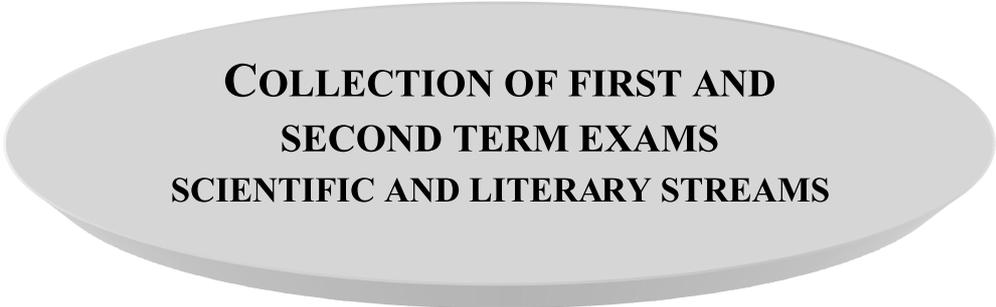


République Algérienne Démocratique et Populaire
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**COLLECTION OF FIRST AND
SECOND TERM EXAMS
SCIENTIFIC AND LITERARY STREAMS**

School Year 2007 – 2008

كلمة افتتاحية

يشرف مديرة التعليم الثانوي التقني بوزارة التربية الوطنية، والديوان الوطني للمطبوعات المدرسية أن يُصدرا مجموعة من المواضيع في شكل حوليات للسنة الثالثة ثانوي من السنة الدراسية الحالية بعد دراستها ومعالجتها .

نأمل أن تكون هذه المواضيع سندا إيجابيا ودعما قويا لأبنائنا التلاميذ المقبلين على امتحان شهادة البكالوريا .

أخيرا، نتقدم بجزيل الشكر لكل الأساتذة الذين أنجزوا هذه المواضيع ولكل الذين ساهموا من قريب أو من بعيد في هذه العملية التي نعتبرها خدمة نبيلة للمنظومة التربوية .

Lycée Draa Mohamed Essadek. Jijel Stream : Literature and Philosophy

PART ONE : READING (15 points)

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 come from the Phoenician city of Byblos. Phoenicians traded with peoples 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

A. Comprehension (7 pts)

1. Circle the letter corresponding to the right answer.
-The text is:
 - a. an extract from a history books
 - b. a web article
 - c. a newspaper article
2. In which paragraph is it mentioned that the Phoenicians:
 - a. were well-known as seamen ?
 - b. invented the alphabet?
3. 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. What continents did they have contact with?
4. What do the underlined words refer to in the text?
 - a. It became the favourite colour of royalty. (§2)
 - b. There, they exchanged goods. (§4)

B. Text exploration (8 pts)

1. Find in the text words opposite in meaning to the following.
 - a. declined (§1)
 - b. arid (§2)
 - c. narrowly (§2)
 - d. complex (§5)

2. Fill in the table with the missing word category.

VERB	NOUN	ADJECTIVE
.....	admired
.....	prosperous

3. Join these pairs of sentences using the appropriate connector from the box.

Whereas – which - as soon as - despite the fact that

- a. It rarely rained in Mesopotamia. The Sumerians developed a strong system of irrigation.
 - b. The Phoenicians arrived in Phoenicia. They became town-dwellers.
 - c. The Phoenicians developed a phonetic alphabet of 22 letters. The alphabet was adapted from the Egyptian hieroglyphics.
 - d. Egyptians brought improvements in farming, agriculture, medicine and writing. Phoenicians developed ship-building, international trade and sailing across seas.
4. Give the correct form of the verbs between brackets.
- a. Howard Carter (discover) the tomb of Tutankhamun in 1922.
 - b. The Muslim (leave) Andalusia in 1492
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 on their own,
6. Classify these verbs according to the pronunciation of their final “s”.
- a. successes
 - b. changes
 - c. merchants
 - d. skills

PART TWO : WRITING (5points)

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 modern civilization? What, in your opinion, threatens the world today?

Use the following ideas to write an essay of about 20 lines :

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

Topic two.

Among all the civilizations you read about and studied, which one are you most fascinated by ? Write an essay of about 20 lines.

Lycée 19 Mai 1956. El Kala
Stream : Literature and Philosophy

PART ONE : READING (15 points)

Read the text carefully then do the activities.

The Egyptians

The civilization of Ancient Egypt dates back to around 3000BC when the first pharaoh was established as ruler of Upper and Lower Egypt. Many different dynasties ruled the country over almost 3000 years, but in 332 BC it was conquered by Alexander the Great and so became part of the Greek world.

Ancient Egypt developed one of the earliest forms of writing hieroglyphics, but very few people could read and write. Only a certain group of people were allowed to train to be scribes.

Egyptian burial practices reveal information about religious beliefs, including the belief of an afterlife. This required the body to be preserved in a process of mummification.

Although Egypt was well-resourced with raw materials and could produce crops in the fertile soil of the Nile Valley, it still needed trade with neighbouring countries to acquire things it needed, such as wood and metal.

The ancient Egyptians are well-known for the large stone structures. Perhaps the most famous symbols of Ancient Egypt are the pyramids, built as tombs for pharaohs over four thousand years ago. Pyramids are some of the most well-known structures which survive from the ancient world. They have been subject to fascination, exploration and study for hundreds of years, yet we are still not sure how they were built. The design, labour and construction involved with a project of size has baffled people trying to understand the pyramids.

A. Comprehension (7 pts)

1. Are the following sentences true or false? Write “T” for true and “F” for false next to the sentence letter.
 - a. Egypt had been ruled by the same dynasty for over 3000 years.
 - b. The Egyptians developed their own system of writing.
 - c. Anyone could train to be a scribe.
 - d. The Egyptians used to believe in life after death.
 - e. Little is known about how the pyramids were built.
2. Reorder the following ideas as they occur in the text.
 - a. .Egyptians’ beliefs.
 - b. The most famous symbols of ancient Egypt.
 - c. The rise and fall of ancient Egypt.
 - d. Egyptians’ achievements in the field of writing.
 - e. Natural resources and main activities in ancient Egypt.
3. Answer the following questions according to the text.
 - a. What did Egypt import?
 - b. How did the Egyptians preserve the body of a dead person?

B. Text exploration (8 pts)

Find in the text words closest in meaning to the following.

- a. governed (§1)
- b. permitted (§2)
- c. despite the fact that (§4)
- d. attraction (§5)

2. Derive nouns from the following verbs.
a. to die b. to produce c. to acquire d. to build
3. Combine the following statements using the connectors between brackets.
a. Egyptian rulers had pyramids built. They wanted to prevent thieves from disturbing their remains. (in order to)
b. Tomb chambers were very well protected. Many tombs were robbed of their treasures. (although)
4. Ask questions on the underlined words.
a. One of the most well-known images of ancient Egypt is the pyramid.
b. About 80 royal pyramids have been found in Egypt.
c. Ancient Egyptians used to pray in temples.
5. Classify these words according to the pronunciation of their final “ed”.
a. established b. needed c. preserved d. fascinated

PART TWO : WRITING (5points)

Choose one of the following topics.

Topic one.

In about 80 words write an account of the ancient Egyptian civilization. When and where did it rise? How did it flourish? What were its achievements? What were the causes of its decline?

Topic two.

Many challenges face our modern civilization. Underdevelopment is one of them. Write a composition of about 80 words in which you suggest some solutions.

Lycée Khadidja Benrouissi
Stream: Literature and Philosophy

PART ONE : READING (15 points)

Read the text carefully then do the activities.

The earliest empires had been in the east, Egypt, Mesopotamia, China, India, and Greece were all home to at least one powerful civilization. About 387 BC, a city on the Italian peninsula began acquiring land and building an empire. That city was Rome. Civilizations have grown and prospered in Rome for thousands of years which is why Rome is nicknamed the Eternal city. Rome managed to unify most of the modern nation of Italy by 265 BC.

Life in Ancient Rome revolved around the city of Rome, located on the seven hills which made it harder for invaders to approach the city and served as lookout area for the Romans. The city had a vast number of monumental structures like the colosseum, the forum of Trajan and the Pantheon. It had fountains with fresh drinking-water supplied by hundreds of miles of aqueducts, theatres, gymnasiums, bath complexes complete with libraries and shops, market places, and functional sewers. In the capital city of Rome, there were imperial residences on the elegant Palatine Hill. The low and middle classes used to live in the city centre.

