy** ...7 to the field of anthropology, ..., **his**
cultural relativism8 and his tireless efforts to end ... **racial bigotry and oppression** ...9 .
He also did a great deal of fieldwork himself among ... **indigenous groups** ...10, and inspired
multiple generations of anthropologists to study and record the ... **vanishing**11 cultures
of so many ... **tribal** ...12.....peoples,

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All the Best

I- THEORETICAL PART : (08)

A- Complete each statement with the right answer : (04)

- 1- The process of translation involves the changing of an original written text in the original verbal language into a written text in a different verbal language .
- 2- Word-for-word translation can also be called preliminary translation; it doesn't take context into consideration.
- 3- Literal translation preserves the grammatical structures of the Source Language.
- 4- Faithful translation maintains a balance between the literal meaning of the SL word and the TL syntactic structures.

B- Answer the following questions: (04)

- 1- Literal translation takes place when the SL and TL share parallel structures. This type of translation preserves the grammatical structures of the SL where they are translated into their nearest TL equivalents.
- 2- Many translators prefer communicative translation because it resorts to concepts that are more familiar to the TL reader on cultural and social levels.
- 3- "To throw **dust** in the eyes" is translated "يذر الرماد في العيون" instead of "التراب".
The word '**dust**' is translated literally as التراب, while the equivalent expression in Arabic is يذر الرماد في العيون where '**dust**' is translated into الرماد , ashes.
This choice could be justified by the cultural as well as ecological contexts that are different for both languages.
- 4- In some situations, literal translation is not suitable for idioms and proverbs because words are translated out of context paying no attention to their connotative meanings.

II- PRACTICAL PART: (12)

A- Proverbs: (04)

- 1- من يكثر ترحاله، تقل أحماله / ...
- 2- كل ما نحبه دائما جميل / القرد في عين أمه غزال / ...
- 3- على الأطفال أن يصمتوا في حضور الرجال / اذا تكلم الكبار أنصت الصغار / ...
- 4- العلة في التفاصيل / لا تحقرن صغيرة، فان البعوضة تدمي مقلة الأسد / ...

B- Text: (08)

Algeria is officially submitting its candidacy to host Africa Cup of Nations 2025

Algeria submitted officially its candidacy file to host Africa Cup of Nations 2025, after the African Football Confederation had decided, weeks ago, to withdraw the organization from Guinea due to the lack of readiness and preparations required to host this continental tournament.

The confirmation came through the media commissioner of the Algerian Football Federation, Saleh Bey Abboud, who said, on Friday, to the Algerian Radio: "We have officially submitted the Algerian candidacy file to host the Africa Cup of Nations Finals for 2025. The file is strongly supported by the Algerian authorities, led by President Abdelmadjid Tebboune. "

Saleh Bey Abboud added ; "The African Football Confederation requires \$80 million as a guarantee to organize this competition, and Algeria has positively responded. Besides, we are sure that our file takes into account all the required conditions before announcing the winner of this merit on February 10th."

First Term Exam in Written Comprehension and production

Task 1: 15.5pts

a. Reformulate the following thesis statements. **7.5pts**

b. Pick one of the thesis statements below (after reformulation) and write the outline of the essay with a full introductory paragraph and a conclusion. **8pts** (*use the exam sheet for this*)

1. The following essay is discussing the effects of the French colonialism on the Algerian culture.

.....
.....

2. Dieting is harmful.

.....
.....

3. One of the factors that students have to consider when choosing a major is the employment rates in that field of study.

.....
.....

4. After Covid 19 pandemic, the question of how to successfully teach virtually is becoming more urgent, and the ministry of Higher Education is confronted with the challenge of creating the right conditions for educating students with a variety of options.

.....
.....

5. The most stressful jobs.

.....
.....

Task 2: Write a valid topic sentence for each of the following paragraphs. **4.5pts**

NB: The first topic sentence is done for you.

Native American Influences on Modern U.S. Culture

When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American people of North America. Native Americans, who had highly developed cultures in many respects, must have been curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

First of all, Native Americans left a permanent mark on the English language. The early English-speaking settlers borrowed from several different Native American languages words for places in this new land. All across the country are cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes, as are the cities Chicago, Miami, and Spokane. In addition to place names, English adopted from various Native American languages the words for animals and plants found in the Americas, chipmunk, moose, raccoon, skunk, tobacco, and squash are just a few examples.

