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الجمـــهورية الجـزائرية الديمقراطية الشعـبية
وزارة التربية الوطنية

مديرية التربية لولاية البليدة

المجـمع الـتربوي الخـــاص
القديس اوغستين البليدة

السنة الدراسية: 2019/2018

GROUPE SCOLAIRE SAINT AUGUSTIN
LYCEE – CEM – PRIMAIRE

المستوي: السنة الثالثة ثانوي	الشعبة : آداب ولغات اجنبية
امتحان بكالوريا تجريبي في مادة : اللغة الإنجليزية	المدة : 03 سا و 30 د

اختر أحد الموضوعين التاليين:

الموضوع الأول

Part One: Reading (14points)

A) Comprehension: (7points)

Read the text carefully then do the activities.

From 1200 to 800 BC the Phoenicians lived and prospered in the Mediterranean coast north of Palestine. Their chief cities were Tyr and Sidon. They gained fame as sailors and traders. They occupied a string of cities along the Mediterranean coast, in what is today Lebanon.

The coastal land was fertile and supported farming. Still, the resourceful Phoenicians became best known for manufacturing and trade. They made glass from coastal sand. From a tiny sea snail, they produced a widely admired purple dye, called "Tyrian purple" after the city of Tyr, which became their trademark. **It** became the favourite colour of royalty.

Phoenicians also used papyrus from Egypt to make rolls of paper, for books. The words bible and bibliography came from the Phoenician city of Byblos. Phoenicians traded with people all around the Mediterranean Sea. To promote trade, they set up colonies from North Africa to Sicily and Spain.

Due to their sailing skills, the Phoenicians served as missionaries of civilization, bringing eastern Mediterranean products and culture to less advanced people. A few Phoenician traders braved the stormy Atlantic and sailed as far as England. **There**, they exchanged goods from the Mediterranean for tin.

As merchants, the Phoenicians needed a simple alphabet to ease the burden of keeping records. They therefore invented a phonetic alphabet consisting of 22 letters. After alterations by the Greeks and Romans, this alphabet became the one we use today.

Adapted from Phoenicians Overviews
http://www.lost-civilizations.net/Phoenicians

1. Circle the letter that corresponds to the right answer.

-The text is:

a. An extract from a history book. **b.** A newspaper article. **c.** A web article.

2. Answer the following questions according to the text.

a. Where and when did the Phoenicians live and prosper?

b. What did they do in order to promote trade?

c. What achievements did the Phoenicians make?

d. Did the Phoenicians have contact and trade with England?

3. Who or what do the underlined words refer to in the text?

a. It (§2) **b.** There (§4)

4. In which paragraph is it mentioned that:

a. the Phoenicians were famous as sailors and traders?

b. the alphabet we use now, was invented by the Phoenicians?

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B) Text exploration: **(7 points)**

1. Find in the text words, phrases or expressions opposite in meaning to the following.

a. declined (§1) **b.** huge (§2) **c.** narrowly (§2) **d.** complex (§5)

2. Divide the following words according to roots and affixes as shown in the example.

	Words	Prefixes	Roots	Suffixes
Example	Uneducated	un	educate	Ed
	Resourceful Exchange Alternations Coastal			

3. Give the correct form of the verbs between brackets.

a. Years ago, it (be) difficult for people to travel long distances.
b. After the Phoenicians (settle) in the Mediterranean coast, they (become) famous traders.

4. Re-write sentence /b/ so that it means the same as /a/.

1. a. The Phoenicians made glass from coast.
b. Glass ……

2. a. "The Phoenicians traded with people all around the Mediterranean Sea." The historians say.
b. The historians say ……

3. a. It is advisable for people to be careful about their internal peace.
b. People ……

4. a. I regret not having worked hard to get my BAC exam with distinction.
b. I wish……

5. Reorder the following sentences to get a coherent paragraph.

a. they did not keep these inventions for themselves.
b. This enrichment is often the result of contacts of various kinds.
c. History shows that the civilizations enrich one another.
d. For example, though Ancient Egyptians had invented Many things and achieved important scientific successes of their own,

6. Underline the silent letters in the following words.

a. farming **b.** bringing **c.** coast **d.** which

PART TWO: Written Expression **(6 points)**

Choose ONE of the following topics:

Topic One: All civilizations such as the Egyptian, Indus, Greek, Roman, Phoenician, Sumerian, Babylonian etc. rose, fell and then vanished because of wars, epidemics etc. How about our modem civilization? What, in your opinion, threatens the world today?