The Roman society was strictly hierarchical, with slaves at the bottom, freedmen above them, and free-born citizens at the top. Free citizens were themselves also divided by class. The broadest and the earliest division was between the Patricians and the Plebeians. The wealthiest were the Senatorial class, who dominated politics and command of the army.

Voting power in the Republic was dependent on class. Citizens were enrolled in voting “tribes”, but the tribes of the richer classes had fewer members than the poor ones, all the proletariat being enrolled in a single tribe. Voting was done in class order and stopped as soon as a majority of the tribes had been reached; so the poorer were often unable to cast their votes.

A. Comprehension (7 pts)

1. Match each idea with its corresponding paragraph.

IDEAS	PARAGRAPHS
a. Society and class division	1
b. Voting power	2
c. The rise of a new civilization	3
d. Location and description of Rome	4

2. Are the following statements true or false. Write “T” for true and “F” for false next to the sentence letter.
 - a. The city of Rome has witnessed a number of different civilizations.
 - b. The army and politics were in the hands of the rich
 - c. Like the rich, the poor were given the same chance in the vote.
3. Answer the following questions according to the text.
 - a. How long did it take Rome to unify most of the modern nation of Italy?
 - b. How could Rome protect itself from conquerors ?
 - c. What were the main social classes in ancient Rome?

B. Text exploration (8 pts)

1. Match each word with its definition.

WORDS	DEFINITIONS
a. Hierarchy	1.a person of high social rank
b. Patrician	2.the working class
c. Proletariat	3.a system in which people are organized into different levels of importance from highest to lowest

1. Combine the following statements using the connectors between brackets.
 - a. Both Egypt and Mesopotamia developed as the two great early civilizations. The two countries produced different societies and cultures. (although)
 - b. Writing was monopolized by priests. Schools were very important learning centres. (despite the fact that)
2. Give the correct form of the verbs between brackets.

Rome (grow) into an empire in part because of how it (treat) the people it (conquer) .
If a city (be/ defeat) by Rome, its citizens (not be/ force) to leave their lands. Rome (be/ respect) for that.
3. Reorder the following sentences to get a coherent paragraph.
 - a. Historians mark the fall of Rome as the end of ancient history.
 - b. The Latin term for Middle Ages is “medieval”.
 - c. The next one thousand years were called the “Middle Ages”.
 - d. In 476 AD, warriors attacked the city of Rome and ended more than 800 years of glory for the ‘eternal city’.
5. Classify the following words according to the pronunciation of their final “ed”
 - a. attacked
 - b. ended
 - c. sailed
 - d. expected

PART TWO : WRITING (5points)

Choose one of the following topics.

Topic one.

Write a paragraph of ten lines explaining how people can preserve and keep their culture. Use the following notes.

- Respect their customs
- Organize exhibitions
- Write books
- Organize regular festivals in the various arts
- Remind children of the glorious past of their ancestors

Topic two.

Do you think that the study of the past teaches us many things? Find arguments to discuss your point of view.

Lycée Berbara
Stream: Literature and Foreign languages

PART ONE : READING (14 points)

Read the text carefully then do the activities.

Each of the great civilisations of the past contributed some way or another to enhance the cultural and the technical level of human communities. They all achieved realisations that gradually transformed the destiny of nations and turned them into highly organised groups having in their hands more efficient means that enable them to develop a better capacity in the fight for survival and therefore to lead a more comfortable life.

The Chinese, for example, were among the first people to show to the others how to combine intelligence and discipline in order to construct a dynamic society able to offer to its inhabitants prosperity and security. The Egyptians in their turn managed to bring considerable improvements in the branches of farming, architecture, medicine, writing and religion. Despite the hostile environment where they evolved they succeeded to impose their will-power and perseverance so as to win the respect of their neighbours and immortalize their name in history.

As regards the Babylonians, they devoted their skills to further the spheres of astronomy, law-making, building, cattle-breeding and land-working. The Phoenicians, too, helped in accomplishing exceptional advances in matters connected with ship-building, international trade and sailing across seas. When the Greeks arrived, they promoted mathematics, philosophy , and democracy. They also gave a strong impetus to scientific research, rational thinking, mythology and artistic creations. In their wisdom they went as far as using sport as a channel through which to consolidate peace and harmony among tribes and races. The Romans, as well, applied themselves for elevating the fate of the human race. They dedicated their talent for the pursuit of arts, the construction of towns and public works, the laying of rules and political bodies, the expansion of commerce and introduction of more effective strategies in the military field.

A. Comprehension (7 pts)

1. Circle the letter corresponding to the right answer.
-The text is about:
 - a. The contribution of ancient civilizations
 - b. The common features of ancient civilizations
 - c. Human communities in ancient civilizations.
2. Are the following sentences true or false. Write “T” for true and “F” for false next to the sentence letter.
 - a. Today’s civilization draws important advantages from the cultures of the past.
 - b. The Chinese failed in every attempt they made to organise their society into a prosperous nation.
 - c. The Greeks encouraged their people to practise sport to prepare them for wars.

3. Reorder the following ideas as they occur in the text.
 - a. Human beings owe much to the various realisations made by the Greeks, the Babylonians, the Romans and the Phoenicians.
 - b. The civilizations of the past raised human culture greatly.
 - c. Both the Chinese and the Egyptians created things that illuminated the path for the other people.
4. Answer the following questions according to the text.
 - a. What is the most positive feature about the cultures of the past?
 - b. What did the other nations learn from ancient Egyptians?
 - c. How did the Greeks improve the life of human communities?

B. Text exploration (7 pts)

1. Find in the text words opposite in meaning to the following.
 - a. separated (§3)
 - b. destruction (§3)
 - c. weak (§3)
 - d. lowering (§3)

2. Complete the following table with the missing words.

VERBS	NOUNS	ADJECTIVES
//	Wisdom	.....
//	.....	Hostile
succeed	.....	.....

3. Ask questions on the underlined words.
 - a. Games were used to set up friendly relations among tribes.
 - b. It is by being skilful and obedient to their law that Babylonians succeeded to turn into a powerful nation.
4. Complete the following dialogue.

A:.....?

B: Yes, I enjoy reading about ancient civilizations.

A:

B: Well, I learn a lot about their life-style, their myths and their achievements in various fields.

A:

B: No. Books are not the only source for me. Museums, ruins and even the Internet supply useful information.

A:

B: What I find fascinating is their achievements. It's amazing when we know that at that time they didn't have the means we have now.
5. Classify the following words according to the pronunciation of their final "ed".
 - a. contributed
 - b. organized
 - c. applied
 - d. enabled.

PART TWO : WRITING (6 points)

Choose one of the following topics.

Topic one.

Imagine a conversation between you and an archaeologist about the rise and fall of ancient Egyptian civilization.

Topic two.

Expand the following notes into a coherent paragraph about the Phoenicians:

- skilful sailors and traders
- brought alphabet
- led a nomadic life in the desert
- sailed onto the Atlantic
- founded trading posts and cities (Carthage, Icosium and Hippo)

Lycée El Atteuf
Stream: Literature and Foreign Languages

PART ONE : READING (14 points)

Read the text carefully then do the activities.

The Inca Empire

The Inca were native American people who established an extensive empire over the Andes in South America in the 15th century, shortly before the conquest of the New World by the Europeans. The name also applies to each supreme ruler of that empire and, broadly, to all subject peoples of the Inca Empire.

The Inca were originally a small warlike tribe inhabiting the south highland region of Peru. About 1100 AD, they began to move into the valley of Cuzco, where for roughly the next 300 years, they raided and, whenever possible, imposed tribute on neighbouring peoples. Until the mid-15th century, however, the Inca did not undertake any major expansion. Expansion really began under the eighth ruler, Viracocha Inca, who lived in the early 15th century, and who, in 1437, extended the empire outside the Cuzco area.

Among the most impressive features of the Inca civilization were the temples, palaces, public works, and strategically placed fortresses such as Machu Picchu; other remarkable achievements included the construction of rope suspension bridges, irrigation canals, and aqueducts. Bronze was widely used for tools and ornaments.

