

# الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

الديوان الوطني للامتحانات والمسابقات

دورة: جوان 2013

امتحان بكالوريا التعليم الثانوي

الشعب: علوم تجريبية، رياضيات، تقني رياضي، تسيير و اقتصاد

المدة: 02 سا و 30 د

اختبار في مادة: اللغة الانجليزية

على المترشح أن يختار أحد الموضوعين التاليين:

## الموضوع الأول

### PART ONE: Reading

(15 points)

#### A. Comprehension

(08 points)

Read the text carefully then do the following activities.

An estimated 158 million children aged 5-14 are engaged in child labour- one in six children in the world. Millions of children are engaged in hazardous situations or conditions such as working in mines, working with chemicals and pesticides in agriculture or working with dangerous machinery. They are everywhere but invisible: toiling as domestic servants in homes, labouring behind the walls of workshops, hidden from view in plantations...

In Sub-Saharan Africa, one child in three is engaged in child labour, representing 69 million children. In South Asia, another 44 million are at work.

Children living in the poorest households and in rural areas are most likely to be engaged in child labour. Those burdened with household chores are girls. Millions of girls who work as domestic servants are especially vulnerable to exploitation and abuse.

The UNICEF often interferes with children's education. Ensuring that all children go to school and that their education is of good quality, is a key to preventing child labour.

*Adapted from "UNICEF, Social Media".*

#### 1. Circle the letter which corresponds to the right answer.

The text is: a. descriptive. b. expository. c. prescriptive.

#### 2. Write the letter which corresponds to the right answer.

A. .... children are engaged in child labour in the world.

a. One out of six b. Fifty eight million c. Sixty nine million

B. Some African and Asian children are working in .....

a. fair conditions. b. unsafe conditions. c. legal conditions.

C. Girls in rural areas are ..... boys.

a. less exploited than b. as exploited as c. much more exploited than

D. The UNICEF is an institution which.....

a. encourages child labour. b. protects children from child labour.  
c. prevents children's education.

#### 3. Answer the following questions according to the text.

a. Mention three tasks children are forced to do.  
b. In which continents are children engaged in child labour?  
c. How can we fight child labour?

#### 4. Choose the general idea of the text.

a. Children are exploited in labour in some parts of the world.  
b. Millions of children are deprived of protection and health care.  
c. Children are suffering from conflicts and wars.

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

a. they (§1) b. who (§3)

**B. Text Exploration****(07 points)**

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

a. risky (§1)

b. answer (§4)

2. Complete the chart as shown in the example.

| verb      | noun   | adjective  |
|-----------|--------|------------|
| to labour | labour | labouring  |
| to engage | .....  | .....      |
| .....     | abuse  | .....      |
| .....     | .....  | preventive |

3. Rewrite sentence (b) so that it means the same as sentence (a).

1. a. Some café owners exploit children as waiters for a miserable pay.

b. Children .....

2. a. Children do most of the hard work. They are badly paid.

b. Although.....

3. a. Governments should protect children from exploitation.

b. It's high time .....

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

domestic - children - labour - work

| one syllable | two syllables | three syllables |
|--------------|---------------|-----------------|
|              |               |                 |

5. Fill in the gaps with words from the list.

illegal - poverty - due - think

Child labour is a worldwide issue. It is ... (1) ... to overpopulation, unemployment and especially to ... (2) .... Parents have to send their children doing ... (3) ... works rather than studying. If they ... (4) ... that this brings them happiness they are mistaken.

**PART TWO: Written Expression****(05 points)**

Choose ONE of the following topics.

**Topic one:**

Using the following notes, write a composition of 120 to 150 words on:

**the causes of child labour all over the world.**

- poverty / illiterate parents
- lack of motivation for schooling
- no protection nor care from families and institutions
- exploitation by rich owners.

**Topic two:**

Write a composition of 120 to 150 words on the following:

How can advertising be beneficial to the consumer? Illustrate your arguments with examples.

