



THE HASHEMITE KINGDOM OF JORDAN-MINISTRY OF EDUCATION  
GENERAL SECONDARY CERTIFICATE EXAMINATION-2013

GENERAL ENGLISH

الدورة الشتوية/المستوى الثالث  
(وثيقة مصححة/محدود)

DATE : Thursday 17<sup>th</sup> of January, 2013

(٢) للمتقدمين في الفروع الأكاديمية.

TIME : 1 HOUR AND A HALF

ملحوظات : (١) أجب عن أسئلة هذه الورقة جميعها.  
(٢) عدد الأسئلة: (٥)، وعدد الصفحات: (٤).

Read the following text carefully, and then in your ANSWER BOOKLET answer all the questions that follow. Your answers should be based on the text.

The first paper was made nearly two thousand years ago in China. Although paper can be made from many kinds of materials, such as cotton fibres, grass or sugar cane, these days wood pulp is the material most commonly used to make 'new paper'.

The modern world uses so much paper that environmentalists have persuaded us that we should recycle old paper as well as making new paper. There is an increasing awareness in Jordan of the need to recycle both paper and other materials. Paper-recycling containers can now be found in some parts of the country and some government agencies have begun paper recycling programmes. Also, there is greater education in schools about the need to take care of our environment.

Although we use wood pulp from trees to make new paper, it is not true that this saves trees. Trees are a commercially grown long-term crop, so that when they are cut down, new ones are planted. Also, papermakers use the parts of trees that cannot be used in building and furniture making. Nearly all new paper is made from wood which is grown in sustainable forests.

A large proportion of household waste is paper or cardboard. For every tonne of paper used for recycling, we save 30,000 litres of water, 3000-4000 kwh of electricity, and reduce air pollution. In the interests of our environment, we have to make sure that we continue to recycle as much of it as possible.

Question Number One (20 points)

1. According to the first paragraph, paper can be made from many different materials. Write down two of these materials. (4 points)
2. According to the last paragraph, there are some benefits of recycling paper. Write down two of these benefits. (4 points)
3. Quote the sentence which indicates that paper was produced many years ago. (3 points)
4. Find a word in the third paragraph that means "able to be used or re-used without cost to the environment". (2 points)
5. What does the underlined word "which", in the third paragraph, refer to? (2 points)
6. According to the text, the writer states that there is an increasing awareness of recycling paper in Jordan. Explain this statement, justifying your answer. (3 points)

SEE PAGE TWO ...

**B. Critical Thinking (2 points)**

Schools should encourage children to protect the environment by doing friendly activities. Think of this statement and, in two sentences, write down your point of view.



**Question Number Two (15 points)**

**A. Choose the suitable item from those given in the box to complete each of the following sentences and write it down in your ANSWER BOOKLET. (8 points)**

cultivate , thorns , global , enforce , wildfire

1. Water preservation is a major----- challenge.
2. Farmers ----- the soil in preparation for the new growing season.
3. Every summer, we hear news of a great ----- in some parts of the world.
4. Some plants depend on their----- to protect themselves.

**B. Study the following dictionary entry and answer the question that follows. Write the answer in your ANSWER BOOKLET. (3 points)**

What does the three-part verb **come up against** mean in the following sentence?  
Luckily, the engineers didn't **come up against** any problems in the project.

\_\_\_\_\_

come up against  
- face.  
- happen.

**C. Choose the suitable item from those given to complete each of the following sentences and write it down in your ANSWER BOOKLET. (4 points)**

1. During the storm, the wind was blowing -----  
(violent, violence, violently)
2. The man was found ----- of any crimes.  
(innocent, innocence, innocently)



**Question Number Three (12 points)**

**A. Correct the verbs between brackets then write your answers down in your ANSWER BOOKLET. (6 points)**

1. Jamal and Fawaz have ----- evening classes for a few weeks now. (be, take)
2. After we had finished our dinner, we ----- into the garden. (go)
3. Laila ----- recently ----- learning English. (start)

**B. Choose the suitable item from those given to complete each of the following sentences and write it down in your ANSWER BOOKLET. (6 points)**

1. Manal has been in her room ----- this morning.  
(for , from , since)
2. Emad has got the golden medal for his creative project. I'm sure that his parents are proud of him.  
Emad's parents ----- proud of him.  
(must be , can't be , shouldn't be)
3. My father is interested -----sports.  
(of , from , in)
4. Patients stay in hospital ----- get medical care.  
(because , to , so that)
5. Life today is different ----- life fifty years ago.  
(in , from , on)
6. In the sentence, "The children are putting balloons outside their house; they must be having a party." The speaker is -----.  
(almost sure that the children are having a party , almost sure that the children are not having a party , unsure whether the children are having a party or not)

**Question Number Four (8 points)**

**A. Complete each of the following items so that the new item has a similar meaning to the one before it, and write it down in your ANSWER BOOKLET.**

**(6 points)**

1. I don't have many friends.  
I wish -----.
2. Ahmad came to study in our country so that he could get a good education.  
Ahmad came to study in our country in order to -----.