Religion was highly formalized. The supreme Inca god was Viracocha, creator and ruler of all living things. Other major deities were the gods of the sun, stars, weather and the goddesses of the moon, earth, and the sea. Inca ceremonies and rituals were numerous and frequently elaborate, and were primarily concerned with agriculture and health matters, particularly the growing and harvesting of food crops and cures for various illnesses. The Inca produced a rich body of folklore and music, of which fragments survive.

A. Comprehension (7 pts)

1. Give the general idea of the text.
2. Are these statements true or false? Write “T” for true and “F” for false next to the sentence letter.
 - a. ‘Inca’ means both ‘the ruler’ and ‘the people’.
 - b. Tribute was imposed on the Inca by the neighbouring countries.
 - c. The Inca worshipped one god only.
3. In which paragraph is it mentioned that the Inca were skilled in war?
4. Reorder these ideas as they occur in the text.
 - a. The most impressive features of the Inca civilization.
 - b. The origins of the Inca.
 - c. Religion and the gods worshipped
 - d. The expansion of the empire.
5. Answer these questions according to the text.
 - a. Did the Inca undertake any major expansion before the first half of the 15th century ?
 - b. What were the Inca most famous achievements?
 - c. What were the Inca ceremonies and rituals concerned with?

B. Text exploration (7 pts)

1. Find in the text words opposite in meaning to:
 - a. non-native (§1)
 - b. peaceful (§2)
 - c. dead (§4)
 - d. few (§4)
2. Complete the following table with the missing words.

VERB	NOUN	ADJECTIVE
extend	.....	.....
.....	decision	.....
.....	.....	successful

3. Rewrite sentence (b) so that it means the same as sentence (a)
 - 1.a The Inca had established a great empire.
 - b. A great empire.....
 - 2.a They imposed tribute on neighbouring peoples.
 - b. Tribute.....
4. Fill in the gaps with the following words so that the text makes sense.

Than – empires – south – American – as – Peru

The Inca, a south ...a... people, built one of the largest and wealthiest ...b... in the western hemisphere during the mid-1400's. Located on the western coast of ...c... America, the empire extended more ...d... 4000 km and included regions of present day Colombia ,Ecuador, ...e..., Chile, Bolivia and Argentina. The city of Cuzco, situated in southern Peru, served...f... the Inca Capital.

2. Match pair that rhyme.

a. far	1.play
b. now	2. teacher
c. culture	3.how
d. say	4. car

PART TWO : WRITING (6 points)

Choose one of the following topics.

Topic one.

In no more than 80 words, write a composition on the Sumerian civilization.

Topic two.

Your English pen friend wants to get information about the ancient city of Timgad. He/she wants to write an article on this subject for the school magazine. Write him/her information about Timgad . Use the following ideas:

- Timgad anciently called Thamughadi
- Founded by the Roman emperor Trajan in 100AD
- Ruins include the remains of the Arch of Trajan, a library and a theatre having a seating capacity of nearly 4,000
- Several churches indicate that the city was a centre of Christianity in the 3rd century
- Suffered from the invasions of the Vandals and the Byzantines
- Designed UNESCO World Heritage in 1982

Lycée Ali Boshaba
Stream: Literature and Foreign Languages

PART ONE : READING (14 points)

Read the text carefully then do the activities.

I believe that there are five major factors that predispose societies and civilizations to collapse. The first is the damage that the inhabitants of an environment inflict on it, which depends both on their behaviour and on the inherent fragility or resilience of the environment.

For example Norse settlers in Greenland thought the land resembled the countryside that they were used to, and expected any trees they chopped down to grow back. But they knew only the heavy clay soil of Norway; Greenland's topsoil was thin, and when it was blown away by the wind the Norse society died.

The second factor is climate change; sudden, abrupt changes in climatic conditions, such as drought, can push societies that have already reached the limits of their environmental capacity of resistance. Climate change is a feature of human society, not something invented by global capitalism as some people say; nonetheless, massive, unpredictable human-driven climate change (or global warming, to give it its misleading common name) is likely to play an increasing role. According to archaeologists, it is the climate change that might well have been the main cause behind the collapse of the Maya civilization.

The third factor is hostile neighbours. Though it is not always the root cause, the hostility of neighbours can precipitate societies into destruction. Like change in climate, external attacks can push a society into collapse, but only if it was already teetering on the brink.

Conversely, and fourth, comes the loss of support from friendly neighbours when either direct subvention or mutually beneficial trade is withdrawn.

Fifth is an unhelpful response from the society to its own problems. A range of societies have faced similar problems. Some have reacted unsuccessfully and have either vanished from the earth (the Easter Islanders, the Greenland Norse ...) or are in crisis (Haiti, Rwanda).

From the Financial Times, January 22-23,2005.

A. Comprehension (7 pts)

1. Circle the letter corresponding to the right answer.
 - The text is:
 - a. a letter b. a newspaper report c. a web article
 - The text is about:
 - a. the rise and fall of civilizations
 - b. how societies manage to survive in a hostile environment.
 - c. the factors contributing to the disappearance of societies and civilizations
2. .Answer the following question according to the text.
 - What are the 5 major factors that can cause the collapse of a society or civilization?

3. Are the following statements true or false? Write “T” for true and “F” for false next to the sentence letter.
 - a. Damages caused to the environment lead societies and civilizations to collapse.
 - b. Climatic changes are not directly related to human actions.
 - c. Wars and external invasions are not always considered a major cause contributing to the destruction of a society.
 - d. When a society fails to overcome its problems, it disappears
4. What or who do the underlined words refer to in the text.?
 - a.... depends both on their behaviour..... (§1)
 - b., but only if it was already teetering on the brink. (§3)

B. Text exploration (7 pts)

1. Find words in the text closest in meaning to the following:
 - a. fall (§1)
 - b. dryness (§2)
 - c. characteristic (§2)
 - d. unfriendly (§3)
2. Derive adjectives from the following nouns.
 - a. fragility
 - b. resistance
 - c. similarity
 - d. climate
3. Match each statement from A with a statement from B.

A	B
a. It was chiefly in the western half of the Maghrib	1. like many other civilizations.
b. The Pharaoh’s government did many things	2. that provided the strongest unifying force of all.
c. Ancient Egyptian civilization rose along a river (the Nile)	3.that Almohad art was visible since Ifrikia had declined.
d. It was the ancient Egyptians’ feelings and beliefs about the Pharaoh	4. such as protecting the people and their lands.

4. Underline the stressed syllable
 - a. climatic
 - b. civilization
 - c. invasion
 - d. changes

PART TWO : WRITING (6 points)

Choose one of the following topics.

Topic one.

Do you think it is the role of the government to preserve the cultural heritage of the country or do you think that everyone in the country must contribute to its preservation? Give your reasons.

Topic two.

Write a paragraph of about 10 lines explaining how people can contribute to preserve their cultural heritage. Use the following notes:

- respect customs
- organize exhibitions
- write books
- organize festivals remind children of the glorious past of their ancestors through media and school programmes

Lycée Tamaris. Algiers
Stream: Literature and philosophy

PART ONE : READING (15 points)

Read the text carefully then do the activities.

Ethics is a short two-syllable word that affects every segment of our lives. Ethics is a moral code involving a clear understanding of right and wrong. Another word for ethics is values. When people talk about ethics, they usually focus on some specific areas, such as business, medical, political, environmental, religious, or personal ethics. Here, we are going to focus on another important area: computer ethics.

If you have computer ethics, you won't try to harass or hurt people with your computer, and you won't commit crimes such as information theft or virus creation. The problem that often arises is that we don't see the harm in snooping in another person's private information or trying to figure out their passwords. It seems smart to copy and paste information into a school report and pretend that we wrote it. Even if the information were public property, that would be dishonest. The crimes committed with hacking or gaming scams don't seem harmful because the victims lack faces. Flaming (sending abusive, insulting messages to another person on line) seems risk-free since we are anonymous. Indulging in obscenities and other offensive behaviour on line feels empowering simply because no one knows who we really are. No one is going to come knocking on the door and demand a physical confrontation. However, every one of those activities is a violation of computer ethics.

The Computer Ethics Institute, a non-profit research and education organization in Washington published a code of ethics in 1998 for computer users. They have given the public permission to duplicate and distribute this list as long as it remains intact. (Including the list without a mention of the source would be a violation of ethics- that would be plagiarism).

