

المراجعة الشاملة



في

الإنجليزية

BAC



منصوري عبد الناصر
MR.MANSOURI

جميع الشعب

formation
Cours.dz
للنشر والتوزيع

وفق آليات تنفيذ التدريجات الجديدة لوزارة التربية الوطنية

المراجعة الشاملة في الانجليزية ENGLISH

- ملخص الدروس
- ملخص القواعد + أسئلة البكالوريا
- كيفية كتابة فقرة مهما كان مستواك
- أسئلة البكالوريا وكيفية الإجابة عنها.
- بكالوريات محلولة 2017-2021 مصحوبة
بترجمة شاملة للنص
- كتاب لجميع الشعب.

وفق

تدرجات

مادة

الانجليزية

الجديدة

3 ثانوي

جميع الشعب

تأليف:

عبد الناصر منصور

أدع بالرحمة لو الدين

YouTube
Cours dz

تابعونا على قناتنا في اليوتيوب

حقوق الطبع محفوظة

يمنع طبع هذا الكتاب أو نسخه أو تصويره أو نشره أو توظيف معلوماته تحت أي شكل كان، إلا بإذن خطي من الجهة الناشرة



formation
Cours.dz[©]
للنشر والتوزيع

اسم الناشر: كورديزاد فورماسيون

ر.د.م.ك: 978-9931-833-42-0

الإيداع القانوني: فيفري 2022

حي سوركال باب الزوار/

مقابل محطة طرامواي حي 8 ماي 45

رقم التوزيع: 0551.19.31.35



edition_cours.dz

editioncoursdz@gmail.com

ملخص الوحدات

UNIT ONE: ANCIENT CIVILIZATIONS

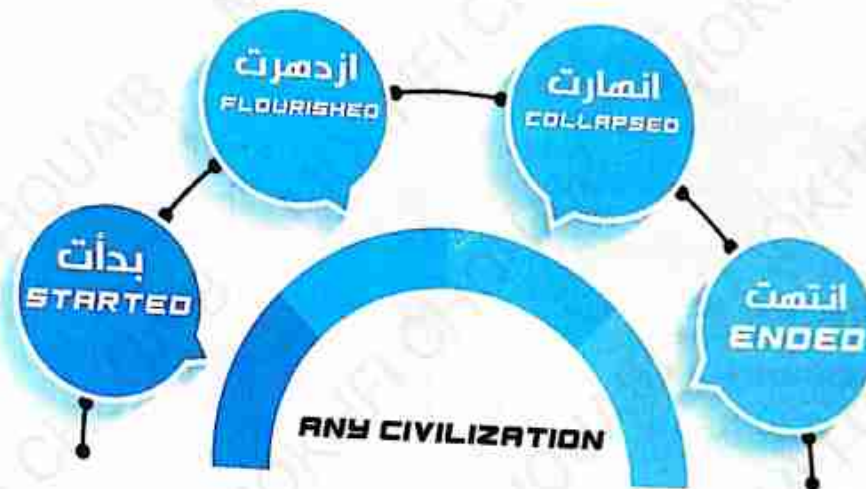
What is a civilization:

A civilization (or civilisation) is any complex society characterized by urban development, social stratification, a form of government and symbolic systems, an advanced state of human society, in which a high level of culture, science, industry, and government has been reached at a particular period in time.

الحضارة (أو الحضارة) هي أي مجتمع معقد يتميز بالتنمية الحضرية ، والتقسيم الطبقي الاجتماعي ، وشكل من أشكال الحكومة والأنظمة الرمزية ، وحالة متقدمة من المجتمع البشري ، والتي تم الوصول فيها إلى مستويات عالية من ثقافة والعلوم والصناعة والحكومة في فترة زمنية معينة.

All civilizations went through 4 main stages

كل الحضارات مرت ب 4 مراحل



ANCIENT CIV الحضارات القديمة

PERIOD : الحقبة
LOCATION : الموقع

Period: 3300 BC-1900 BC
Location: SOUTH OF ASIA

INDUS-VALLEY
(Harappan)

Period: 2700 BC-479 BC

Location: ANCIENT GREECE

GREEK

Period: 1600 BC-1046 BC

Location: ANCIENT CHINA

CHINESE

Period: 550 BC-465 AD

Location: ANCIENT ROME

ROMAN

Period: 7th century - now

Location: all over the world

ISLAMIC

Period: 1345 AD-1521 AD

Location: LATIN AMERICA

AZTECS

SUMARIAN
(Mesopotamian)

