

Anisse High School Academic Year: 2017 / 2018 Level: 2<sup>nd</sup> Year Baccalaureate Duration: 1 hour 50 minutes From 10.05 To 11.55 Date: 19 / 10 / 2017

| Name:       |    |
|-------------|----|
| Class:      |    |
| Final Mark/ | 20 |

In real life, most parents are proud of their kids' talents and often secretly convinced of their precocity. But how can you tell if your child's early aptitude for languages or maths is, in fact, anything

out of the ordinary? Professor Joan Freeman, a qualified psychologist and expert on childhood intelligence, thinks that "There's no magic formula for giftedness. It is in the genes – you need to have it in you for it to be developed – but without <u>this</u> opportunity, a child's extraordinary abilities are unlikely to be recognised. So, do what you can to boost your child's in-



stinctive curiosity and love of learning. If they are indeed gifted, this will become apparent."

2 There are some signs which may indicate you have a prodigy on your hands. The IQ society Mensa suggests that an unusual memory, skipping levels, reading and counting early, an awareness of

world events, constantly asking questions, and possessing a developed sense of humour are among the indications of an unusually quick-witted child. Joan adds, "Giftedness is a combination of knowledge, creativity and curiosity. The brightest children have speed and creativity. It's much more about originality of thought than

about knowing facts and figures years before their peers. As well as <u>their</u> having an advanced, complicated vocabulary, the more precocious children will challenge me during the testing – suggesting I should ask a different question or rephrase it."

If you think your child has an unusual precocity, how do **you** support them without creating any kind of lasting damage? Nowadays experts recommend extension and enrichment activities so that gifted children's emotional and social needs are met. It is crucial to feed their intellect, though, and not to just expect it to develop on its own. So, "Give them the opportunity to pursue their abilities and allow them to explore their own gifts. You don't have to push children who are curious and love to learn." Unconditional love and support are essential foundations for any child. Like all children, prodigies must do their homework and practice what they excel in. Finally and most importantly, acclaim the effort – after all, in the long run, what helps a gifted child to become a gifted adult is dedication, hard work and contribution – not just their innate abilities."



| COMPREHENSION (15 POINTS) {BASE ALL YOUR ANSWERS ON THE TEXT}   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Tick $(\square)$ the most appropriate title for the text. (1 pt)  |  |  |  |  |  |  |
| What are the problems faced by gifted children? $\Box$  |  |  |  |  |  |  |
| How are gifted children identified and supported? $\Box$  |  |  |  |  |  |  |
| What are the characteristics of gifted people? $\Box$   |  |  |  |  |  |  |
| Are these sentences TRUE or FALSE? JUSTIFY your answers. (3 pts)  |  |  |  |  |  |  |
| A child's gift is easily discoverable.  |  |  |  |  |  |  |
| Gifted children's linguistic repertoire is more developed.  |  |  |  |  |  |  |
| If gifted children are not well taken care of from the beginning, they can suffer from that all their life. |  |  |  |  |  |  |
| Answer these questions. (3 pts)   |  |  |  |  |  |  |
| Where does giftedness lie?  |  |  |  |  |  |  |
| What is giftedness composed of?   |  |  |  |  |  |  |
| Which sides of the gifted child's personality are developed by those enrichment activities?                 |  |  |  |  |  |  |
| Find in the text words or expressions that mean the same as the following. (3 pts)                          |  |  |  |  |  |  |
| develop (para 1)  |  |  |  |  |  |  |
| intelligent (para 2)  |  |  |  |  |  |  |
| follow (para 3)   |  |  |  |  |  |  |
| What do the underlined words in the text refer to? (3 pts)  |  |  |  |  |  |  |
| <u>this</u> (para 1)  |  |  |  |  |  |  |
| <u>their</u> (para 2)   |  |  |  |  |  |  |
| <u>you</u> (para 3)   |  |  |  |  |  |  |
| Complete the following sentences. (2 pts)   |  |  |  |  |  |  |
| What distinguishes the brightest children is not  |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
| Parents needn't oblige their children to learn if   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |

## II LANGUAGE (15 POINTS)

## A Fill in each blank with the correct auxiliary. (2 pts)

|   | had better   | have to                                | must                          | can't                | ought             | might             | used             |
|---|--|--|-------------------------------|----------------------|-------------------|-------------------|------------------|
| 1 | Cars not park in front of the entrance to the hospital.                          |  |                               |                      |                   |                   |                  |
| 2 | Weto go sailing on the lake in summer.   |  |                               |                      |                   |                   |                  |
| 3 | You go to the doctor about your hacking cough. It be very serious.               |  |                               |                      |                   |                   |                  |
| - | Put the verbs between brackets into the correct tense. (2 pts)                   |  |                               |                      |                   |                   |                  |
| В | Put the verbs  | s detween drach                        | tets into the c               | orrect tense         | e. (2 pts)        |                   |                  |
| 1 |  | em last month ar                       |                               |                      |                   |                   |                  |
| 2 | (you / not / ever /get) tired of doing the same thing?                           |  |                               |                      |                   |                   |                  |
| С | Put the words between brackets into the correct form. (3 pts)                    |  |                               |                      |                   |                   |                  |
| 1 | The architects   | s have made (ima                       | agine)                        |                      | use of            | glass and trans   | sparent plastic. |
| 2 | He was charm   | ned by her beaut                       | y and (vivacio                | us)                  |                   | <b>.</b>          |                  |
| 3 | He's impossib  | le to work with –                      | he's so (orgar                | nize)                |                   | ······            |                  |
| D | Circle the mo  | ost appropriate                        | forms of the v                | verhs (2 nts         | )                 |                   |                  |
| D |  |  |                               | (CIDS. (2 pl)        | /                 |                   |                  |
| 1 | l remember <u>s</u>  | <u>ee</u> / <u>to see</u> / <u>see</u> | <i>ing</i> him leave          | an hour ago.         |                   |                   |                  |
| 2 | She likes him  | because he mak                         | kes her <u>laugh</u>          | laughing /           | <u>to laugh</u> . |                   |                  |
| 3 | I'm used to <i>have</i> / <i>having</i> / <i>to having</i> my sleep interrupted. |  |                               |                      |                   |                   |                  |
| 4 | Most teachers  | s recommend stu                        | idents <u>read</u> / <u>r</u> | eading / <u>to r</u> | ead the following | g books.          |                  |
| E | Fill in each blank with the most appropriate word. (2 pts)                       |  |                               |                      |                   |                   |                  |
|   | conclusion   | introduction                           | granted                       | bigger               | better            | award             | change           |
| 1 | You would be   |  | off liv                       | ring on your c       | wn than quarrel   | ling all the time | with your dad.   |
| 2 | I'd seen them  | together so ofter                      | n I drew the log              | lical                | that              | t they were hus   | band and wife.   |
| 3 | There was a  | -                                      | for the be                    | tter in the pat      | ient's condition  | after the succes  | ssful operation. |
| 4 | Having an end  | dless supply of c                      | lean water is u               | sually taken         | for               |                   | ·                |
| - |  |  |                               |                      |                   |                   |                  |
| F | Rewrite the f  | ollowing senter                        | ices using the                | e connectors         | s between brac    | kets. (2 pts)     |                  |
| 1 | They didn't show up. They were invited to the party last Sunday. ( <i>but</i> )  |  |                               |                      |                   |                   |                  |
| 2 | She may need some help. She's new. ( <i>as</i> )                                 |  |                               |                      |                   |                   |                  |
|   |  |  |                               |                      |                   |                   |                  |
| G | Respond to t   | the following se                       | ntences begi                  | nning with tl        | he words given    | . (2 pts)         |                  |
| 1 | "The only sou  | rce of knowledge                       | e is experience               | e." [Albert Ein      | stein] (Express   | Agreement / D     | Disagreement)    |
|   | I could  |  |                               |                      |                   |                   | ······           |
| 2 | Express your Opinion about reading books.  |  |                               |                      |                   |                   |                  |
|   | From   |  | ,                             |                      |                   |                   | <b>-</b>         |
|   |  |  |                               |                      |                   |                   |                  |

## III WRITING (10 POINTS)

TASK 1: (4 pts) Complete this paragraph about the reasons why some youths have problems with adults.

A lot of young people suffer from what is called *the generation gap*, and face problems in their relationships

| with adults for the following reasons. The first one is that |
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TASK 2: (6 pts)

Reply to this email.

Hello,

I'm really interested in getting to know more about you. So, what are you like? What do you look like? And what do you like / dislike doing in your free time? Write to me soon and tell more. Take Care

Dennis

|              | Thursday October, 19th |
|--------------|------------------------|
| Dear Dennis, |                        |
| Hi!          |                        |
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