.....
.....(Art).
Wool rugs woven by women of the Navajo tribe in Arizona and New Mexico are highly valued works of art in the United States. Native American jewelry made from silver and turquoise is also very popular and very expensive. Especially in the Western and southwestern regions of the United States, native crafts such as pottery, leather products, and beadwork can be found in many homes. Indeed, native art and handicrafts are a treasured part of U.S. culture.

.....
.....(Agriculture/Food).
Being skilled farmers, the Native Americans of North America taught the newcomers many things about farming techniques and crops. Every U.S. schoolchild has heard the story of how Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation methods and crop rotation. Many of the foods people in the United States eat today were introduced to the Europeans by Native Americans. For example, corn and chocolate were unknown in Europe. Now they are staples in the U.S. diet.

.....
.....(Form of Government).
The Iroquois, who were an extremely large tribe with many branches called "nations," had developed a highly sophisticated system of government to settle disputes that arose between the various branches. Five of the nations had joined together in a confederation called "The League of the Iroquois." Under the league, each nation was autonomous in running its own internal affairs, but the nations acted as a unit when dealing with outsiders. The league kept the Iroquois from fighting among themselves and was also valuable in diplomatic relations with other tribes. When the 13 colonies were considering what kind of government to establish after they had won their independence from Britain someone suggested that they use a system similar to that of the league of the Iroquois. Under this system, each colony or future state would be autonomous in managing its own affairs but would join forces with the other states to deal with matters that concern them all. This is exactly what happened. As a result, the present form of government of the United States can be traced back directly to a Native American model.

In conclusion, these few examples show the extent of Native American influence on modern U.S. language, art forms, eating habits, and government. The people of the United States are deeply indebted to Native Americans for their contributions to U.S. culture.

Best of Luck!

Suggested Scoring Scheme

Task 1: a. Reformulate the following thesis statements. **(7.5pts)**

1.5 pt for the *reformulation of each statement*.

b. Pick one of the thesis statements below (after reformulation) and write the outline of the essay with a full introductory paragraph and a conclusion. **(8pts)**

3pts for the *introduction: Hook 1pt*

Background/general information 1pt

Thesis statement 1pt

1pt for the *topic sentences* (We expect at least 2 topic sentences of *two body paragraphs*)

0.5 pt for each *detail* of both topic sentences.

2pts for the *conclusion: Reformulation of the thesis statement 1pt*

Concluding statement (recommendation, advice, call for action ...etc.) **1pt**

Task 2: a. Write a valid topic sentence for each of the following paragraphs. **(4.5pts)**

0.5 pt for each *linking option*.

1pt for each topic sentence: **0.5 pt** for the topic.

0.5 pt for the controlling idea.

Exam1 model answers

EX1

A/ 0.25 per each answer (3pts)

1 to use

2 to go

3 laugh

4 go

5 stealing

6 to make

7 to answer

8 causing

9 talking to see

10 meeting

11 quarrelling

B/ 0.5 per each correct answer (3pts)

1 A

2 C

3 A, D

4 B

5 A

6 D

Ex3 0.5 per each correct answer (2pts)

1 could

2 must

3 must/should

4 must not (mustn't)

Ex3 0.5 per each correct answer (4pts)

1 A

2 B

3 D

4 C

5 B

6

E

7 A

8 C

Ex4 0.25 for each correct answer (3pts)

- 1 on
- 2 in
- 3 at
- 4 to
- 5 on
- 6 above
- 7 in
- 8 at
- 9 along
- 10 below
- 11 in
- 12 at

Ex5 (5pts)

0.25 for indicating the mistake; 0.25 for correcting the mistake

Mistake	correction
1 bringing	to bring
2 at	in
3 will do	will be doing
4 will fall off	are going to fall off
5 will wait	will be waiting
6 at this photo	in this photo ...
at the left	on the left
7 in	on
8 I'm doing	I have been doing
9 is	is being

Correction & Bareme of the first Control 2023

I. Read the following passage as it would be pronounced in rapid/casual speech. (i) Check and find out 10 cases of aspects of connected speech (ii) say what this case is, (iii) transcribe each case in the table below. (Do not take the weak form cases into account). (Each correct item = 0.25; Total = 05)

And here Alice began to get rather sleepy and went on saying to herself in a dreamy sort of way, 'Do cats eat bats?' and sometimes, 'Do bats eat cats?' or 'Did you ever see a bat eating cats this genre of food?' For, you see, as she couldn't answer either question, it didn't much matter which way she put it.

