

**Part one: Reading****A/Comprehension**

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

The valley of the Indus River is considered to be the birthplace of the Indus civilization. Located on the Indian subcontinent in modern Pakistan, the Indus civilization was not discovered by archaeologists until 1924. The ancient history of this region is obscured by legend. It appears, however, that by 4000 BC primitive farmers were growing vegetables, grains and breeding animals along the river banks.

There is some evidence that Mesopotamian traders reached the nearly Indian people by sailing from Sumer to the Indus valley. The Indians shared some developments such as complex irrigation and drainage system and the art of writing. With Sumer, they also developed their own system of writing.

The Indus civilization had large cities that were well laid-out and well fortified. There were public buildings, palaces, baths and large granaries to hold agricultural produce. The many artworks found by archaeologists and indicate that the residents of the Indus had reached a fairly high level of culture before their civilization was destroyed.

**(Adapted from Britannica 2009)**

**1- Choose the best answer. The text is about...**

- a- Indus civilization
- b- India between the past and the present
- c- The Indus decline

**2- Say whether the following are true or false, and correct the false ones:**

- a- The Indus civilization was known before 1924.
- b- Sailors from Mesopotamia arrived at the Indus valley.
- c- The Indus valley cities and towns were well-protected.
- d- The Indus people's culture was not very developed.

**3- In which paragraph is the following idea mentioned?**

Ancient Indus relied on agriculture.

**4- Answer the following questions according to the text:**

- a- Where did the Indus civilization rise?
- b- Which inventions did the Indus share with the Sumerians,
- c- Mention two of the Indus civilization achievements.

**5- What or who do the underlined words in the text refer to?**

This region

that

**B/text exploration:**

**1- Find in the text words or phrases that are opposites in meaning to the following:**

Modern

simple

low

**2- Combine each pair of sentences with one of the connectors. make changes where necessary:**

Such...that

providing that

- a- Intellectuals do not leave. The sending countries improve the socio-economic situation.
- b- Brain drain has a negative impact on poor countries. It reduces their evolution.

**3- Give the correct form of the verbs in brackets:**

- a- It's high time the United States (redouble) efforts to fight corruption.
- b- I wish all countries (contribute) in the fight against corruption soon.
- c- Provided that all countries (be) committed to fight corruption, the world (become) a better place to live in.

**4- Divide the following words into roots and affixes:**

|              |            |        |
|--------------|------------|--------|
| Unachievable | inequality | unreal |
| Prefix       | Root       | suffix |
|              |            |        |

**5- Classify the following verbs according to the pronunciation of their final “ed”:**

|            |         |         |           |
|------------|---------|---------|-----------|
| Considered | located | emerged | developed |
| /t/        | /d/     | /id/    |           |
|            |         |         |           |

**Part two: Written Expression**

**Choose one of the following topics**

**Topic 1:** In your class many pupils were not able to talk about the Islamic civilization. Therefore, your teacher asked you to write an article of about 80 to 100 words to inform your classmates about its achievements and contributions to humanity. The following notes may help you:

- Governing ways
- Organized society
- Scientific achievements
- New irrigation and agricultural systems
- Discoveries/ essential for modern studying

**Topic2:** You visited Egypt and you were fascinated by the pyramids, the oldest and best preserved of all ancient wonders, which were built about 2600 BC. Write a poster of about 80 to 100 words for your school wall journal telling about your visit and how you felt in such mysterious and gigantic structures.

*Good Luck*

الإجابة النموذجية لموضوع اختبار الفصل الأول 2019/2018

المدة : 02 سا

الشعبة : السنة الثالثة آداب و فلسفة

اختبار في مادة : اللغة الانجليزية

| العلامة        |                                                        | عناصر الإجابة :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |      |        |    |         |      |    |       |     |    |      |   |     |     |      |           |         |         |  |            |  |
|----------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|--------|----|---------|------|----|-------|-----|----|------|---|-----|-----|------|-----------|---------|---------|--|------------|--|
| مجموع          | مجزأة                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |      |        |    |         |      |    |       |     |    |      |   |     |     |      |           |         |         |  |            |  |
| 15pts<br>07pts |                                                        | <b>PART ONE : Reading</b><br><b>A/ Comprehension</b><br><b>1. The text is about...</b><br>a. Indus civilization<br><b>2. True or false</b><br>a. F<br>b. T<br>c. T<br>d. F<br><b>3. It is mentioned in paragraph 3</b><br><b>4. Answer the questions</b><br>a. In the valley of the Indus river.<br>b. Complex irrigation and drainage system and the art of writing.<br>c. Public buildings, palaces, baths and large granaries.<br><b>5. referring words</b><br><b>this region:</b> Indian subcontinent<br><b>that:</b> cities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |      |        |    |         |      |    |       |     |    |      |   |     |     |      |           |         |         |  |            |  |
| 08pts          | 0.5<br>2<br>0.5<br>3<br>1<br>1.5<br>2<br>2<br>1.5<br>1 | <b>B/ Text Exploration</b><br><b>1. Words opposite in meaning</b><br><b>modern:</b> ancient<br><b>simple:</b> complex<br><b>low:</b> high<br><b>2. Combining sentences with connectors</b><br>a. Intellectuals will not leave <b>providing that</b> the sending countries improve the...<br>b. Brain drain has <b>such</b> a negative impact on poor countries <b>that</b> it reduces...<br><b>3. Correct form of the verbs</b><br>a. Redoubled<br>b. Would contribute<br>c. Are<br>d. will become<br><b>4. Divide into roots and affixes</b> <table border="1"> <thead> <tr> <th>Prefix</th><th>Root</th><th>Suffix</th></tr> </thead> <tbody> <tr> <td>Un</td><td>achieve</td><td>able</td></tr> <tr> <td>In</td><td>equal</td><td>ity</td></tr> <tr> <td>Un</td><td>real</td><td>/</td></tr> </tbody> </table> <b>5. Final "ed"</b> <table border="1"> <thead> <tr> <th>/t/</th><th>/d/</th><th>/id/</th></tr> </thead> <tbody> <tr> <td>developed</td><td>Emerged</td><td>located</td></tr> <tr> <td></td><td>Considered</td><td></td></tr> </tbody> </table> | Prefix | Root | Suffix | Un | achieve | able | In | equal | ity | Un | real | / | /t/ | /d/ | /id/ | developed | Emerged | located |  | Considered |  |
| Prefix         | Root                                                   | Suffix                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |      |        |    |         |      |    |       |     |    |      |   |     |     |      |           |         |         |  |            |  |
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| /t/            | /d/                                                    | /id/                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |      |        |    |         |      |    |       |     |    |      |   |     |     |      |           |         |         |  |            |  |
| developed      | Emerged                                                | located                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |    |         |      |    |       |     |    |      |   |     |     |      |           |         |         |  |            |  |
|                | Considered                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |      |        |    |         |      |    |       |     |    |      |   |     |     |      |           |         |         |  |            |  |
| 05pts          |                                                        | <b>PART TWO: Written Expression.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |      |        |    |         |      |    |       |     |    |      |   |     |     |      |           |         |         |  |            |  |