Period: 3500 BC-500 BC

Location: ANCIENT IRAQ

EGYPTIAN

Period: 3150 BC-30 BC

Location: ANCIENT EGYPT

MAYAN

Period: 2600 BC-900 AD

Location: CENTRAL AMERICA

PHOENICIAN

Period: 1550 BCE to 300 BCE

Location: ANCIENT SYRIA

PERSIAN

Period: 550 BC-331 BC

Location: ANCIENT IRAN

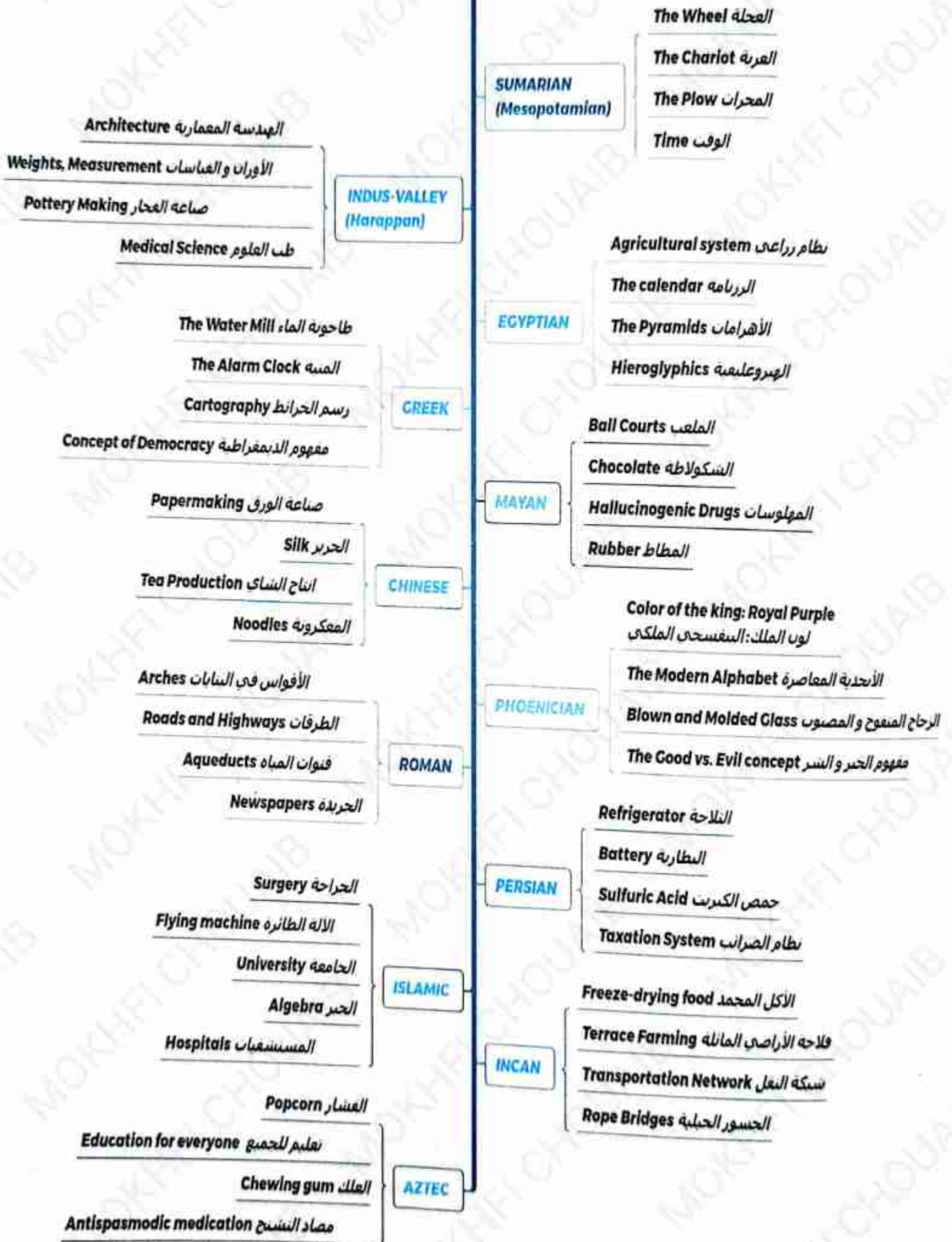
INCAN

Period: 1438 AD-1532 AD

Location: PERU

MAJOR ACHIEVEMENTS OF ANCIENT CIV

أهم إنجازات الحضارات القديمة



Forms Of Corruption أشكال الفساد

Embezzlement إحتلاس الأموال

هي سرقة ماك موجود في حساب شخص آخر و وضعها في حساب السارق

Embezzling is the act of taking money that has been placed in your trust but belongs to another person