Case (Spelling form)	Case type	transcription of the case
1. here Alice	Linking /r/	/hɪə r ælɪs/
2. Sleepy and	Linking /j/	/sli:pɪ j ən(d)/
3. to herself	'h' dropping + linking /w/	/tə wə self/
4. and sometimes	Elision	/ən sʌmtaɪmz/
5. Did you	Coalescent Assimilation	/dɪdʒu-ə/
6. eat cats	Regressive Assimilation	/i:k kæts/
7. see a	Linking /j/	/si: jə/
8. as she	Regressive Assimilation	/əʒʃɪ/
9. answer either	Linking /r/	/ɑ:nsə r i:ðə(r)/
10. didn't much	(2) Regressive Assimilation	/dɪdnɪpmʌtʃ/ dɪdnɪpmʌtʃ/

NB. Other cases: and here (Elision); you ever (Linking 'w'); genre of (Linking 'r')

II. Consider the following conversation between two 'guys' who met in Paris, a **Londoner** and an **Eastern American**. Transcribe the **instances** (not the sentences!) that involve the sound [t] as pronounced by the Eastern American **only**. (Each correct item = 0.25; Total = 04.50)

E. American: We'd better meet in the party at eleven rather than in the meeting.

beɪə mi:t pɑ:ti əf mi:ɪŋ

Londoner: I got up early this morning; I really can't come with you.

E. American: oh, sorry about that. But right now, stay in your apartment and don't quit it at all.

əbaʊ? ðæ? bə? raɪ? steɪ əpɑ:tmənt dɒn? or dəʊn? kwɪt ɪt ət

Londoner: Okay then.

E. American: It doesn't matter so far! See you later.

ɪt dʌzn? mətə leɪə

III. Below is another conversation between two people arguing about summarizing a book. Two allophones of the same phoneme dominate the conversation. Find out all cases, then label these two allophones, and put each case in the right column in the table below. (each correct item=0.25 ; Total = 04.50)

Light/Clear [ɫ] 0.50	Dark [ɫ̥] 0.50
less – translator – please – little-feel it- fill in – really - global Each correct item = 0.25	I'll – whole – all – call – help – details – that'll – little – tell – small – will – deal – global Each correct item = 0.25

A1: I'll read the whole book in less than a week.

B1: All you could do is to call a translator to help you get the details

A2: Pleasethat'll be a little boring if you tell the same small translator to come!

B2: What will you do then? No choice! It's a really good deal!

A3: I don'tfeel it so! The global work would become a fill-in exercise.

IV. Each of the following phrases, when spoken/pronounced, could represent a different phrase.

Attempt to discover the alternative interpretation. Transcribe the alternative phrases n° 1, 5, 6, 8.

(Each correct item = 0.25; Total=03)

Phrase	Alternative interpretation	Transcription
1.No eye dear	No idea 0.25	nəʊaɪdɪə 0.25
2.A name	An aim 0.25	
3.Necks tweak	Next week 0.25	
4.Grade A	Grey day 0.25	
5.Tool 8	Too late 0.25	tʊ leɪt 0.25
6.Sail east	Say least 0.25	seɪlɪːst 0.25
7.Eye mil	I'm ill 0.25	
8.That stuff	That's tough 0.25	ðætstʌf 0.25

V. Consider the sentences below where **all function words** are in strong form. Attempt to provide their weak forms written in phonemic transcription below each of them. (Each correct item = 0.25; Total= 03)

1. You must come over for dinner soon; we could talk about it plainly.

/jʊ-ə/ /məs/ /fə/ /wɪ/ /kəd/

2. I was at that home from five o'clock until the results of your analyses were ready .

/wəz/ /ət/ /frəm/ /ðə/ /əv/ /jə/ /wə/

Model Answer of the First TTU Exam

Exercise 1: Cite the following sources according to APA (7 pts)

1. A quotation from a work written by Lumby and Lange published in 2001 on page 44. (3 pts)

Technological innovations have saved or extended the lives of many patients.

Parenthetical citation:

“Technological innovations have saved or extended the lives of many patients” (Lumby & Lange, 2001, p.44).