A. Comprehension (7 pts)

1. Circle the letter corresponding to the right answer .

- The text is about:

- a. business ethics b. religious ethics c. computer ethics

2. Match each main idea with its corresponding paragraph.

MAIN IDEAS	PARAGRAPHS
a. The creation of a code of computer ethics	1 2
b. The different areas of ethics	3
c. Violation of computer ethics	

3. Are the following statements true or false? Write "T" for true and "F" for false next to the sentence letter.

- Ethics is a set of moral values to be respected in any area.
- Computer users do not always behave ethically .
- Information theft and virus creation are not criminal acts.
- Copying information from the Internet and pretending that you wrote it isn't ethical.

4. Answer the following questions according to the text.
 - e. Which violations of computer ethics are mentioned in the text?
5. What or who do the underlined words refer to in the text?
 - f. ...they usually focus on some specific areas. (§1)
 - g. ... as long as it remains intact.(§3)

B. Text exploration (8pts)

1. Find in the text words closest in meaning to the following.
 - a. ethics.(§1) b. field. (§1) c. annoy .(§2) d. unidentified.(§2)
2. Give the opposites of these words keeping the same root.
 - a. ethical b. moral c. honest d. important
3. Give the correct form of the verbs between brackets.
 - a. I never (send) a message until I (ask) myself this question is my message well written and correct?
 - b. Computer ethics (be/ often/ violate)
4. Complete sentence (b) so that it means the same as sentence (a).
 - 1.a You shouldn't answer anonymous e-mails. That's my opinion.
 - b. If Inot answer anonymous e-mails
 - 2.a The Computer Ethics Institute published a code of ethics in 1998.
 - b. A code of computer ethics.....in 1998.
- 5 Reorder the following words to get a coherent sentence.
e-mails/keep/ and/ you/ write/ about/ think/ what/ your/polite
6. Classify the following words according to the number of their syllables.
 - a. ethics b.political c. crime d. insulting

PART TWO : WRITING (5 points)

Choose one of the following topics.

Topic one.

The editor of your English school magazine wants to publish an article about how to behave ethically online. He has asked you to write an article addressed to internauts.

- Give your article an interesting title
- Make a list of the computer ethics to be followed explaining why internauts should respect them
- Comment on unethical behaviour online

Topic two.

Write a composition of about 80 words on the following topic.

What is ,in your opinion, the most unethical behaviour in the field of computer use?

Lycée Colonel Si M'hamed Bouguerra
Stream : Literature and Philosophy

PART ONE : READING (15 points)

Read the text carefully then do the activities.

Bribery is the crime of giving or receiving something of value to influence official action. Both the person giving and receiving the bribe are guilty of bribery.

Bribery is illegal for two reasons: Firstly, it usually involves a public official using his or her office for personal gain. Secondly, it can cause officials to make unfair decisions that affect citizens. Bribery is a very old crime. There is evidence of bribery dating back more than 4,000 years.

Usually, a person who bribes a public official is paying to get special treatment. This special treatment can come in many forms. For example, a company might bribe an official to win a government contract.

Bribing a public official is the most common type of bribery. In the United States, officials convicted of bribery may be fined, removed from office, and sent to prison for up to 20 years. Commercial bribery, the bribery of owners or employees of private companies, is also illegal in many places, but it is less commonly punished.

No one knows how often people commit bribery, but many experts believe that most people who bribe officials are never caught. Bribery is most common in some countries or parts of countries than in others. Many countries have made it illegal to bribe officials from other countries.

Adapted from World book. 2004

A.Comprehension (7 pts)

1. Choose the correct answer.
- The text is :
a. a newspaper article b. an extract from a book c. a survey
2. Are the following statements true or false? Write "T" for true and "F" for false next to the sentence letter.
a. Only the person who takes a bribe is guilty of bribery.
b. Bribery is associated to modern society
c. Officials convicted to bribery are punished.
d. Only few people who commit bribery are caught.
3. Answer the following questions according to the text.
a. Why is bribery illegal?
b. Why are public officials bribed?
c. Are all bribery practices punished?
4. What do the underlined words refer to in the text?
a. Firstly, it usually involves... (§2)
b.... but it is less commonly punished. (§4)

B. Text exploration (8 pts)

1. Find in the text words closest in meaning to the following.
a. proof (§2) b. found guilty (§4)
2. Give the opposites of the following words keeping the same root.
a. advantage b. ethical c. relevant d. obey
3. Join the following pairs of sentences using the connectors between brackets.
a. Bribery is common in third world countries. People cannot do anything without bribery .(so ...that)
b. Third world countries will overcome their crises. They will fight bribery, nepotism and embezzlement. (provided that)
4. Reorder these words to get a coherent sentence.
fight/ bribery/ had/ government/better
5. Fill in the gaps so that the text makes sense.
Bribery is the ...a... payment made to a person in order to persuade him/her to Do you a favour. To...b... a civil servant is to corrupt him/her. Anyone ...c... accepts bribery is corrupt ...d... involved in corruption.
6. Underline the stressed syllable.
a. economy b. statistics c. economic d. ethics

PART TWO : WRITING (5 points)

Choose one of the following topics.

Topic one.

It is said that downloading music or books is a theft. What is your opinion ? Justify your answer .

Topic.

You were victim of a corrupt employee or civil servant. Write a letter to the employer to complain about his unethical behaviour. Mention:

- When and where it happened
- What happened
- Who the employee was
- How he reacted when you said you would complain

Lycée Mixte des Issers
Wilaya: Boumerdes
Stream : Sc.Exp/ Math/GE

PART ONE : READING (15 points)

Read the text carefully then do the activities.

HERALD TRIBUNE

Counterfeiting is out of control
Intellectual piracy

Maria Livanos Cataui

Published: Friday, May 13, 2005

Paris. The theft of intellectual property has become as serious for society as the theft of physical property. Not only has it grown in size but also in the range of products and the geographic scope.

Almost every successful product- pharmaceutical, toys, spare parts for cars and aircraft, software entertainment products, clothes, cosmetics and accessories- is being copied. All regions are now both production and consumption areas, and almost no country is unaffected by the problem.

Intellectual property theft has become a sophisticated industry using high technology, the Internet, and the networks and know-how of organized crime. Counterfeiting and piracy are more profitable than narcotics but without the risks; they are becoming the number one crime of the 21st century.

The most affected victims of intellectual property theft are often small local Entrepreneurs who are successful enough to be copied, but who do have the resources or know-how to defend themselves.

Producers of reputable products are reluctant to manufacture in countries where intellectual property theft is rife. Such countries lose out on outsourcing and employment opportunities, as well as on foreign direct investment and transfer of know-how and technology.

The impact is not only economic. Intellectual property theft is an illegal activity whose perpetrators do not pay tax, do not respect labour laws and do not care about product quality or safety.

Governments therefore have less money for the country's infrastructure; workers in this underground sector have no legal protection, and consumers are subject to risks to health and safety when products such as toys, medicines, foodstuffs, beverages, airplane parts or car parts are reproduced without the safety features of the originals.

Individual companies and business sectors have tempted to fight the counterfeiting of their products on their own at great expense and with limited results.

It's time for all sectors to unite, to pool resources and knowledge, and to work under one umbrella with governments and enforcement agencies.

A.Comprehension (8 pts)

- 1.Circle the letter corresponding to the right answer.
- The text is:
a. a report b. a newspaper article c. an extract from a book
2. Choose the appropriate answer.
- The theft of intellectual property means:
a. stealing physical property
b. importing products illegally
c. imitating products
3. Are the following statements true or false? Write "T" for true and "F" for false next to the sentence letter.
a. Few successful products are being imitated.
b. Most countries of the world are concerned by the problem of intellectual piracy
c. Drugs are less profitable than counterfeiting and piracy.
d. Labour laws, quality and safety are not respected by counterfeiters.
e. Trying to fight counterfeiters individually has brought positive results.
- 4 Answer the following questions according to the text.
a. Which products are mostly affected by intellectual property theft?
b. How has intellectual property theft become a sophisticated industry?
c. What are the consequences of counterfeiting?

