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School year: 2018-2019 Level: 1st year lit.str

# The Second Term English Language Test n°02

**Full name:** .....**Class:** .....

## READING

### A/ Comprehension

*Read the passage below then do the activities that follow.*

In the late 1900s, people started to look for alternative sources of energy to power their vehicles and heat their homes. This was because the traditional sources of energy, such as fossil fuels and nuclear power, were harming the environment. Alternative energy sources include solar power, wind power and wave action.

Fossil fuels, such as oil, coal and natural gas, are available on Earth only in limited quantities, and **they** will run out one day. Fossil fuels also add carbon dioxide to the atmosphere when they are burnt. Many people believe that this causes climate change.

Most alternative energy sources are renewable, which means that, contrary to fossil fuels, they are not likely to run out. Examples include solar, wind and geothermal energy. **These** energy sources can be used to generate electricity, heat water and, in some cases, to fuel vehicles. The technologies for alternative energy are still new and need more development. However, such sources may be necessary for providing energy as non-renewable resources are used up.

*Adapted from "alternative energy." Encyclopædia Britannica Ultimate Reference Suite, 2015.*

**Questions**

1. **Say whether the following statements are 'true' or 'false'.**
   - **a.** Traditional sources of energy are harmless. …..
   - **b.** Co2 is one of the causes of climate change. …..
   - **c.** Alternative energy sources can be used to fuel cars. …..
2. **Answer the following questions according to the text.**
   - **a.** Why did people start to look for alternative energy sources?

     ……
   - **b.** Does burning oil, coal and natural gas pollute the environment?

     ……
   - **c.** Give three renewable energy sources from the text.

     ……
3. **In which paragraph is it mentioned that** the technology needed for alternative energy sources is still under development?

   ……
4. **Who or what do the underlined words refer to in the text?**

   they (§2) ⟶ ……



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these (§3) ⟶ ……

**B/ Text Exploration**

1. **Find in the text words that are closest in meaning to the following.**

   **a.** damaging (§1) …… **b.** air (§2)……

2. **Complete the table as shown in the example.**

| Noun | Adjective |
|---|---|
| **Example:** price | priceless |
| …… | traditional |
| success | …….. |
| danger | …….. |
| ……. | polluting |

3. **Give the correct form of the verbs in brackets.**

   **a.** If plants (not to get)…….. enough water, they (to die)……..……..

   **b.** If Ali (to be)…...…….. late again to the exam, he (to repeat)…….. the year.

4. **Mark the stress in the following words.**

   pollution – destroy – emission - preserve

5. **Replace the underlined items with only <u>FOUR</u> quantifiers from the list given.**

   none of – most – a little - some – half - all

   There were about 60 protestors in front of the Ministry of Environment. **<u>60</u>** ……..of them were university students. **<u>55</u>** ……..of them held big signs that denounced the Ministry's carelessness about not cleaning the streets off rubbish. There were clashes with the police and **<u>10</u>**…… of the protestors were arrested. **<u>No protestors</u>**…….. remained there after sunset.



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