**PART ONE: Reading**

**(15 points)**

**A. Comprehension**

**(08 points)**

**Read the text carefully then do the following activities.**

The Hubble space telescope is a deep space imager used by NASA to explore space. It collects light, magnifies images and gives astronomers the most detailed images unknown to man. Hubble has been at work since April 25, 1990, and celebrated its 20th anniversary in orbit on April 24, 2010.

Twenty years in service, and still being the leading source for space news, says a lot about Hubble's overall longevity and productiveness. Over 6000 scientific articles have been published based on Hubble data with some of its discoveries being so significant that NASA would have needed multiple satellite missions to accomplish the same results. Its importance to me is based on my lifelong interest in astronomy, and the galaxy where we live in.

Its importance to others, such as NASA and astronomers around the world, is due to the fact that Hubble is currently the leading source for new information and ground-breaking discoveries when it comes to deep space. But, after a stalled launch in 1985, five repair missions since its beginning, and billions of dollars in funding, I asked myself: "Is Hubble worth it?".

[www.123helpme.com](http://www.123helpme.com)

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

**The text is: ....**

- a. a newspaper article.      b. an extract from a book.      c. a website article.

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

- a. Hubble space telescope retransmits pictures to astronomers.  
b. NASA celebrated the twentieth anniversary of Hubble here on Earth.  
c. Hubble is useful to provide NASA with necessary data.  
d. The 1985 space mission was unsuccessful .

**3. Answer the following questions according to the text.**

- a. When did Hubble telescope start work?  
b. Is the writer interested in astrology? Justify from the text.  
c. Why is Hubble telescope important?

**4. In which paragraph is the cost for the reparation of Hubble telescope mentioned?**

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

- a. It (§1)      b. where (§2)      c. others (§3)

## B.Text Exploration

(07 points)

1. Find in the text words whose definitions follow.

- to travel in order to learn about something. (§1)
- facts or information. (§2)
- the scientific study of the sun, moon, stars, planets, etc. (§2)
- at the present time. (§3)

2. Divide the following words into roots and affixes.

productive - impossible - exploration

| prefix | root | suffix |
|--------|------|--------|
|        |      |        |

3. Ask questions which the underlined words answer.

- We use the telescope to magnify distant stars.
- The telescope was invented in the 16<sup>th</sup> century.
- Thousands of satellites revolve around the planet Earth.

4. Classify the following words according to the pronunciation of their final "s".

missions - planets - telescopes - images

| /s/ | /z/ | /iz/ |
|-----|-----|------|
|     |     |      |

5. Reorder the following sentences into a coherent paragraph.

- as they are quite similar in size and gravity.
- Astronomers have known Venus for thousands of years.
- It is sometimes called the sister planet of the Earth
- Anyway the two planets are very different.

## PART TWO: Written Expression

(05 points)

Choose ONE of the following topics:

**Topic One:** Using the notes below, write a composition of 120 to 150 words on the following:

Imagine that, with a group of tourists you went on planet Mars. How life would be like there compared to the one on Earth.

- Mars / planet of solar system
- more space / no inhabitants
- no traffic jams / no pollution
- but - no form of life / no water
- no leisure / boring life
- no nice places to visit ...

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

You have recently been victim of an intoxication after eating at a fast food. Tell how you felt and what measures you decided to take.