The quotation marks: 0.5; The authors: 0.5; The ampersand(&): 0.5; The comma between the elements: 0.5; The page number: 0.5; The period after the parentheses: 0.5

2. A paraphrase from an article written by the National Institute of Mental Health published in 2014. 2pts
The data was unreliable.

First Citation: The data was unreliable (National Institute of Mental Health [NIMH], 2014).

or

The National Institute of Mental Health [NIMH] (2014) noted that the data was unreliable.

Subsequent Citation: NIMH (2014) noted that the data was unreliable.

First citation: The full name: 0.5 The abbreviation and date: 0.5

Subsequent citation: The abbreviation and date: 1 pt

3. A paraphrase from an article written by Lee(2000) who is cited in Smith (2013)

The body's basal metabolic rate, or BMR, is a measure of its at-rest energy requirement.

Lee (2000) observed that the body's basal metabolic rate or BMR, is a measure of

it's at-rest energy requirement (as cited in Smith, 2013). 2pts

The author and date: 1pt ; (as cited in Smith, 2013): 1pt

Exercise 2: Cite the following sources according to MLA (7pts)

1. A paraphrase from an online article entitled **Exercises to keep Fit** on page 20. No author is mentioned. 2, 5pts

The two primary creators of wealth are labour-power and the land.

The two primary creators of wealth are labour-power and the land (“**Exercises**” 20).

Exercises: 1; The quotation marks: 0.5; The page number: 0.5; The period after the parentheses: 0.5; the page number:0.5

2. A quotation from an article by Berkovitz, Wadden and Tershakovec published in 2000 on page 30. **2.5pts**

Anxiety and depression have been identified as more commonly in children and adolescents with long-term physical conditions.

Berkovitz et al. notes that “anxiety and depression have been identified as more commonly in children and adolescents with long-term physical conditions”(30).

Berkovitz et al.: 1pt; The introductory verb: 0.5; The page (30): 0.5; the period after the parenthesis

3. A paraphrase from a book written by Brown who is cited in Johnson on page 20
APA is by far the most used citation style in the US. **2pts**

Brown observes that APA is by far the most used citation style in the US (**qtd. in Johnson 20**). **2pts**

Brown: 0.5; qtd. in Johnson: 1pt; the page: 0.5

Exercise 3 Circle the right answer (**6pts**)

1. In both MLA and APA a long quote should be indented both from the left and right.
a. True **b. false**
2. In both MLA and APA when many sources are combined in the same parenthetical reference, they are separated by:
a. A comma **b. A semi-colon** c. A period d. No punctuation mark
3. In both MLA and APA, in a long quote, the period goes before the parenthetical citation.
a. **True** b. False
4. In both MLA and APA, a long quote should be double-spaced.
a. True b. False
5. In-text citations to paraphrased text must provide page/ paragraph numbers:
a. True **b. False**
6. The right format for citing two authors in-text in MLA is:
a. (Worchel and Cooper, 56) **b. (Worchel and Cooper 56)** c. (Worchel & Cooper 56)

First Semester Exam in TL

Model Answers

1- In “Morella”, Edgar Allan Poe makes allusions to classical literature and history. Explain the following allusions with reference to the story. (5pts)

a/ And then, hour after hour, would I linger by her side, and dwell upon the music of her voice, until at length its melody was tainted with terror, and there fell a shadow upon my soul, and I grew pale, and shuddered inwardly at those too unearthly tones. And thus, joy suddenly faded into horror, and the most beautiful became the most hideous, as **Hinnon became Ge-Henna**.

b/ Years- years may pass away, but the memory of that epoch never. Nor was I indeed ignorant of the flowers and the vine- but the **hemlock and the cypress** overshadowed me night and day.

a/ Earlier, Morella and her ideas were beautiful, like the valley of Hinnom outside ancient Jerusalem. But in time she and her ideas became utterly repulsive, just as Hinnom did when its residents began burning children as sacrifices to Moloch, an Ammonite god. The sacrificial fires became associated with hellfire in Jewish and Christian theology, and the term *Ge-Hinnom* (meaning valley of Hinnom) evolved into *Ge-Henna*, or simply *Gehenna*, which became a synonym for hell. Thus, for the narrator, living with Morella and listening to her recitations became hell on earth. He could not even bear the touch of her hand.

b/ In 399 BC, the citizens of Athens wrongfully sentenced the philosopher Socrates to death for offenses against the state. After spending a month in prison, he was forced to drink poison made from the hemlock plant. Drinking a hemlock concoction was the method of capital punishment in ancient Athens. Over the centuries, writers incorrectly reported that Socrates committed suicide, and hemlock became associated with self-inflicted death. In "Morella," the narrator's reference to hemlock indicates that he contemplated suicide. As for the cypress, it is a tree that has been long associated with sadness and melancholy.