B. Text exploration . (7 pts)

1. Match each word with its corresponding synonym or definition.

WORDS	SYNONYMS / DEFINITIONS
a. sophisticated	1.drugs
b. know-how	2.the cost of something in time and money
c. narcotics	3.advanced and complicated
d. expense	4.knowledge/ skill

2. Derive verbs from the following nouns.
a. consumption b. counterfeiting c. product d. protection
3. Complete sentence (b) so that it means the same as sentence (a).
1.a Government ought to unite to fight counterfeiting.
b. Governmentto fight counterfeiting
2. a Safety standards are not respected. Consumers are subjectto risks.
b. Consumers wouldn't be subject to risks if.....respected
3.a Small local entrepreneurs haven't the resources. They can't defend themselves.
b. If small local entrepreneurs.....themselves.
4.a Counterfeiters use high technology.
b. High technology.....
4. Underline the stressed syllable in the following words.
a. tactics b.copied c.employment d. technology

PART TWO : WRITING (5 points)

Choose one of the following topics.

Topic one.

Write an essay of about 8 to 10 lines on the following topic.

Do you think intellectual property theft is an ethical practice? Justify your answer.

Topic two.

Use the following notes to write a composition of about 80 words on the way you would fight corruption and fraud if you were elected president..

- pass stringent laws
- appoint honest civil servants
- fight tax evasion
- rehabilitated value of work
- include ethics education in school programmes

PART ONE : READING (15 points)

Read the text carefully then do the activities.

While advertising can be seen as necessary for economic growth, it is not without social costs. Unsolicited commercial email and other forms of spam have become so prevalent as to have become a major nuisance of users of these services, as well as being a financial burden on the Internet providers. Advertising is increasingly invading public spaces, such as schools, which some critics argue is a form of child exploitation. One scholar has argued that advertising is toxic by product of industrial society which makes dream and escape the reality.

The impact of publicity is greater on the poor than on the average working class family. The first are in need of almost every kind of modern comfort, consumption goods, travels and to mention a few of their unsatisfied necessities. The latter, on the other hand do not at all escape the negative effects of publicity. They are the victims, too . They are the slaves of fashion, new products and consumer goods and cannot live without them.

It is a common truth today that publicity has a harmful effect on the individual. The aggressivity from advertisement grows threateningly in affluent societies. Whenever you are or wherever you go and practically at any moment of the day or night, advertisement is there waiting for you. The street, the home, the office, the school, the stadium, the sky- practically every inch of the earth is a hostile environment, a battlefield where advertisements are constantly offending man's peace.

A. Comprehension (8 pts)

1. Circle the letter corresponding to the right answer.
 - a1. The text is about:
 - a. the advantages of advertising.
 - b. the impact of advertising on the individual.
 - c. the importance of advertising.
 - a2. Publicity has:
 - a. a great impact on the poor and deprived people.
 - b. a good effect on the individual.
 - c. no effect on the individual.
2. Are the following statements true or false? Write "T" for true and "F" for false next to the sentence letter.
 - a. Advertising is of no use for economic growth.
 - b. Commercial e-mails and spam cost nothing to the Internet service providers.
 - c. No one can escape the negative effects of advertising.
 - d. Advertising is everywhere.
3. Answer the following questions according to the text.
 - a. Where do we find advertisements?
 - b. What impact does publicity have on people?
4. What or who do the underlined words refer to in the text?
 - a. The first are in need of almost ...(\$2)
 - b. The latter, on the other hand do not all escape...(\$2)

B. Text exploration (7 pts)

1. Match each word with its corresponding definition or synonym.

WORDS	DEFINITIONS / SYNONYMS
a. growth	1. rich
b. prevalent	2. without enough food, housing ,health care etc.
c. deprived	3. development
d. affluent	4. common

2. Give opposites keeping the same root.
a. necessary b. careful c. without d. real
3. Complete sentence (b) so that it means the same as sentence (a).
1a. "Well-advertised products are not necessarily good ones," he said
b. He said that
- 2a. Some advertisements frustrate deprived people.
b. Deprived people.....
- 3a. You shouldn't spend so much money on advertised products.
b. If Ion advertised people.
- 4a. I regret having bought that pair of shoes.
b. I wish I.....that pair of shoes.
4. Reorder the following words to make a coherent sentence.
From/ they/ the/ people/ up/ wake/ influenced/ publicity/ by/ are/ minute
5. Classify the following words according to the number of their syllables.
a. economic b. social c. prevalent d. goods

PART TWO : WRITING (5 points)

Write a composition of about 10 lines on the following topic.

On the way to school you saw an advertisement on trainers. Your friend told you he would anything to buy them. So, you decided to write an article for your English school magazine on the negative impact publicity has on people.

- Give your article an interesting title
- State some positive aspects of advertising
- Explain how advertising can cause frustration
- As a conclusion give pieces of advice as how not to let advertising have a harmful effect on the individual

Lycée Tarek Ben Ziad. Baraki
Stream : Literature and Philosophy

PART ONE : READING (15 points)

Read the text carefully then do the activities.

Isokaari 38B
00200 Helsinki
Finland

The Manager
Windermere Wildside Adventure Holidays
Ambleside
Cumbria

26 June 1986

Dear Sir or Madam

I am writing to express my dissatisfaction with the adventure holiday I have just had with your organisation, from the 12th to the 25th of this month. The holiday, for which I paid £380, failed significantly to live up to the promises made in your advertisement.

First, although the holiday was advertised as being based at Wildside Hall, I found myself instead at a youth hostel seven miles away. This meant that, with no car or buses available, I had no access to the Hall's facilities (pool, sauna, library, games room, etc); at the hostel, the only leisure facilities were a table tennis table and a pack of cards.

Furthermore, at the hostel there were neither 'comfortable double rooms' nor 'talented' kitchen staff: there were four people in a room, and the food was very ordinary indeed.

Finally, the choice of activities was not as advertised. You claimed that every day we would be able to choose from 'a wide range' of activities (rock-climbing, canoeing, sailing, wind-surfing), and I had planned to spend the whole fortnight sailing and windsurfing, but for eight days of the holiday neither of these was on offer.

In view of the many ways in which the holiday failed to live up to your advertisement, which can only be described as extremely misleading, I feel that a refund of at least £190 would be appropriate. Should this refund not be forthcoming, I shall be obliged to refer the matter to the British Tourist Board.

Yours faithfully,
Samanta Brunoni

A. Comprehension. (7pts)

1. Circle the letter corresponding to the right answer.

The text is a letter of

- a. application b. apology c. complaint

2. Are the following statements true or false? Write “T” for true and “F” for false next to the sentence letter.
 - a. Samanta Brunoni is Italian
 - b. She has just been on an adventure holiday in England
 - c. She enjoyed it very much
 - d. The holiday did not correspond to the advertisement
 - e. In her letter Samanta is asking for some sort of refund
3. Complete the second column of the following table with information from the text.

Promises made in the advertisement	What the holiday was really like
Place of accommodation : Wildside Hall	Place of accommodation:
Type of accommodation : comfortable double rooms	Type of accommodation:
Choice of leisure activities : rock-climbing, canoeing, sailing, wind-surfing	Choice of leisure activities:
Food: mountainous meals using the very best of local produce	Food:

4. What or who do the underlined words refer to in the text ?
 - a. with your organisation, from (§1)
 - b. of this month . (§1)
 - c. neither of these was on offer. (§4)
5. Answer the following questions according to the text.
 - a. What two leisure activities advertised was Samanta interested in ?
 - b. Samanta thinks she has paid too much for the adventure holiday she has been on. How much does she want to pay for it ?

B/ Text exploration (8pts)

1. Find in the text words corresponding to the following definitions.
 - a. a building that provides cheap and simple accommodation and meal, especially to young people who are travelling (§2)
 - b. making you believe something that is not true (§5)
 - c. a sum of money that is paid back to you (§5)
2. Give the opposites of the following words keeping the same root.
 - a. leading b. comfortable c. moral d. satisfaction
3. Complete sentence (b) so that it means the same as sentence (a).
 - 1a. I regret having seen the advertisement.
 - b. I wish I
 - 2a. “You’ll have access to the hall’s facilities”, the travel agent said
 - b. The travel agent said we
 - 3a. I strongly advise you not to go with Windermere Wildside. .
 - b. If Igo with Windermere Wildside.
 - 4a. The rooms in the hostel were not as comfortable as the rooms in the hotel.
 - b. The rooms in the hostel were than the rooms in the hotel.

4. Fill in each gap with words from the list given.

hotel – paid – excellent – promises.

I was really satisfied with my holiday with Woodward Travel. I ...a... £350 only and enjoyed fully the...b... made in the advertisement. The c... was comfortable and the food ...d... .