Money laundering غسل الأموال

هي عملية اخفاء المبادلات

Money laundering refers to the process of concealing financial transactions

Creative accounting الإبداع الحسابي

هي عملية التحكم في الأرقام المالية

Creative accounting, also called aggressive accounting, is the manipulation of financial numbers

extortion بالعهود

تهديد شخص بالقوة من أجل المال

Extortion is a crime which involves the illegal acquisition of money, property, or favors through the use of force, or the threat of force

Child labour تسغيل الأطفال

استغلال الأطفال القصر في أعمال شاقة براتب قليل

Any child under the age specified by law worldwide works full time, mentally or physically to earn for own survival or adding to family income, that interrupts child's social development and education is called child labour

Bribery الرشوة

هي شكل من أشكال الفساد و تقتضي بتقديم مبلغ مالي معين لشخص ذو سلطة من أجل عمل غير قانوني

A bribe is a form of corruption which involves the promise of money or a favor to someone in a position of power, with the hope of influencing that person's behavior

Tax evasion المهرب الضريبي

تكون عندما يتهرب الشخص من دفع الضرائب

Tax evasion is usually understood to be an act in which an individual intentionally chooses not to pay income taxes due

counterfeiting التزوير

هي عملية تقليد شيء بهدف الخداع

Counterfeiting refers to the imitation of something with the intent to deceive

Black mailing الإبرار

تهديد شخص بالفضح بنشر معلومات مخلة من أجل المال

Blackmail is the crime of threatening to reveal damaging or embarrassing information in order to gain money or other goods or forms of cooperation out of the victim

UNIT THREE: EDUCATION

Education التعليم

Knowledge المعرفة

Acquisition اكتساب

Transmission نقل

Institutions المؤسسات

Education is the process of acquiring and transmitting knowledge from a generation to another
التعليم هو عملية تحصيل و نقل المعرفة من جيل لآخر

Private خاص

Public عام

Theoretical نظري
Practical تطبيقي

ALGERIAN الجزائري

The Algerian structure of the school system is based on 5+4+3 model: five years of primary school, four years of middle school and three years of secondary school

The Ministry of National Education is responsible for the supervision of basic and secondary education

the Ministry of Higher Education and Scientific Research, and the Ministry of Professional Education in

At the end of secondary school pupils take the national BAC certificate examination. who succeed in their Bac exams have the opportunity to go through higher education at university.

"L.M.D," Licence .Master . doctorat

نظام التعليم الجزائري
مكون من
ابتدائي-متوسط-ثانوي
قطاع التربية و التعليم و
ليسانس-ماستر-دكتوراه
قطاع التعليم العالي

EDUCATIONAL SYSTEM النظام التعليمي

BRITISH البريطاني

The education system in the UK is different to that in many other countries

At the age of 16, British children take General Certificate of Secondary Education (GCSE) examinations.

Students then transfer to studying A-Levels which last for two years and qualify them for entry to university

Students tend to specialise in these courses and often study for three or four A-Levels. This means that degrees do not last as long in the UK as other countries

نظام التعليم البريطاني
مختلف عن العديد من
الدول إذ يجتاز الطفل فيه
امتحانات GCSE عن عمر 16
سنة ثم ينتقل للمستوى A
حيث يدرس عامين للذهاب
بعد ذلك للجامعة أين
يختار التخصص الذي يريد

AMERICAN الأمريكي

Each of the fifty states has its own Department of Education that sets guidelines for the schools of that state

education is compulsory for all students until age sixteen

The pupils go through elementary schools, middle schools, and high schools.

High school students are required to take a wide variety of courses in many subjects

University students pursuing a Bachelor's degree are called "undergraduates," whereas students pursuing a Master's or Doctoral degree are called "graduate students."

نظام التعليم الأمريكي متنوع إذ أن كل
مقاطعة لها نظامها الخاص. التعليم إلزامي
للجميع إلى غاية بلوغ سن 16. يمر التلميذ
عبر ابتدائي-متوسط-ثانوي حيث يدرس
التلاميذ العديد من المواد في هذا الأخير.
بعدها يوجه الطالب للجامعة لمواصلة
مشواره الدراسي بعد تحصيله على شهادة
البكالوريا