**B. Study the following pair of sentences and answer the question below. Write the answer in your ANSWER BOOKLET. (2 points)**

**Rashed:** I was about to go into the garden to get some fresh air when I was surprised by my friends' visit.

**Asma:** wonderful!

Which sentence expresses a past event?

-----



**Question Number Five (15 points)**

**A. EDITING (4 points)**

Imagine you are an editor in the Jordan Times. You are asked to edit the following lines that have four mistakes. Correct the mistakes and write the answers in your ANSWER BOOKLET.

The gulf (1) countries are funded by oil and other brecious (2) natural resourceez (3). The needs of the oil and construction industries (4) led to a huge demand for skilled workers.

**B. GUIDED WRITING: (4 points)**

Read the information in the table below, and then in your ANSWER BOOKLET, write two sentences about why people use Internet websites. Use the appropriate linking words such as: and, too, also ... etc.

Why do people use Internet websites?
- buy things.
- book holidays.
- access bank accounts.

**C. FREE WRITING: (7 points)**

In your ANSWER BOOKLET, write a composition of about 80 words on ONE of the following:

1. Write a letter to your teacher describing a time when you took care of a friend; saying what happened to him/ her, how you helped him/ her, and what that event added to your experience.  
(Your name is Nihad. Your address is P.O.Box 1646, Amman, Jordan)
2. Voluntary work generally provides services to the community. Write a report about the types of work volunteers can do and the benefits of these activities to the volunteers themselves and to their local community.

**THE END**





## Question Number One (20 points)

## A. 1. (4 points, 2 points each)

Any two of the following:

- cotton fibres.
- grass.
- sugar cane.
- wood pulp

## 2. (4 points, 2 points each)

Any two of the following:

- saving 30,000 litres of water.
- saving 3000-4000 kwh of electricity.
- reducing air pollution

## 3. The first paper was made nearly two thousand years ago in China. (3 points)

## 4. sustainable (2 points)

## 5. wood (2 points)

## 6. 1) Paper-recycling containers can now be found in some parts of the country.

## 2) Some government agencies have begun paper recycling programmes.

## 3) There is greater education in schools about the need to take care of our environment.

## 4) OR any relevant answer.

(3 points)

## B. Critical Thinking (2 points)

Marking scheme:

2	showing high order thinking, relevant answer, message clearly communicated to reader
1	message communicated, average level of thinking
0	totally irrelevant or totally incomprehensible

## Question Number Two (15 points)

## A. (8 points, 2 points each)

- 1. global
- 2. cultivate
- 3. wildfire
- 4. thorns

## B. face (3 points)

## C. (4 points, 2 points each)

- 1. violently
- 2. innocent

## Question Number Three (12 points)

## A. (6 points, 2 points each)

- 1. been taking
- 2. went
- 3. has / started

**B. (6 points, 1 point each)**

1. since    2. must be    3. in    4. to    5. from  
6. almost sure that the children are having a party



**Question Number Four (8 points)**

**A. (6 points, 3 points each)**

1. I wish I had many friends.  
2. Ahmad came to study in our country in order to get a good education.

**B. Rashed:** I was about to go into the garden to get some fresh air when I was surprised by my friends' visit. (2 points)

**Question Number Five (15 points)**

**A. EDITING (4 points, 1 point each)**

- (1) Gulf    (2) precious    (3) resources    (4) industries

**B. GUIDED WRITING: (4 points)**

Marking scheme:

4	comprehensive information with appropriate linking words, without spelling mistakes
3 - 2	acceptable level of communicating the ideas with some grammatical and spelling mistakes
1 - 0	miscommunication of the ideas, a lot of grammatical and spelling mistakes

**C. FREE WRITING: (7 points)**

Open.