2/ Read the following extracts, then, identify **two** characteristics of realist literature and explain them. (5pts)

a- “Here, in a retired corner, she exchanged her cotton stockings for the new silk ones which she had just bought. She was not going through any acute mental process or reasoning with herself, nor was she striving to explain to her satisfaction the motive of her action. She was not thinking at all. She seemed for the time to be taking a rest from that laborious and fatiguing function and to have abandoned herself to some mechanical impulse that directed her actions and freed her of responsibility”. (**“A pair of Slick Stockings”**)

b- “Little Mrs. Sommers one day found herself the unexpected possessor of fifteen dollars. It seemed to her a very large amount of money, and the way in which it stuffed and bulged her worn old porte-monnaie gave her a feeling of importance such as she had not enjoyed for years”. (**“A pair of Slick Stockings”**)

a/ **Psychological realism:** During her shopping spree, Mrs. Sommers spends the money only for her herself when she should have spent it for her entire family. The real reason and motivation behind her selfish shopping spree lays deeper in the psychology of the woman, who is, in fact, disappointed with her life. Hence, she just wants to go back in time to her better days, when she used to buy everything she liked to please herself.

b/Social realism: Mrs. Sommers faces economic difficulties, she grows up wealthy, but as an adult, she is poor. It is human nature to desire money and if someone were poor and suddenly got money, they would want to spend it. When Mrs. Sommers finds fifteen dollars, she remembers the better days in her life, when she had no financial concerns.

3/ In the table below, highlight the main differences between literary realism and naturalism. (3pts)

Realism	Naturalism
1- Realism is a literary technique in which an author describes the way things are	naturalism significantly expands upon this idea by delving into how the way things are influences a character's behavior and nature.
2- The characters in realist works have more agency. While they're products of their environments, they have the freedom to counter their environments and influence their own futures.	characters enjoy no such autonomy from their circumstances. The hard reality of their lives, defined by genetics, nature, or just the cruel hand of fate, is the sole deciding factor in what happens to the characters.
-3 There is no scientific component in realism. The descriptive details come from deliberate observation of real people and places. The realist observes and records	There is also a scientific component to naturalism. Naturalists view their characters as experiments; they expose them to certain stimuli or phenomena and record their reactions. The result blends literature and science.

4/In a well written and structured paragraph, explain how socio-political circumstances, journalism, and psychology influenced the realist movement. (7pts)

Indentation 0.25 pt

Topic sentence 1pt

Developmental ideas 4.75pts

Concluding sentence 1pt

1st EXAM IN READING TEXTS

Read the text carefully and answer the questions:

In this passage, the author discusses the problem of maintaining privacy in our high-tech society.

A recent *New York Times* "House and Home" article featured the story of a man who lives in a glass house. Every wall in his home is transparent; he has no walls to hide behind, not even in the bathroom. Of course, he lives in an isolated area, so he doesn't exactly have neighbors peering in and watching his every move. But he has chosen to live without any physical privacy in a home that allows every action to be seen. He has created his own panopticon of sorts, a place in which everything is in full view of others.

The term panopticon was coined by Jeremy Bentham in the late eighteenth century when he was describing an idea for how prisons should be designed. The prisoner's cells would be placed in a circle with a guard tower in the middle. All walls facing the center of the circle would be glass. In that way, every prisoner's cell would be in full view of the guards. The prisoners could do nothing unobserved, but the prisoners would not be able to see the guard tower. They would know they were being watched – or rather, they would know that they could be being watched – but because they could not see the observer, they would never know when the guard was actually monitoring their actions.

It is common knowledge that people behave differently when they know they are being watched. We act differently when we know someone is looking; we act differently when we think someone else *might* be looking. In these situations, we are less likely to be ourselves; instead, we will act the way we think we should act when we are being observed by others.