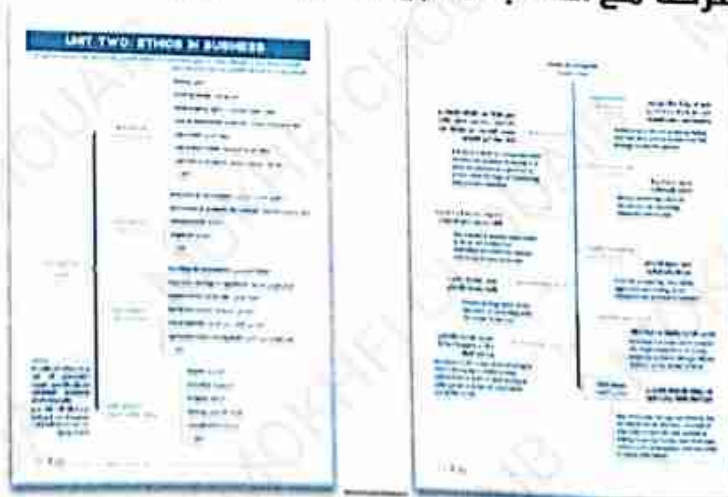
UNIT FOUR: FEELINGS AND EMOTIONS



ملخص الوحدات الشعب العلمية

UNIT ONE: ETHICS IN BUSINESS

وحدة مشتركة مع الشعب الأدبية، الدرس مدرج في الصفحات (4, 5)



UNIT TWO: SAFETY FIRST

Safety First الوقاية أولاً

Food الأكل

الأكل الصحي هو جميع
المنتجات الفلاحية التي لم
تتعرض لأي تحسين كيميائي

Healthy Food (organic
food) الأكل الصحي

Organic food is the product of a farming
system which refer to agricultural
products that are grown and processed
without the use of fertilizers, growth
regulators, livestock feeds, pesticides,
additives, bio-engineered genes (GMOs)

الأكل المحسن كيميائياً Conventional Food
الأكل المحسن كيميائياً جميع المنتجات الفلاحية
تعرضت لأي تحسين كيميائي

Conventional food is the product of a farming
system which refer to agricultural products
that are grown and processed with the use of
fertilizers, growth regulators, livestock
feeds, pesticides, additives, bio-engineered
genes (GMOs) to enhance plant growth.

الأكل المعدل جينياً G.M.F (genetically
modified food)
جميع المنتجات المعدلة جينياً
ملك اختيار النسل و الإستنساخ الخ

G.M.F (genetically
modified food)
الأكل المعدل جينياً

Also known as genetically engineered
foods (GE foods), or bioengineered foods
produced from organisms that have had
changes introduced into their DNA using
the methods of genetic engineering for
instance: selective breeding, mutation
breeding

Advertising الإعلان / الإشهار

الإشهار هو لغة التسويق و
التي تستخدم رسالة لروج
من خلالها عن منتج أو
خدمة أو فكرة

Advertising is a marketing
communication that employs a
message to promote or sell a
product, service or idea. which can
be categorized into 3 types:

- 1-Written كتابي eg: newspaper
- 2-Audio سمعي eg: radio
- 3-Audiovisual سمعي بصري eg: TV

Types of safety أنواع الحماية

Moral
معنوية

Mind
العقل

physical
جسدية

Health
الصحة

Producerism
الإنتاجية

Producer
المنتج

Consumerism
الإستهلاكية

Consumer
المستهلك

UNIT TWO: SAFETY FIRST

Safety First الوقاية أولاً

Food الأكل

Advertising
الإعلان / الإشهار

الإشهار هو لغة التسويق و التي تستخدم رسالة تروج من خلالها عن منتج أو خدمة أو فكرة

Advertising is a marketing communication that employs a message to promote or sell a product, service or idea. which can be categorized into 3 types:

1-Written كتابي eg: newspaper

2-Audio سمعي eg: radio

3-Audiovisual سمعي بصري eg: TV

الأكل الصحي هو جميع المنتجات الفلاحية التي لم تتعرض لأي تحسين كيميائي

Healthy Food (organic food)
الأكل الصحي (العضوي)

Organic food is the product of a farming system which refer to agricultural products that are grown and processed without the use of fertilizers, growth regulators, livestock feeds, pesticides, additives, bio-engineered genes (GMOs)

الأكل المحسن كيميائياً Conventional Food
الأكل المحسن كيميائياً جميع المنتجات الفلاحية تعرضت لأي تحسين كيميائي

Conventional food is the product of a farming system which refer to agricultural products that are grown and processed with the use of fertilizers, growth regulators, livestock feeds, pesticides, additives, bio-engineered genes (GMOs) to enhance plant growth.