| العلامة                                               |                                             | عناصر الإجابة (الموضوع الأول)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |      |      |           |  |            |                   |          |  |         |            |            |  |              |               |                 |      |                  |          |
|-------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-----------|--|------------|-------------------|----------|--|---------|------------|------------|--|--------------|---------------|-----------------|------|------------------|----------|
| مجموع                                                 | مجزأة                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |           |  |            |                   |          |  |         |            |            |  |              |               |                 |      |                  |          |
| 15 pts<br>08 pts<br>1pt<br>2pts<br>3pts<br>1pt<br>1pt | 1 pt<br>0.5×4<br>1×3<br>1<br>0.5×2          | <p>An estimated 158 million.....</p> <p><b>Part One: Reading</b></p> <p><b>A) Comprehension</b></p> <p>1. The text is:      a. expository</p> <p>2. A. a -      B. b -      C. c -      D. b</p> <p>3. a- working in mines/ chemicals/ pesticides / machinery<br/>- working as domestic servants.<br/>b- Africa and Asia.<br/>c- ensuring that all children go to school and get an education of good quality.</p> <p>4. a- children are exploited in labour in some parts of the world.</p> <p>5. a- they. children      b- who. girls</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |      |           |  |            |                   |          |  |         |            |            |  |              |               |                 |      |                  |          |
| 07 pts<br>1 pt<br>1.5 pts<br>1.5 pts<br>1 pts<br>2 pt | 0.5×2<br>0.25×6<br>0.5×3<br>0.25×4<br>0.5×4 | <p><b>B) Text Exploration</b></p> <p>1. a. hazardous/ dangerous      b. key</p> <p>2.</p> <table border="1"> <thead> <tr> <th>verb</th><th>noun</th><th>adjective</th></tr> </thead> <tbody> <tr> <td></td><td>engagement</td><td>engaged- engaging</td></tr> <tr> <td>to abuse</td><td></td><td>abusive</td></tr> <tr> <td>to prevent</td><td>prevention</td><td></td></tr> </tbody> </table> <p>3. b1: Children are exploited as waiters for a miserable pay by some café owners.<br/>b2: Although children do most of the hard work they are badly paid/<br/>Although children are badly paid they do most of the hard work.<br/>b3: It's high time governments protected children from exploitation.</p> <p>4.</p> <table border="1"> <thead> <tr> <th>one syllable</th><th>two syllables</th><th>three syllables</th></tr> </thead> <tbody> <tr> <td>work</td><td>children, labour</td><td>domestic</td></tr> </tbody> </table> <p>5. 1. due -      2. poverty -      3. illegal -      4. think</p> | verb | noun | adjective |  | engagement | engaged- engaging | to abuse |  | abusive | to prevent | prevention |  | one syllable | two syllables | three syllables | work | children, labour | domestic |
| verb                                                  | noun                                        | adjective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |      |           |  |            |                   |          |  |         |            |            |  |              |               |                 |      |                  |          |
|                                                       | engagement                                  | engaged- engaging                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |      |           |  |            |                   |          |  |         |            |            |  |              |               |                 |      |                  |          |
| to abuse                                              |                                             | abusive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |      |           |  |            |                   |          |  |         |            |            |  |              |               |                 |      |                  |          |
| to prevent                                            | prevention                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |           |  |            |                   |          |  |         |            |            |  |              |               |                 |      |                  |          |
| one syllable                                          | two syllables                               | three syllables                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |           |  |            |                   |          |  |         |            |            |  |              |               |                 |      |                  |          |
| work                                                  | children, labour                            | domestic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |      |           |  |            |                   |          |  |         |            |            |  |              |               |                 |      |                  |          |
| 05 pts                                                |                                             | <p><b>PART TWO: Written Expression</b></p> <p><b>Topic one.</b>      form: 3 pts      content: 2 pts</p> <p><b>Topic two</b>      form: 2.5 pts      content: 2.5 pts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |      |           |  |            |                   |          |  |         |            |            |  |              |               |                 |      |                  |          |