In our wired society, many talk of the panopticon as a metaphor for the future. But in many ways, the panopticon is already here. Surveillance cameras are everywhere, and we often don't even know our actions are being recorded. In fact, the surveillance camera industry is enormous, and these cameras keep getting smaller and smaller to make surveillance easier and more ubiquitous. In addition, we leave a record of everything we do online; our cyber-whereabouts can be tracked and that information used for various purposes. Every time we use a credit card, make a major purchase, answer a survey, apply for a loan, or join a mailing list, our actions are observed and recorded. And most of us have no idea just how much information about us has been recorded and how much data is available to various sources. The scale of information gathering and the scale of exchange have both expanded so rapidly in the last decade that there are now millions of electronic profiles of individuals existing in cyberspace, profiles that are bought and sold, traded, and often used for important decisions, such as whether or not to grant someone a loan. However, that information is essentially beyond our control. We can do little to stop the information gathering and exchange and can only hope to be able to control the damage if something goes wrong.

Something went wrong recently for me. Someone obtained my Social Security number, address, work number and address, and a few other vital pieces of data. That person then applied for a credit account in my name. The application was approved, and I soon received a bill for nearly \$5,000 worth of computer-related purchases.

Fraud, of course, is a different issue, but this kind of fraud couldn't happen – or at least, couldn't happen with such ease and frequency – in a world of paper-based records. With so much information floating about in cyberspace, and so much technology that can record and observe, our privacy has been deeply **compromised**.

I find it truly amazing that someone would want to live in a transparent house at any time, but especially in an age when individual privacy is becoming increasingly difficult to maintain and defend (against those who argue that information must be gathered for the social good). Or perhaps this man's house is an attempt to call our attention to the fact that the panopticon is already here, and that we are all just as exposed as he is.

Name :

Group :

Score :/20

Exercise 01:

- Questions: (Circle the letter corresponding to you answer)

1. According to the passage, a *panopticon* is
 - a. a prison cell.
 - b. a place in which everything can be seen by others.
 - c. a tower that provides a panoramic view.
 - d. a house that is transparent.
 - e. a place in which surveillance cameras and other monitoring equipment are in use.
2. The description of how the panopticon would work in a prison (paragraph 2) implies that the panopticon
 - a. can be an effective tool for social control.
 - b. should be used regularly in public places.
 - c. is not applicable outside of the prison dynamic.
 - d. is an effective tool for sharing information.
 - e. will redefine privacy for the twenty-first century.
3. In paragraph 4, the author suggests that the panopticon is a metaphor for our society because
 - a. our privacy is transparent.
 - b. we are all prisoners in our own homes.
 - c. our actions are constantly observed and recorded.
 - d. we are always afraid that someone might be watching us.
 - e. there is rampant exchange of information in cyberspace.
4. According to the passage, a key difference between the prison panopticon and the modern technological panopticon is that
 - a. the prisoners can see their observers, but we can't.
 - b. today's prisons are too crowded for the panopticon to work.
 - c. prisoners are less informed about privacy issues than technology users.
 - d. the prisoners are aware that they may be being watched, but we often don't even know we are being monitored.
 - e. prisoners are more protected in their panopticon than we are in ours.
5. The passage suggests that all of the following contribute to the erosion of privacy EXCEPT
 - a. increased use of credit cards for purchases.
 - b. buying and selling of electronic profiles.
 - c. increasingly discreet surveillance equipment.
 - d. lack of controls over information exchange.
 - e. easy access to electronic information in cyberspace.
6. The author describes a personal experience with identity theft in order to
 - a. show how prevalent identity theft is.
 - b. show how angry he is about having his privacy invaded.
 - c. show an example of how private information can be taken and misused.
 - d. demonstrate a flaw in the panopticon.
 - e. demonstrate the vast scale of information exchange.
7. The word *compromised* in paragraph 6 means
 - a. conceded.
 - b. agreed.
 - c. dishonored.
 - d. negotiated.
 - e. jeopardized.
8. Based on the passage, it can be inferred that the author would support which of the following?
 - a. widespread construction of glass houses
 - b. stricter sentencing for perpetrators of fraud
 - c. greater flexibility in loan approval criteria
 - d. stricter regulations for information gathering and exchange
 - e. modeling prisons after Bentham's panopticon

Exercise 02:

Do **ONLY ONE** of the following activities.