5. Underline the stressed syllable in the following words.

a. advertisement b. holiday c. choice d. talented

PART TWO : WRITING (5 points)

Write a composition on the following topic.

Chris is Samanta's friend . He has sent her the following note .

a. Read it carefully.

*Haven't you just been on an **adventure holiday** in England? We're thinking of doing the same **next summer**. What was it like where you went? How much did it cost? Which **organisation** did you go with? We're trying to decide between **Windermere Wildside** and **Outward Bound**. The agency is putting pressure on us to book now, so could you just drop me a note as soon as poss? All the best, Chris.*

b. Write a note in reply to Chris's note. Sign Samanta .

PART ONE : READING (15 points)

Read the text carefully then do the activities.

Advertisers tend to think big and perhaps this is way they're always criticized. Their critics feel angry with them because they have so much money to throw around. 'It's unjust', they say "that entirely unproductive industry absorbs millions of pound each year."

Lots of big companies are making much profit. Why don't stop advertising and reduce the price of their goods? After all, it's the consumer who pays...

The poor consumer. He would have to pay a great deal more if advertising didn't create many markets for products. It's precisely because of the heavy advertising that consumer goods are so cheap. But we get the wrong idea if we think that the only purpose of advertising is to sell goods. Another important function is to inform. A great deal of knowledge we have about household goods derive largely from the advertisements we read. They introduce us to new products or remind us of the existence of a few ones we already know.

We mustn't forget that advertising makes a positive contribution to our pockets. Newspapers, commercial radios and TV companies could not subsist without this source of revenue. The fact that we pay so little for our daily paper, or enjoy so many broadcast programs is due to the money spent by advertisers. Another thing to remember is the "small adverts" in every newspaper and magazine. What a tremendous useful service they perform for the community for example, you can find a job, buy or sell a house, announce a birth, marriage or death.

A. Comprehension. (8 pts)

1. Circle the letter corresponding to the right answer.
- The text is about:
 - a. the role advertising in our society
 - b. the bad effect of advertising on the consumer
 - c. the different advertising companies.
2. Are the following statements true or false? Write "T" for true and "F" for false next to the sentence letter.
 - a. Critics think advertising is an unproductive industry
 - b. Because of advertising consumer goods are expensive
 - c. Advertisers don't aim at selling goods only
 - d. "Small adverts" don't help the consumer much
3. Answer the following questions according to the text.
 - a. List down the functions of advertising.
 - b. In what way do "small adverts" help us.
4. What or who do the underlined words refer to in the text?
 - a. feel angry with them ... (§1)
 - b. They introduce us to new products..... (§3)
 - c. not subsist without this source of revenue. (§ 4)
 - d. Useful service they perform for the community.... (§ 4)

B. Text exploration. (7 pts)

1. Find in the text words closest in meaning to the following.
 - a. disapproved or condemned (§1)
 - b. customer or purchaser (§2)
 - c. information (§3)
 - d.do (§4)
2. Derive verbs from the following nouns.
 - a. criticism
 - b. contribution
 - c. function
 - d. existence
3. Complete sentence (b) so that it means the same as sentence (a).
 - 1.a Compared to the advertiser, the consumer doesn't pay much money.
 - b. Compared to the advertiser, the consumer pays.....
 - 2.a Poor people can't buy what they see because goods are expensive.
 - b. If, people.....
 - 3.a "It's unjust that unproductive companies absorb millions of pounds each year," he Said.
 - b. He said that.....
 - 4.a Lots of big companies are making much profit.
 - b. Much profit.....
- 4.Reorder the following sentences to get a coherent paragraph.
 - a. The first are in need of almost every kind of modern comfort.
 - b. They are the slaves of fashion, new products which they can't live without.
 - c. The impact of publicity is greater on the poor than on the average class.
 - d. The latter don't escape the negative effect of publicity too .
5. Underline the stressed syllable.
 - a. advertise
 - b. contribution
 - c. products
 - d. reduce

PART TWO : WRITING (5 points)

Choose one of the following topics.

Topic one

Poor people are the victims of publicity because they can neither resist its impact nor satisfy their needs. Using the notes below, write a composition on the harmful effects of publicity on the poor.

- temptation difficult to resist- violent struggle with themselves -harmful thoughts and actions- hatred of society- delinquency

Topic two.

Write a composition explaining the benefit of advertising on both the producer and the consumer.

Lycée Sidi Ahmed
Stream: Literature and Foreign Languages.

PART ONE : READING (14 points)

Read the text carefully then do the activities.

The United Nations' children's fund, UNICEF says 115 million children worldwide are still missing out on an education, most of them girls. 2015 is the year set by UNICEF to achieve gender equality in primary education.

According to UNICEF many countries in South Asia, Africa and the Middle East cannot meet the target of gender equality this year. UNICEF is especially concerned about the situation in south and central Africa, where, it says emergency measures are now needed to promote primary education. Liberia, Sierra Leone and the Democratic Republic of Congo have done incalculable damage to children's education. In South Africa, Asia, UNICEF says, progress has been made but not enough. Forty-two million children across the region don't go to school. Afghanistan and Pakistan have the widest gender gaps. For Pakistan to have the same number of girls as boys in school by 2015, it would have to increase girls' school attendance by over 3% each year.

In eastern and central Europe there is cause for concern, too. The introduction of fees for tuition, schoolbooks and uniforms has led to rising dropout rates- and girls drop out by sooner than boys. Belarus and Tajikistan will not achieve gender equality, neither will Turkey. UNICEF says a quantum leap is now needed to achieve universal primary education by 2015. It insists that huge effort should be made in this field if poverty is to be eradicated.

Imogen Foulk. BBC NEWS. GENEVA

A. Comprehension . (7pts)

1.Circle the letter that best completes statements 1 and 2

1. The text is a report on:
 - a. education in the world.
 - b. gender inequality in education
 - c. governments' role in education.
2. The aim of the report is to:
 - a. inform b. entertain c. educate
2. Are the following statements true or false? Write "T" for true and "F" for false next to the sentence letter.
 - a. More boys than girls go to school in the world.
 - b. UNICEF is trying to fight gender inequality.
 - c. Education is free in all countries of the world.
 - d. Education is important in fighting poverty.
3. Choose the most suitable title to the text.
 - a. Education
 - b. Gender inequality in Education in the World
 - c. The Problem Education in Africa
4. What do the underlined words refer to in the text?
 - a. ... across the region don't go to school. (§2)
 - b. ... by 2015, it would have to increase..... (§2)

B. Text exploration. (7pts)

1. Find in the text words whose definitions follow.
 - a. to succeed in reaching a particular goal or standard . (§1)
 - b. all over the world (§1)
 - c. very large, too big to measure. (§2)
 - d. to leave school without finishing studies. (§3)
2. Complete the table with the missing category.

VERBS	NOUNS	ADJECTIVES
.....	Equality	.....
calculate	.....	.....

3. Complete the following pairs of sentences using the appropriate connector from the list.

Although – neither... nor ... - because of – due to

- a. School failure rates in central and eastern Europe have risen the introduction of fees for tuition, schoolbooks and uniforms
 - b. The number of children missing school is very high....some progress has been made.
 - c. Gender inequality in education is poverty.
 - d. Belarus..... Tajikistan will achieve gender equality in education.
4. Reorder the following sentences to get a coherent paragraph.
 - a. They can also bring out sustainable development.
 - b. Education should be directed to the strengthening of respect of human rights.
 - c. These respects of education can help achieve peace in the world.
 - d. It ought to promote understanding, tolerance and friendship.

PART TWO : WRITING (6 points)

Write a composition of about 80 words on the following topic.
How can governments fight gender inequality in education?

Lycée Benrahal. Reghaia
Stream: Sc. Exp/Math/ GE

PART ONE : READING (15 points)

Read the text carefully then do the activities.

We all need roots; increasingly, some of us will find them at school. The advance of globalization is challenging some of our most cherished values and ideas including an idea of what constitutes “home”.

Schools have another function. Increasingly, they have come to represent a sanctuary, a refuge even, for many children – those who whether because of poverty or discord between their parents, feel dislocated from their own families. For many children, school is starting to feel more like “home” than home.

