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ثانوية تركي محمد-أ ع ق
امتحان البكالوريا التجريبية
الشعبة: اللغات الأجنبية

13 ماي 2019

اختبار في مادة: اللغة الإنجليزية

المدة: ساعتان و نصف

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

Part one : Reading **(14points)**

A. Comprehension **(7points)**

Read the text carefully then do the activities.

After the fall of the Toltec civilization, which flourished from the 10th to the 11th century, waves of immigrants arrived into Mexico's central plateau area around Lake Texcoco. Lately, the Aztecs were forced to occupy the swampy area on the western side of the lake. **They** were surrounded by powerful neighbours **who** exacted tribute from them.

The Aztecs were able to build their powerful empire within two centuries because of their belief in a certain legend. The legend specified that the Aztecs would found a great city at the place where they found an eagle eating a serpent while perched upon a cactus growing out of a rock. According to a later legend, Aztec priests discovered this scene near Lake Texcoco and **there** they built their city named Tenochtitlan.

As the Aztecs grew in number, they established superior military and civil organizations. By 1325they had founded the city of Tenochtitlan on the site of present-day Mexico City.

From the Internet

1. Are these statements true or false?

a.The immigrants came in large numbers from Europe.
b.The Aztecs' neighbours were very strong.
c.Mexico City was built on the remains of a city that the Aztecs founded centuries ago.

2.Answer the following questions according to the text.

a.What is the text about?
b.What helped the Aztecs build a strong empire in two centuries?
c.Did the Aztecs choose to live in the western side of Lake Texcoco? Justify your answer from the text.

3.What or who do the underlined words in the text refer to?

They(§ 1) b. who(§1) c. there(§2)

4.**In which paragraph is mentioned that the Aztecs' belief helped them to establish their empire?**

5.Choose an appropriate title to the text.

a. The History of Mexico b. The Fall of the Aztecs c. The Aztecs

B. Text Exploration **(7points)**

1. Find in the text words which are closest in meaning to:

a. obliged (§1) b. prospered (§1) c. construct (§2)

2. Complete the chart as shown in the example.

Verb	Noun	Adjective
To develop	development	developed
……..	resistance	……..
To evolve	…….	……..
……..	…….	fallen

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

A. a) We should have studied ancient civilizations very well.
   b) It's high time …….

B. a) Governments cannot fight their enemies alone.
   b) Bribery …….

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

decision - consumer - security – health – economy – purchase

One syllable	Two syllable.	Three syllable.	Four syllable.

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

Support- withdrawn- hostile -major

There are five …….factors that predispose societies and civilizations to collapse. The first is the damage that the inhabitants of an environment suffer from it. Secondly, the climate change. Thirdly, the…… neighbours can precipitate societies into destruction. Fourthly, the loss of…….from friendly neighbors when either direct subvention or mutually beneficial trade is…….

Part two: Written expression (6pts)

Choose one of the following topics.

Either topic 01: Your classmates want to know about history and civilization. Write a short essay about any civilization you know. Report when/how it had originated, what are its achievements, and what made it collapse. Use the following notes:

- Located in../
- Building and trade position
- Military forces
- Destroyed by

Or topic 02: Do you think that the Algerian movement against corruption is an act of rebellion or a consciousness awakening?

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الموضوع الثاني

Part one : Reading **(14points)**

A. Comprehension **(7points)**

Read the text carefully then do the activities.

Anti-corruption education is a vital component of any anti-corruption strategy. Informed citizens are probably more effective in preventing corrupt and unethical behaviour of public servants. Anti-corruption laws and institutions need people **who** do not tolerate corruption and who actively act against it.

The goal of anti-corruption education is to build demand for accountability. **It** promotes values, attitudes and expectations that condemn corruption, and skills to resist it. Anti-corruption education develops people's understanding of their rights and responsibilities for preserving the public good. It highlights the damage done by minor acts of corruption.

Anti-corruption education impacts at two levels: First, it aims at strengthening individuals in their ethical decision-making. Second, it aims at building a culture of zero-tolerance for corruption, through strengthening public awareness and participation in political life, and through mobilizing the public to stand up against corruption.

So as young people constitute a country's future political and economic leaders, **their** education should be an important component of anti-corruption strategies. Anti-corruption education should be integrated in school subjects such as civics or citizenship education, history, politics, religion, life skills, peace education, economics or ethics.

Adapted from Transparency International, Thematic Issues

1. **Give a general idea to the text.**
2. **Are the following statements true or false?**
   a) Anti-corruption education is a meaningless strategy to fight corruption.
   b) It hides the damage done by minor acts of corruption.
   c) It strengthens the individuals' ethical and cultural part.
   d) Anti-corruption education should not be implemented in schools.
3. **Answer the following questions according to the text.**
   a) In what sense can educated citizens resist corruption?
   b) What are the impacts of an Anti-corruption education ?
   c) List the school practical anti-corruption methods suggested by the writer.
4. **In which paragraph the idea of some unethical behaviours mentioned?**
5. **What or who do the underlined words in the text refer to?**
   a. who(§1) b. It (§ 2) c. their(§4)

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B. Text Exploration **(7points)**

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

a. benefit (§2) b. weakening (§3) c) insignificant (§3)

2. Complete the following chart as shown in the example.

Verb	Noun	Adjective
Example: to act	action	active
to tolerate	……	……..
……..	…….	democratic

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

1. a) Nurses deny patients treatments if they are unable to pay an ' additional fee'.

   b) If patients were able to pay an 'additional fee', …….

2. a) I hope to live in a corruption-free society, someday.

   b) I wish …….. .

3. a) The government is taking strict measures to fight corruption.

   b) Strict measures …….

4. Classify the words according to their final "ed" pronunciation.

educated- forced- trained- developed

/t/	/d/	/id/

5. Fill in the gaps so that the passage makes sense.

Corruption in education is particularly damaging because it …….a country's social, economic and political future. It is …….. detrimental than corruption in other sectors because of its long-term effects. Education aims to produce citizens that …….. the law and human rights.

PART TWO: WRITING (6 pts)

Choose one of the following topics.

Either Topic One: As you cannot put up with some people unethical behaviours, you decide to react. You write a letter to the leader of your country or the mayor of your city, and you tell him / her about your worries and suggestions to fight corruption and improve people's life. Use the notes below

- High level of responsibility.
- Integrity and honesty.
- Careful collaboration between public authorities and organizations.
- Clear and stringent (strict) anti-corruption laws and policies.
- The United Nations should sign a document against corruption.

Or Topic 2: What would you do to improve our educational system if you were the Minister of Education?

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