- Activity 01:
Paraphrase the last paragraph (N° 7): **(Do not exceed the number of lines)**

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OR

- Activity 02:
Summarize the whole passage: **(Do not exceed the number of lines)**

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Answers Key and Rubric Scale:

Exercise 01: (12pts / 1.5pt for each correct answer)

Q1:.....b

Q2:.....a

Q3:.....c

Q4:.....d

Q5:.....a

Q6:.....c

Q7:.....e

Q8:.....d

Exercise 02: (08pts)

Activity 01: Paraphrasing

- Using the student's own style 1.5 pt
- Mastery of the paraphrasing methods (the 3 methods should be combined)..... 1.5 pt
- Language (grammar, spelling...etc) 1.5 pt
- Representativeness 2.5 pts
- Form (respect of the determined space, tidiness, and handwriting) 01 pt

Activity 02: Summarizing

- Using the student's own style 1.5 pt
- Mastery of the summarizing technique (main ideas and key points only)..... 1.5 pt
- Language (grammar, spelling...etc) 1.5 pt
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Answers Key and Rubric Scale:

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Q3:.....c

Q4:.....d

Q5:.....a

Q6:.....c

Q7:.....e

Q8:.....d

Exercise 02: (08pts)

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- Mastery of the paraphrasing methods (the 3 methods should be combined)..... 1.5 pt
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- Representativeness 2.5 pts
- Form (respect of the determined space, tidiness, and handwriting) 01 pt

Activity 02: Summarizing

- Using the student's own style 1.5 pt
- Mastery of the summarizing technique (main ideas and key points only)..... 1.5 pt
- Language (grammar, spelling...etc) 1.5 pt
- Representativeness 2.5 pts
- Form (respect of the determined space, tidiness, and handwriting) 01 pt

I- THEORETICAL PART : (08)

A- Complete each statement with the right answer : (04)

- 1- The process of translation involves the changing of an original written text in the original verbal language into a written text in a different verbal language .
- 2- Word-for-word translation can also be called preliminary translation; it doesn't take context into consideration.
- 3- Literal translation preserves the grammatical structures of the Source Language.
- 4- Faithful translation maintains a balance between the literal meaning of the SL word and the TL syntactic structures.

B- Answer the following questions: (04)

- 1- Literal translation takes place when the SL and TL share parallel structures. This type of translation preserves the grammatical structures of the SL where they are translated into their nearest TL equivalents.
- 2- Many translators prefer communicative translation because it resorts to concepts that are more familiar to the TL reader on cultural and social levels.
- 3- "To throw **dust** in the eyes" is translated "يذر الرماد في العيون" instead of "التراب".
The word '**dust**' is translated literally as التراب, while the equivalent expression in Arabic is يذر الرماد في العيون where '**dust**' is translated into الرماد , ashes.
This choice could be justified by the cultural as well as ecological contexts that are different for both languages.
- 4- In some situations, literal translation is not suitable for idioms and proverbs because words are translated out of context paying no attention to their connotative meanings.

II- PRACTICAL PART: (12)

A- Proverbs: (04)

- 1- من يكثر ترحاله، تقل أحماله / ...
- 2- كل ما نحبه دائما جميل / القرد في عين أمه غزال / ...
- 3- على الأطفال أن يصمتوا في حضور الرجال / اذا تكلم الكبار أنصت الصغار / ...
- 4- العلة في التفاصيل / لا تحقرن صغيرة، فان البعوضة تدمي مقلة الأسد / ...

B- Text: (08)

Algeria is officially submitting its candidacy to host Africa Cup of Nations 2025

Algeria submitted officially its candidacy file to host Africa Cup of Nations 2025, after the African Football Confederation had decided, weeks ago, to withdraw the organization from Guinea due to the lack of readiness and preparations required to host this continental tournament.

The confirmation came through the media commissioner of the Algerian Football Federation, Saleh Bey Abboud, who said, on Friday, to the Algerian Radio: "We have officially submitted the Algerian candidacy file to host the Africa Cup of Nations Finals for 2025. The file is strongly supported by the Algerian authorities, led by President Abdelmadjid Tebboune. "

Saleh Bey Abboud added ; "The African Football Confederation requires \$80 million as a guarantee to organize this competition, and Algeria has positively responded. Besides, we are sure that our file takes into account all the required conditions before announcing the winner of this merit on February 10th."