I have spent the last two years as a member of a task force on education standards for the British government travelling the country, visiting scores of schools. My conversations with teachers have emphasized to me the extent to which schools increasingly provide the one true foundation for the children in their care. For some teachers the task is straightforward; to instruct children in the classroom. Others see part of their job as convincing children of the need for an education. For others still, the day begins with a tour of the local housing project, banging on doors to persuade the family to send their child to school. I met an extraordinary teacher who spends his Saturday evenings washing clothes of six of his students because if he doesn't, no one else will.

There used to be a lazy but common assumption that teachers were partially responsible for the problems of young people. The more enlightened view is that teachers are the solution. The parental responsibilities of teaching the difference between right or wrong or of showing the young how to look after their health have become the responsibility of teachers.

For some young members of society, the school is the only place where an adult takes a real interest in their progress. A teacher may well be the only male presence in their lives, and the only real adult role model. The school may be a reliable source of security and regular meals, and a place in which their voice is heard with some degree of respect.

A. Comprehension (8 pts)

1. Choose the idea which best summarizes the text.
 - a. The function of school is to transmit academic knowledge to youngsters.
 - b. In modern societies, schools don't play a major role.
 - c. Schools are becoming a source of security and role models for children.
2. In which paragraph is it mentioned that parents do not take their responsibilities as parents?
3. Are the following statements true or false? Write “t” for true and “F” for false next to the sentence letter.
 - a. Many children consider their schools as “home”
 - b. Schools have one function only: to educate
 - c. Some parental responsibilities have become the teachers’.
 - d. Children feel insecure at school.
4. Answer the following questions according to the text.
 - a. Why do many children consider their school as a refuge?
 - b. Some teachers do more than transmitting knowledge. What do they do?

5. Who do the underlined words refer to in the text?
 a.between their parents (§2) b. ... because if he doesn't ... (§3)

B. Text exploration. (7 pts)

1. Find words in the text closest in meaning to the following.
 a. progress (§1) b. duty (§3) c. convince (§3) d. true (§5)
2. Derive adjectives from the following nouns.
 a. poverty b. health c. respect d. responsibility
3. Give the correct form of the verbs between brackets.
 The word school (suggest) learning, discipline and education.
 Educators (look for) a new and method of education to train children to become good and active members of society. They (not find) yet the best way to deal with children who (have) problems of various kinds including discipline.
4. Complete the following interview.
 Journalist: What do teachers complain about when teaching
 Teacher.....
 Journalist: Discipline! I expected you to say class size.
 Teacher.....
 Journalist: Class size, too!
 Teacher: Of course. Imagine the mess when 45 pupils answer at the same time.
 Journalist:?
 Teacher: Well, in fact each teacher has their own solution.
 Journalist:?
 Teacher: Mine ? The cane, of course !
5. Classify the following words according to the number of their syllables.
 a. school b.globalization c. dislocated d. challenging

PART TWO: WRITING (5 points)

Write a composition of about 80 words on the following topics.
 What kind of parents would you like to have? Justify your answer.

Lycée 1600 logements. Eucalyptus
Wilaya: Alger
Stream: Literature and Philosophy

PART ONE : READING (15 points)

Read the text then do the activities.

All children in the United States have to receive an education, but the law does not say they have to be educated at school. A number of parents prefer not to send their children to school. Children who are educated at home are known as “home-schoolers”. There are about 300,000 home-schooled children in the United States today.

David Guterson and his wife teach their three children at home. Guterson says that his children learn very differently from children in school. Learning starts with the children’s interests and questions. For example when there is heavy snowfall on a winter day, it may start a discussion or reading about climate, snow removal-equipment, Alaska polar bears, and winter tourism. Or a spring evening when the family is out watching the stars is a good time to ask questions about satellites and the space program. If the Brazilian rain forests are on the TV news, it could be a perfect time to talk about how rain forests influence the climate, how deserts are formed, and how the polar ice caps affect ocean levels.

Home-schooling is often more interesting than regular schools, but critics say that home-schoolers might find it difficult to mix with other people in adult life. Critics also say that most parents are not well qualified to teach their children. However, most parents don’t have time or the desire to teach their children at home, so schools will continue to be where most children get their formal education.

A/ Comprehension (7 pts)

1. Circle the letter that corresponds to the right answer..
 - The reading passage is about children who
 - a. refuse to go to school
 - b. are educated at home
 - c. go to public schools
2. Match each main idea with its corresponding paragraph.

MAIN IDEAS	PARAGRAPHS
a. Disagreement about the advantages of home-schooling .	1
b. Parents’ choice concerning their children’s education.	2
c. Learning at home closely related to daily life, events or to particular situations.	3

3. Are the following sentences True or False? Write “T” for true or “F” next to the sentence letter .
 - a. Education in the US is not compulsory.
 - b. In the US, children can be educated at home by their parents instead of going to school.
 - c. Parents teach their children in the same way as teachers do in school. .
 - d. According to critics children taught at home might become unsociable in adult life.
4. Answer the following questions according to the text .
 - a. What are American parents free to do in the field of education ?
 - c. Critics mention two negative aspects of home-schooling . What are they ?
5. Choose a title to the text. Circle the letter corresponding to the right option.
 - a. Education in the US
 - b. Private schools
 - c. Home-schooling

B/ Text exploration. (8 pts)

1. Find in the text words corresponding to the following definitions .
 - a. more than usual in amount (§2)
 - b. electronic devices that are sent into space and move around the earth or another planet. (§2)
 - c. the regular pattern of weather conditions. (§2)
 - d. people who express disapproval of something and talk about their bad qualities publicly (§3)
2. Give opposites to the following words keeping the same root.
 - a. educated b. qualified c. formal d. advantage
3. Put the verbs between brackets into their correct form;
 - a. Parents (have to/select) interesting topics going ahead with the school curriculum.
 - b. If you teach your child at home, he (not/get) on easily with others.
 - c. Few years ago, it (not be) difficult for parents to teach their children at home and do their work at the same time.
4. Complete the following conversation.

A:

B: In my opinion home-schooling is an inadequate way of teaching.

A:

B: Because of the absence of competition and reward, the child isn't always motivated .
5. Underline the silent letters.
 - a. could b. highly c. desert d. knowledge

PART TWO : WRITING (5 points)

Choose one of the following topics.

Topic one.

Your school English –language magazine is running a series entitled *Education Today*. You have been asked to write a 150- word article about home-schooling. The editor has asked you to :

- give your article an interesting title
- briefly summarize the way children learn
- comment on the positive and negative aspects of home schooling
- conclude by saying if home-schooling is more interesting than regular schools and what the prospects of home-schooling are .

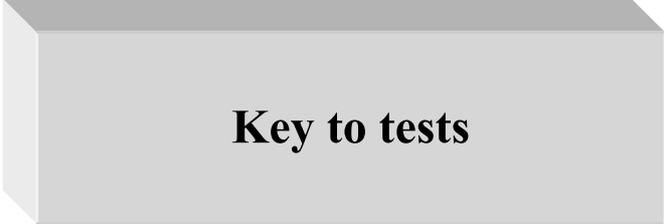
Topic two.

John is David's friend. He heard that David is teaching his children at home. Mike wants to do the same with his children . He has sent a letter to David asking him a number of questions .

a. This is the letter he sent him. Read it carefully.

Aren't you teaching your children at home? My wife and I are thinking of doing the same with our son, Peter. Is it a successful experience? Do you conciliate between teaching your children and doing your work? Do your children respond to the lessons positively? Do they learn as many interesting things as those learnt at regular schools? Is it easy for them to mix with other children when on holiday? We have to decide as soon as possible Please help us to make a wise decision by telling us about your experience.
John.

b. Answer John's letter. Sign David.



TEST ONE

A/ Comprehension

1. The text is a web article
2. a. (§1) b. (§ 5)
3. a. From 1200 to 800 BC. the Phoenicians lived and prospered in the Mediterranean coast north of Palestine.
b. To promote trade, they set up colonies from North Africa to Sicily and Spain
c. The Phoenicians produced a widely admired purple dye which became their trademark and invented a phonetic alphabet.
d. They had contact with North Africa and Europe
4. a. Tyrian purple/purple dye. b. England

B/ Text exploration

1. a. prospered b. fertile c. widely d. simple
2. to admire/ admiration - to prosper/ prosperity
3. a. Despite the fact that it rarely rained in Mesopotamia, the Sumerians developed a strong system of irrigation.
b. As soon as the Phoenicians arrived in Phoenicia , they became town dwellers.
c. The Phoenicians developed a phonetic alphabet of 22 letters which was adapted from the Egyptian hieroglyphics.
d. Egyptians brought improvements in farming, agriculture, medicine and writing whereas Phoenicians developed ship-building, international trade and sailing across seas.
4. a. discovered b. left
5. c. b.d.a
6. /s/ /z/ /iz/
Merchants skills changes
successes

TEST TWO

A. Comprehension

1. a. F b.T c.F d. T e. T
2. c.d.a.e.b
3. a. Egypt imported wood and metal b.The Egyptians preserved the body of a dead person through a process of mummification.