| العلامة              |                                | عناصر الإجابة (الموضوع الثاني)                                                                                                                                                                                                |        |      |        |                      |                                |                  |
|----------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|--------|----------------------|--------------------------------|------------------|
| مجموع                | مجزأة                          |                                                                                                                                                                                                                               |        |      |        |                      |                                |                  |
| 15 pts               |                                | <b>PART ONE: Reading</b>                                                                                                                                                                                                      |        |      |        |                      |                                |                  |
| 08 pts               |                                | <b>The Hubble space.....</b>                                                                                                                                                                                                  |        |      |        |                      |                                |                  |
| 0.5 pt               | 0.5                            | <b>A/ Comprehension</b>                                                                                                                                                                                                       |        |      |        |                      |                                |                  |
| 02 pts               | 0.5x 4                         | 1. The text is: a. website article                                                                                                                                                                                            |        |      |        |                      |                                |                  |
| 03 pts               | 01x3                           | 2. a. T b. F c. T d. T                                                                                                                                                                                                        |        |      |        |                      |                                |                  |
|                      |                                | 3. a. It started on April 25,1990./ 23 years ago.<br>b. No,"its importance to me is based on my lifelong interest in astronomy."<br>c . because it is the leading source for new information and ground-breaking discoveries. |        |      |        |                      |                                |                  |
| 1 pt                 | 1 pt                           | 4. In paragraph <b>three</b> / last paragraph / § 3                                                                                                                                                                           |        |      |        |                      |                                |                  |
| 01.5 pts             | 0.50x3                         | 5. a- <b>it</b> . The Hubble space telescope/ space imager<br>b- <b>where</b> . galaxy<br>c- <b>others</b> . NASA /astronomers/ NASA and astronomers.                                                                         |        |      |        |                      |                                |                  |
| 07pts                |                                | <b>B/ Text Exploration</b>                                                                                                                                                                                                    |        |      |        |                      |                                |                  |
| 01 pt                | 0.25 x4                        | 1- a. to explore b. data c. astronomy d. currently                                                                                                                                                                            |        |      |        |                      |                                |                  |
| 01.5 pts             | 0.5x3                          | 2-                                                                                                                                                                                                                            |        |      |        |                      |                                |                  |
|                      |                                | <table border="1"> <thead> <tr> <th>prefix</th><th>root</th><th>suffix</th></tr> </thead> <tbody> <tr> <td>im</td><td>product<br/>possible<br/>explore</td><td>ive<br/><br/>ation</td></tr> </tbody> </table>                 | prefix | root | suffix | im                   | product<br>possible<br>explore | ive<br><br>ation |
| prefix               | root                           | suffix                                                                                                                                                                                                                        |        |      |        |                      |                                |                  |
| im                   | product<br>possible<br>explore | ive<br><br>ation                                                                                                                                                                                                              |        |      |        |                      |                                |                  |
| 01.5 pts             | 05.x3                          | 3- a. What do we use the telescope for? What's the telescope used for?<br>b. When was the telescope invented?<br>c. How many satellites revolve around planet Earth?                                                          |        |      |        |                      |                                |                  |
| 01 pts               | 0.25x4                         | 4-                                                                                                                                                                                                                            |        |      |        |                      |                                |                  |
|                      |                                | <table border="1"> <thead> <tr> <th>/s/</th><th>/z/</th><th>/vz/</th></tr> </thead> <tbody> <tr> <td>planets - telescopes</td><td>missions</td><td>images</td></tr> </tbody> </table>                                         | /s/    | /z/  | /vz/   | planets - telescopes | missions                       | images           |
| /s/                  | /z/                            | /vz/                                                                                                                                                                                                                          |        |      |        |                      |                                |                  |
| planets - telescopes | missions                       | images                                                                                                                                                                                                                        |        |      |        |                      |                                |                  |
| 02 pts               | 0. 5x4                         | 5- 1. b 2. c 3. a 4. d (0.5 opening sentence)<br>(0.5 each pair)                                                                                                                                                              |        |      |        |                      |                                |                  |
| 05pts                |                                | <b>PART TWO: Written Expression</b>                                                                                                                                                                                           |        |      |        |                      |                                |                  |
|                      |                                | <b>Topic One: Form 03 pts Content 02 pts</b>                                                                                                                                                                                  |        |      |        |                      |                                |                  |
|                      |                                | <b>Topic Two : Form 02.50 pts Content 02.50 pts</b>                                                                                                                                                                           |        |      |        |                      |                                |                  |