Use the following ideas to write a composition of about 120 to 150 words:

- nuclear wars
- diseases
- climate change
- pollution
- economic collapse
- natural catastrophes etc.

Topic Two: A lot of teachers are complaining about the bad discipline and misbehaviours of students at school, write a composition of about 120 to 150 words analyzing the causes and the consequences of such a dangerous phenomenon, then suggest some solutions.

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الموضوع الثاني

Part One: Reading (14points)

A) Comprehension: (7points)

Read the text carefully then do the activities.

Japanese middle high school students start school in April. The school year is about 6 weeks longer than in the USA. The subjects include math, science, history, P.E, art and shodo **which** is a type of Japanese calligraphy. Students start studying English at middle school. The kids in 3rd grade through 12th grade learn civics, geography, Japanese and world history, sociology and politics-economics courses. In japan, people believe that education is very important and that students should all learn the material that is taught. The school treats all students equally and has almost no attempts to focus on students with learning disabilities. Some schools have rules about hairstyles, make-up etc.…

Both primary and secondary schools (elementary and middle schools) cost nothing to attend. Textbooks are chosen by the school board. Every three years the textbooks are free. Students stay in **their** classrooms while the teachers move from room to room. The students ought to have self-esteem in their studies.

When Japanese students get to school, they take off their everyday shoes and put on their school shoes. After that they go to their academic classes. Then they go to lunch. After lunch, there is music, P.E, moral education, etc. At the end of the day, everyday, the students participate in o-soji, the cleaning of the school. They sweep the classrooms and the hallways, empty trash cans, clean rest rooms, clean chalkboards and chalk erasers, and pick up trash from the school grounds. After o-soji, school is dismissed and most students disperse to different parts of the school for club meetings. They might play a sport, play an instrument, help out a teacher, or go to detention if needed. Away from school, they will go on the computer, watch TV, go shopping, skateboard, listen to the radio, talk to friends or do their homework.

Adapted from: https://library.thinkquest.org/05aug/00713

1. Are these statements true or false? Write T or F next to the letter corresponding to the statement.

a. In Japan, the students start studying English at primary school.

b. All students in japan are equally treated.

c. Students in japan put on special shoes at schools.

d. O-soji is the helping of teachers by the students to prepare their lectures.

2. Answer the following questions according to the text.

a. What do the subjects in Japan include?

b. Is the Japanese school year shorter than the American one?

c. How are students in Japan treated? Give an example.

d. What is meant by o-soji?

3. Put the following ideas in the order shown in the text:

a. Once the students finish their school day, they do different activities.

b. In Japan, high school students start school in April.

b. Education in Japan is very important.

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

a. which (§1) **b.** their (§2)

5. Give a title to the text.

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B) Text exploration: (7 points)

1. Find in the text words, phrases or expressions closest in meaning to the following.

a. consist of (§1) **b.** ethical (§3)

2. Complete the chart as shown in the example.

	VERB	NOUN	ADJECTIVE
Example	**To think**	**Thought**	**Thoughtful**
	To treat	.....	.....
	.....	.....	Free
	.....	Talk	.....

3. Link the following pairs of sentences using the appropriate connectors. (whereas - as soon as – so...that)

a. After the students finish. They go to lunch.

b. Students in Japan start school in April. Students in Algeria start school in September.

c. All the subjects in schools are important. The students have to learn all of them.

4. Fill in the gaps with only FOUR words from the list:
(career-occupation-subjects-practical-ability-respect)

In ancient Egypt, boys from wealthy families started school at the age of Four. Before a child started his first year of school, his father decided what his son's ……(1)…..…. would be in the future. Egyptians were very ……(2)…..…. , so kids at schools were taught only the ……(3)…..…. that would be useful for their ……(4).....….

5. Classify the following words according to the number of their syllables.

Japanese - calligraphy - important - academic

1 syllable	2 syllables	3 syllables	4 syllables	5 syllables

PART TWO: Written Expression (6 points)

Choose ONE of the following topics:

Topic One: As pupils studying in a private school, compare it to a public one then say which one do you prefer.

Use the following ideas to write a composition of about 120 to 150 words:

private school
- Pay school
- Fees expensive
- Just few pupils
- Small classes
- Easy to control

public school
- Free school (No fees)
- State financial support
- Over crowded
- Hard to control

- The same subjects taught.

Topic Two: **Write a composition of about 120 to 150 words on the following topic:**

A number of clothes manufactures are developing exploiting children (physically, mentally, morally, having no respect for their rights).

Would you boycott their products even if you know that are the cheapest on the market?

الاستاذة : بوروبة نورة

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