B. Text exploration

- 1.a. ruled b. allowed c. although d. fascination
- 2.a. death b. production c. acquisition d. building
3. a. Egyptian rulers had pyramids built in order to prevent thieves from disturbing their remains .
b. Although tomb chambers were well protected, many tombs were robbed of their treasures.
- 4.a. What is the most well-known image of Egypt?
b. How many royal pyramids have been found in Egypt ?
c. Where did Ancient Egyptians use to pray?
5. /t/ /d/ /id/
established preserved needed
fascinated

TEST FIVE

A/ Comprehension

1. The text is about the rise and expansion of the Inca Empire under Viracocha
2. a.T b. F c.F
3. In §2
- 4.b-d-a-d
- 5.a. No, they didn't
b. The construction of rope suspension bridges, irrigation canals, and aqueducts .
c. With agriculture and health matters.

B/ Text exploration

1. a. native b.warlike c. living d.numerous
2. a. extension- extending b.to decide- decisive c. to succeed- success
3. b.1 A great empire was established by the Inca
b.2 Tribute was imposed on other neighbouring countries.
- 4.a. American b.empires c.south d.than e. Peru f.as
5. a.4 b.3 c.2 d.1

TEST SIX

A/ Comprehension

1. b. A newspaper report C. The factors contributing to the disappearance of societies and civilizations
2. The damage inflicted on the environment, climate change, hostile neighbours, loss of support from friendly neighbours and an unhelpful response from the society to its own problems.
3. a.T b.F c.T d.T
4. a.inhabitants b. society

B/ Text exploration

1. a.collapse b. drought c.feature d.hostile
2. a. fragile b. resistant c. similar d. climatic
3. a.3 b.4 c.1 d. 2
4. climatic – civilisation – invasion – changes

TEST SEVEN

A/ Comprehension

- 1.c Computer ethics
2. §1.b §2. c §3. a
3. a.T b. T c.F d.T
- 4.a.Harassing people, information theft, virus creation, snooping in another person's private information,sending insulting messages
b. Duplicating and distributing a document without mentioning the source
- 5.a. people b.list

B/ Text exploration

- 1.a. values b.area c. harass d.anonymous
2. a.unethical b. immoral c. dishonest d. unimportant
3. send- ask- are often violated
4. b1. If I were you I wouldn't answer
B2. A code of computer ethics was published
5. Think about what you write and keep your e-mails polite.
6. 1 syllable= crime 2 syllables= ethics 3 syllables= insulting 4 syllables= political

TEST EIGHT

A/ comprehension

- 1.b. an extract from a book
2. a.F b.F c. T d. T
3. a. It can cause officials to make unfair decisions that affect citizens
b. To get special treatment
c. No, not all are punished.
4. a. bribery b. commercial bribery

B/ Text exploration

1. a. evidence b.convicted
2. a. disadvantage b. unethical c. irrelevant d. disobey
- 3.a. Bribery is so common in third world countries that people cannot do anything without it.
b. Third world countries will overcome their crises provided that they fight bribery, nepotism and embezzlement.
4. Governments had better fight bribery.
5. a. illegal b. bribe c. who d. and
6. economy –statistics- economic – ethics

TEST NINE

A/ Comprehension

1. b. a newspaper article
2. c. imitating products
3. a. F b. T c. T d. T e. F
4. a. Pharmaceutical, toys, spare parts for cars and aircraft, software entertainment products, clothes, cosmetics and accessories.
b. Thanks to high technology, the Internet, and the know-how of organized crime.
c. Counterfeiting has a negative impact on the economy and is a threat to man's health and safety

B/ Text exploration

1. a. 3 b. 4 c. 1 d. 2
2. to consume- to counterfeit – to produce – to protect
3. b1. should unite b2. safety standards were
b3. had the resources, they could defend themselves
b4. is used
4. a. tactics b. copied c. employment d. technology

TEST TEN

A/ Comprehension

1. b. The impact of advertising on the individual.
a. a greater impact on the poor and deprived people.
2. a. F b. F c. T d. T
3. a. Everywhere: the street, the home, the office, the school, the stadium, the sky
b. It has a negative impact on people
4. a. the poor b. the average working class family

B/ Text exploration

1. a. 3 b. 4 c. 2 d. 1
2. unnecessary- careless- with- unreal
3. b1. well-advertised products were not necessarily good ones.
b2. are frustrated by some advertisements.
b3. If I were you I shouldn't so much money on advertised products.
b4. I wish I hadn't bought that pair of shoes.
4. From the minute people wake up they are influenced by publicity
5. 1 syllable= goods 2 syllables= social 3 syllables= prevalent
4 syllables= economic

TEST ELEVEN

A/ Comprehension

- 1.c. Complaint
2. a. F b.T c.F d.T e.T
3. Place of accommodation : youth hostel
Type of accommodation: room for four people
Choice of leisure activities: playing tennis table or cards
Food: ordinary
4. a. Windermere Wildside Adventure Holidays
b. June
c. sailing and windsurfing
5. a. Sailing and windsurfing. B. £ 190

B/ Text exploration

1. a. Youth hostel b. misleading c. refund
2. misleading – uncomfortable- immoral – dissatisfaction
3. b1. hadn't seen..... b2. Would have access
b3. were you I wouldn't go b4. less comfortable
4. a. paid b. promises c. hotel d. excellent
5. advertisement – holiday – choice – talented

TEST TWELVE

A/ Comprehension

1. a. The role of advertising in our society.
2. a. T b. F c. T d. T
3. a. sell goods and inform
b. find a job, buy a house or sell it, announce a birth ,marriage or death.
4. a. advertisers b. advertisements c. advertising d. small adverts

B/ Text exploration

1. a. criticized b. consumer c. knowledge d. perform
2. criticize – contribute – function – exist
3. b1. little money b2. goods weren't expensive
b3. it was unjust.....absorbed... b4. is made by...
4. c-a- d- b
5. advertise – contribution – products - reduce

TEST THIRTEEN

A/ Comprehension

1. b. Gender inequality in education.
2. a. inform
3. a.T b. T c. F d.T
4. b. Gender Inequality in Education in the World.
5. a.South Africa and Asia b.Pakistan

B/ Text exploration

1. a. achieve b. worldwide c. incalculable d. drop out
2. equal/equal - calculation/ calculated and calculating
3. a. because of b.although c.due to d. neither ... nor
4. b-d- c- a

TEST FOURTEEN

A/ Comprehension

1. c . Schools are becoming a source of security and role models for children.
2. §4
3. a.T b.F c. T d. F
4. a. because of poverty or discord between their parents
b. teaching the difference between right and wrong and showing the young how to look after their health
5. a. children b. teacher

B/ Text exploration

1. a. advance b.task c. persuade d. real
2. poor- healthy- respectful/respectable d. responsible
3. suggests- are looking for- have not found- have
4. T1: Most of them complain about discipline
T2: Class size is a problem, too.
J1: What do you do then?
J2: What is yours?
5. 1 syllable = school 3 syllables = challenging 4 syllables = dislocated
5 syllables = globalization

TEST FIFTEEN

A/ Comprehension

1. b. are educated at home
2. §1. b §2. c §3. a
3. a.F b.T c.F d. T
4. a. to send their children to school or educate them at school.
b. home-schoolers might find it difficult to mix with other people in adult life
and most parents are not well- qualified to teach their children.
5. c. Home-schooling

B/ Text exploration

1. a. heavy b.satellites c. climate d. critics
2. uneducated – unqualified- informal - disadvantage
3. have to select- will not get – was not
4. A1: What's your opinion on home-schooling?
A2: Why ?
5. could – highly – desert - knowledge

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