**THE END**



## السؤال الأول

مُرغى ٩ (بالسبب التقليل) Saving 30,000 litres of water / Saving 3000-4000 kWh of electricity

إذا حذفنا كلمة save من السعة الأول ولم نكتب في السعة الثاني ← (صفر)

إذا لم يكتب save في السعة الثاني من كتبها في الأول ← فكله كامله (E score)

إذا كتب save في السعة الثاني ولم يكتبها في الأول ← (٥ عرسكان)

Awa2el.net

## السؤال الثالث

مُرغى A أي خطأ إملائي ← (صفر)

## السؤال الرابع

مُرغى A - إذا استبدل الطاب many بـ more لديزاتر على الإجابة

Awa2el.net

**WRITING: SUGGESTED MARKING INSTRUCTIONS  
(SUMMARY SCALE)**

IDEAS	STRUCTURE	SCALE
Very Good Ideas	Very Good Structure	6-7
Good Ideas	Good Structure	5-6
Partially Good Ideas	Good Structure	4-5
Good Ideas	Partially Good Structure	4
FAIL / Partial Ideas	Poor Structure	3
Very Poor but with some relevant	Very poor Structure	2-3
Title / Letter layout	One/Two good sentences	1
Irrelevant Ideas	Irrelevant Structure	0

Criterion / Level	Content	Organization & Mechanics	Vocabulary	Language Use
<b>VERY GOOD</b>	<ul style="list-style-type: none"> <li>- Complete realization of the task.</li> <li>- Relevant.</li> <li>- Communicative.</li> </ul>	<ul style="list-style-type: none"> <li>- Well-Organized.</li> <li>- Clear, Coherent.</li> <li>- Mechanics of writing are well observed.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate a wide range of vocabulary.</li> <li>- Effective use of word, choice, idioms, ... etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly Accurate.</li> <li>- Few Mistakes.</li> <li>- Communication isn't impeded.</li> </ul>
<b>GOOD</b>	<ul style="list-style-type: none"> <li>- Noticeable fluently.</li> <li>- Mostly relevant.</li> <li>- Message can be understood.</li> </ul>	<ul style="list-style-type: none"> <li>- Organized.</li> <li>- Ideas are partially clear and coherent.</li> <li>- Shows a reasonable use of writing mechanics.</li> </ul>	<ul style="list-style-type: none"> <li>- Reasonable use of vocabulary to convey a message.</li> </ul>	<ul style="list-style-type: none"> <li>- Occasional errors.</li> <li>- No global errors.</li> <li>- A good use of sentence construction.</li> </ul>
<b>ACCEPTABLE</b>	<ul style="list-style-type: none"> <li>- Incomplete realization of task.</li> <li>- Lack of ideas.</li> <li>- Not communicative but meaning is conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>- Loosely organized.</li> <li>- No noticeable coherence.</li> <li>- Frequent errors of writing mechanics.</li> </ul>	<ul style="list-style-type: none"> <li>- Limited range of vocabulary.</li> <li>- No effective use of vocabulary to convey a message.</li> </ul>	<ul style="list-style-type: none"> <li>- Frequent grammatical errors.</li> <li>- Use of one straight pattern.</li> </ul>
<b>POOR (FAIL)</b>	<ul style="list-style-type: none"> <li>- Irrelevant ideas.</li> <li>- Not Communicative.</li> <li>- No conveyed message.</li> </ul>	<ul style="list-style-type: none"> <li>- Disconnected ideas.</li> <li>- Not organized.</li> <li>- No use of writing mechanics.</li> </ul>	<ul style="list-style-type: none"> <li>- Little use of vocabulary.</li> <li>- Vocabulary are insufficient to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Global grammatical errors.</li> <li>- No mastery of sentence structure.</li> </ul>

**Sample Writing Rubric 2**

Categories	Level 1	Level 2	Level 3	Level 4
<b>Reasoning</b>	<b>The student uses :</b> -			
<ul style="list-style-type: none"> <li>- Complexity of ideas.</li> <li>- Number &amp; Relevance of supporting fact details.</li> </ul>	<ul style="list-style-type: none"> <li>- Well developed interesting ideas.</li> <li>- Supporting details that clarify and enhance the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Developed connected ideas.</li> <li>- Sufficient supporting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Simple connected ideas.</li> <li>- Some supporting details, but not enough.</li> </ul>	<ul style="list-style-type: none"> <li>- Few simple ideas not connected.</li> <li>- Very few supporting details.</li> </ul>
<b>Convention</b>	<b>The student uses :</b> -			
<ul style="list-style-type: none"> <li>- Grammar.</li> </ul>	<ul style="list-style-type: none"> <li>- Correctly uses of all of the conventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Correctly uses of most of the conventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Correctly uses of some of the conventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Correctly uses very few of the conventions.</li> </ul>
<ul style="list-style-type: none"> <li>- Spelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Spells most words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses phonetic spelling only for more difficult words.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses phonetic and conventional spelling for familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>- Shows some evidence of spelling strategies.</li> </ul>
<ul style="list-style-type: none"> <li>- Punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>- Makes almost no errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Makes few errors.</li> </ul>		<ul style="list-style-type: none"> <li>- Makes many errors.</li> </ul>