الأكل المعدل جينياً كيميائياً
جميع المنتجات المصنعة جينياً
مثل اختيار النسل و الإستنساخ الخ

G.M.F (genetically modified food)
الأكل المعدل جينياً

Also known as genetically engineered foods (GE foods), or bioengineered foods produced from organisms that have had changes introduced into their DNA using the methods of genetic engineering for instance: selective breeding, mutation breeding

Types of safety أنواع الحماية

Moral
معنوية

Mind
العقل

physical
جسدية

Health
الصحة

Producerism
الإنتاجية

Producer
المنتج

Consumerism
الاستهلاك

Consumer
المستهلك

UNIT THREE: ASTRONOMY

علم الفلك هو علم يدرس
الأجسام والظواهر غير الأرضية
مثل الشمس القمر، النجوم،
الكواكب، الشهب....الخ

Astronomy is the study of non-Earthly bodies and phenomena such as the sun, moon, stars, planets, comets....etc

علم الفلك Astronomy

النظام الشمسي هو نظام
جاذبية الشمس و كل ما يدور
حولها من كواكب....الخ

النظام الشمسي Solar System

Is the gravitationally bound system of the Sun and the objects that orbit it, either directly or indirectly

عالم الفلك هو شخص
مختص في دراسة هذه
الظواهر و طرف
فرضيات....الخ

عالم الفلك Astronomer

Is a scientist in the field of astronomy who focuses their studies on a specific question or field outside the scope of Earth. They observe astronomical objects such as stars, planets, moons, comets and galaxies - in either observational (by analyzing the data) or theoretical astronomy

الثقب الأسود Black Hole

Is a region of spacetime where gravity is so strong that nothing—no particles or even electromagnetic radiation such as light—can escape from it.

الثقب الأسود هو منطقة زمكانية أين تكون
الجاذبية قوية جدا لا شيء يمكنه الإفلات منه

المجرة Galaxy

Is a gravitationally bound system of stars, stellar remnants, interstellar gas, dust, and dark matter. The word galaxy is derived from the Greek galaxias, literally "milky", a reference to the Milky Way.

المجرة هي نظام جاذبية النجوم
وكل ما يدور حولها و كلمة
مجرة كلمة إغريقية يقصد بها
لبنّي كمرجع للمجرة اللبنية
المعروفة بمجرة درب التبانة

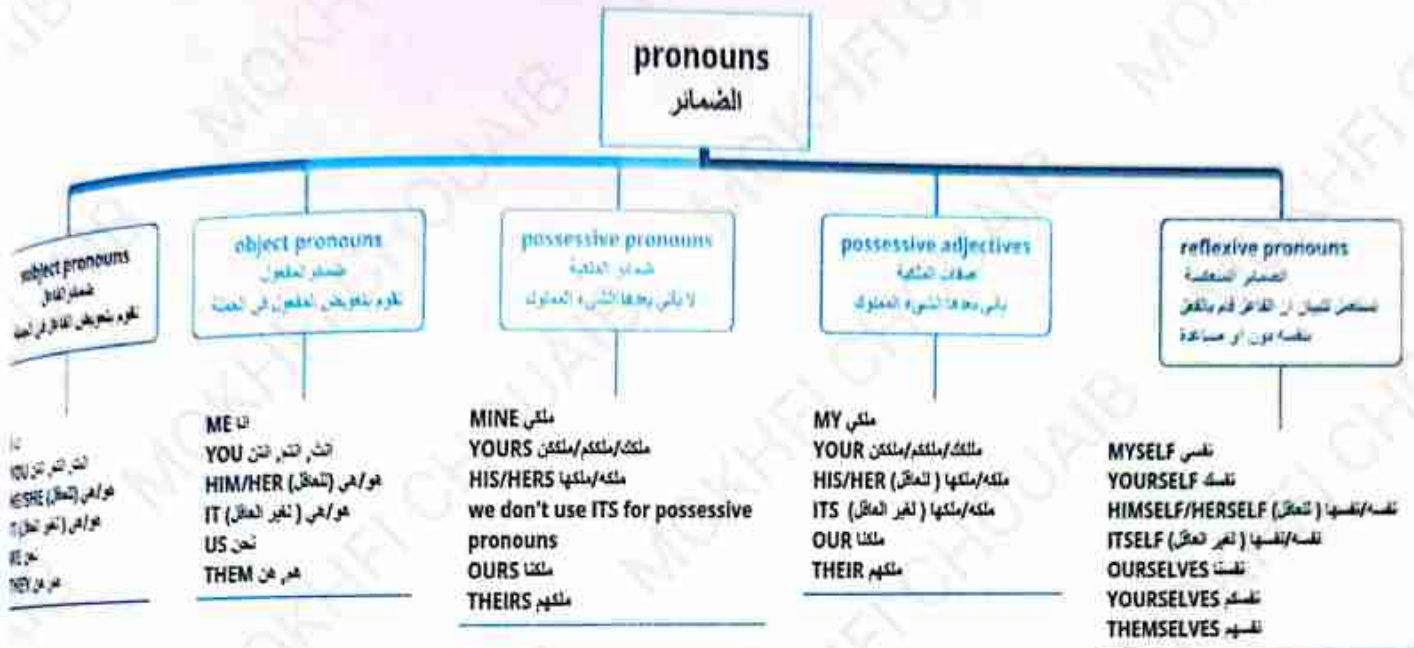
UNIT FOUR: FEELINGS AND EMOTIONS



وحدة مشتركة مع الشعب الأدبية،
الدرس مدرج في الصفحة (7)

جميع الشعب ملخص القواعد

PRONOUNS



سؤال بكالوريا

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

أي على من تعود الكلمات المسطر تحتها في النص

IRREGULAR VERBS

الفعل	STEM	PAST SIMPLE	PAST PARTICIPLE	الفعل	STEM	PAST SIMPLE	PAST PARTICIPLE
الأفعال التي لا تغير من شكلها							
يراهن	Bet	Bet	Bet	يلسحب	Quit	Quit	Quit
ينفجر	Burst	Burst	Burst	يجلس	Set	Set	Set
يصب	Cast	Cast	Cast	يسكب/يذرف	Shed	Shed	Shed
يكلف	Cost	Cost	Cost	يغلق	Shut	Shut	Shut
يقطع	Cut	Cut	Cut	يبصق	Spit	Spit	Spit
يناسب	Fit	Fit	Fit	ينتشر	Spread	Spread	Spread
يجرح	Hurt	Hurt	Hurt	ينزلق	Slid	Slid	Slid
يضرب	Hit	Hit	Hit	يأزعج	Upset	Upset	Upset
يسمح	Let	Let	Let	يبلل	Wet	Wet	Wet
يضع	Put	Put	Put				
الأفعال التي تتغير مرة واحدة							
ينحني	Bend	Bent	Bent	على يقبض	Catch	Caught	Caught
يتغلب	Beat	Beat	Beaten	يحفر	Dig	Dug	Dug

ينزف	Bleed	Bled	Bled	يتعامل	Deal	Delt	Delt
يحضر	Bring	Brought	Brought	يغذي	Feed	Fed	Fed
يتكاثر	Breed	Bred	Bred	يشعر	Feel	Felt	Felt
يبني	Build	Built	Built	يقاثل	Fight	Fought	Fought
يحرق	Burn	Burnt	Burnt	يجد	Find	Found	Found
يشترى	Buy	Bought	Bought	على يحصل	Get	Got	Got
يملك	Have	Had	Had	يتعلم	Learn	Learnt	Learnt
يسمع	Hear	Heard	Heard	يفادر	Leave	Left	Left
يمسك	Hold	Held	Held	يقرض	Lend	Lent	Lent
يحفظ	Keep	Kept	Kept	يضيء	Light	Lit	Lit
يركع	Kneel	Knelt	Knelt	يخسر	Lose	Lost	lost
يسط/يستلقي	Lay	Laid	Laid	يصنع	Make	Made	Made
يقود	Lead	Led	Led	يعني	Mean	Meant	Meant
يستند/يميل	Lean	Leant	Leant	ينفق	Spend	Spent	Spent
قد	May	Might	/	يُهجأ	Spell	Spelt	Spelt
يدفع	Pay	Paid	Paid	يتسرب	Spill	Spilt	Spilt
يقرا	Read	Read	Read	يبصق	Spit	Spat	Spat
يقول	Say	Said	Said	يشم	Smell	Smelt	Smelt
يبيع	Sell	Sold	Sold	يُعلم	Teach	Taught	Taught
يرسل	Send	Sent	Sent	يخبر	Tell	Told	Told
يجلس	Sit	Sat	Sat	يفكر	Think	Thought	Tought
يلمع	Shine	Shone	Shone	يفهم	Understand	Understood	Understood
ينزلق	Slide	Slid	Slid	سوف	Will	Would	/
يفوز	Win	Won	won				

الأفعال التي تتغير مرتين Verbs that change two times

ينشأ	Arise	Arose	Arisen	يبدأ	Begin	Began	Begun
يكون	Be	Was/were	been	يعض	Bite	Bit	Bitten
يصبح	Become	Became	Become	يأتي	Come	Came	Come
يفعل	Do	Did	done	يعرف	Know	Knew	Known
يرسم	Draw	Drew	Drawn	يركب	Ride	Rode	Ridden
يقود	Drive	Drove	Driven	يرتفع	Rise	Rose	Risen
يشرب	Drink	Drank	Drunk	يركض	Run	Ran	Run
ياكل	Eat	Ate	Eaten	يرى	See	Saw	Seen
يسقط	Fall	Fell	Fallen	يغوص/يغرق	Sink	Sank	Sunk
يحرم	Forbid	Forbade	Forbidden	يهز	Shake	Shook	Shaken
ينسى	Forget	Forgot	Forgotten	يتحدث	Speak	Spoke	Spoken
يفغر/يسامح	Forgive	Forgave	Forgiven	يسبح	Swim	Swam	Swum
يتجمد	Freeze	Froze	Frozen	ياخذ	Take	Took	Taken
يُعطي	Give	Gave	Given	يرمي	Throw	Threw	Thrown
يذهب	Go	Went	gone	يستيقظ	Wake	Woke	Woken
ينمو	Grow	Grew	Grown	يرتدي ملابس	Wear	Wore	Worn
يخفي	Hide	Hid	Hidden	يكتب	Write	Wrote	written

AUXILIARY VERBS

	TO BE يكون	TO HAVE يملك	TO DO يفعل
PAST SIMPLE	I was YOU were HE/SHE/IT was WE were THEY were	I had YOU had HE/SHE/IT had WE had THEY had	I did YOU did HE/SHE/IT did WE did THEY did
PRESENT SIMPLE	I am YOU are HE/SHE/IT is WE are THEY are	I have YOU have HE/SHE/IT has WE have THEY have	I do YOU do HE/SHE/IT does WE do THEY do
FUTURE SIMPLE	I will be YOU will be HE/SHE/IT will be WE will be THEY will be	I will have YOU will have HE/SHE/IT will have WE will have THEY will have	I will do YOU will do HE/SHE/IT will do WE will do THEY will do
PAST CONTINUOUS	I was being YOU were being HE/SHE/IT was being WE were being THEY were being	I was having YOU were having HE/SHE/IT was having WE were having THEY were having	I was doing YOU were doing HE/SHE/IT was doing WE were doing THEY were doing
PRESENT CONTINUOUS	I am being YOU are being HE/SHE/IT is being WE are being THEY are being	I am having YOU are having HE/SHE/IT is having WE are having THEY are having	I am doing YOU are doing HE/SHE/IT is doing WE are doing THEY are doing
PAST PERFECT	I had been YOU had been HE/SHE/IT had been WE had been THEY had been	I had had YOU had had HE/SHE/IT had had WE had had THEY had had	I had done YOU had done HE/SHE/IT had done WE had done THEY had done
PRESENT PERFECT	I have been YOU have been HE/SHE/IT has been WE have been THEY have been	I have had YOU have had HE/SHE/IT has had WE have had THEY have had	I have done YOU have done HE/SHE/IT has done WE have done THEY have done

TENSES

الأزمنة TENSES

هناك نوعان من الأفعال العادية و أخرى شاذة

Regular verbs keep the same stem in conjugation process

الأفعال العادية تحافظ على نفس الجذع عند التصريف

Irregular verbs don't keep the same form of the stem and it may change once, twice or never

الأفعال الغير عادية لا تحافظ على نفس الجذع عند التصريف ويمكن أن تتغير مرة، مرتين أو لا تتغير أبدا

past tense

لاستعمال هذا الزمن نحتاج الفعل (يكون) كفعل مساعد في التصريف فنصرف الفعل يكون في الماضي + جذع الفعل + ing

المستمر continuous:
WAS/WERE + STEM + ING

I, HE, SHE, IT:
was + stem + ing
YOU, WE, THEY:
were + stem + ing
e.g:
I was sleeping
WE are going to the cinema

لاستعمال هذا الزمن نحتاج استعمال الفعل (يملك) كفعل مساعد في التصريف فنصرف الفعل يملك في الماضي + التصريف الثالث للفعل

البسيط simple

Irregular verbs : have to be learned
e.g:
I spoke to the doctor

regular verbs: STEM + (D/ED) To + stem = verb
Stem = الجذع

I, YOU, HE, SHE, IT, WE, THEY: stem + (D/ED)
-we add D to verbs that end with ..e
-we add ED to verbs that don't end with ..e
e.g:
WE produced sugar yesterday
I booked a place for you guys

verbs that end with Y:
-If before Y is vowel we add D
-If before Y is consonant we omit Y and we put IED

play → played

hurry → hurried

النام perfect:

HAD + PAST PARTICIPLE OF THE VERB

PAST PARTICIPLE

-regular verbs : stem + d / ed
-Irregular verbs : must be learned
يجب أن تحفظ

I, YOU, HE, SHE, IT, WE, THEY:
had + past participle
e.g:
THEY had eaten the meals

الأزمنة TENSES

In this tense it doesn't matter whether the verb is regular or irregular. We conjugate both of them in the same way.

في هذا الزمن لا يهم إن كان الفعل عاديا أم شاذ فتصريفهما يكون بنفس الطريقة

present tense

البسيط simple

I, YOU, WE, THEY: stem

HE, SHE, IT: stem+(S/ES)

we add ES only with verbs that end with: O, X, SS, CH, SH, Z

e.g:

I like apples

she dresses like a queen

نضيف s للأفعال التي

تنتهي بـ —

و نضيف s للبقية

مثال —

verbs that end with Y :

-If before Y is vowel we add S

-If before Y is consonant we omit Y and we put IES

play —> plays

hurry —> hurries

النام perfect

HAVE/HAS + PAST PARTICIPLE OF THE VERB

I, YOU, WE, THEY:

have+past participle

HE, SHE, IT:

has + past participle

e.g:

WE have studied

she has spoken

future tense

البسيط simple
WILL + STEM

I, YOU, HE, SHE, IT,
WE, THEY: will + stem
e.g:
I will visit you
tomorrow

نضيف Will قبل
الجذر ثم نضع
الفعل كما هو مع
جميع الضمائر

لاستعمال هذا الزمن نحتاج الفعل
(يكون) كفعل مساعد في
التصريف فنصرف الفعل يكون
في المضارع + جذع الفعل + ing

المستمر continuous :

AM/ARE/IS +STEM+ING

I:

am+ stem+ ing

HE, SHE, IT:

is+ stem+ ing

YOU, WE, THEY:

are+ stem+ ing

e.g:

I am dreaming

YOU are eating

HE is coming

PAST PARTICIPLE

regular verbs : stem + d / ed

irregular verbs : must be learned

يجب أن تحفظ

لاستعمال هذا الزمن نحتاج
استعمال الفعل (يملك) كفعل
مساعد في التصريف فنصرف
الفعل يملك في المضارع +
التصريف الثالث للفعل

تستعمل هذه الكلمات
المفتاحية لمعرفة زمن
الفعل الواقع في الجملة

Key Words الكلمات المفتاحية

past الماضي

simple Ago مضى previously سابقاetc.
While/whilst بينما When بينما Since منذ
For a long time yesterdayetc. إلخetc.
continuousetc.
perfect When بينما After بعد
Before قبل By The Time بحلول الوقت

present المضارع

Always دائما Usually عادة Normally طبيعيا
Often أحيانا Sometimes أحيانا Occasionally من حين لآخر
Never أبدا Rarely نادرا Hardly ever بالكاد
Generally عموما Every دوما Seldom نادرا ما
Scarcely نادرا Whenever كلما
simple Frequently في كثير من الأحيانetc.
At the moment في الوقت الحالي
Still ما زال At present حاليا
continuous Still now الآن حتى no longeretc.
perfect already مسبقا up to now حتى الآن
just مؤخرا recently فقطetc

future المستقبل

simple Tomorrow غدا In a little time في وقت قصير
Next المقبل In the future في المستقبل
With in an (hour... Etc.) إلخ... في غضون ساعة... إلخ
Later لاحقا Soon قريباetc.

مثال سؤال بكالوريا

Give the correct form of the verbs in brackets.

قدم الأشكال (التحريفات) الصحيحة للأفعال بين قوسين

After the Spanish (conquer) the Inca Empire, they captured the Sapa Inca. It (be) the first step in a long campaign that (take) decades of fighting but ended in Spanish victory in 1572. The conquest of the Inca Empire (lead) to campaigns into present-day Chile and Colombia

الحل

Had conquered-was-took-led

WAS - WERE ABLE TO / HAD TO / USED TO

درس خاص بشعبة آداب و فلسفة / لغات

لم يدرج في الكالغوريا

Was, were able to capacity of doing something somehow special للتعبير عن مقدرة مميزة

Example: I was able to lift 100 kg

Had to an obligation إرغام (something must be done this way with no alternative)

Example: Ancient people had to work hard to live

Used to A- habit of doing something frequently عادة على القيام بشيء

Example: He used to get up at 7:00 o'clock

B- something was a thing and became something else شيء تغير بمرور الزمن

Example: This school used to be a mosque

COMPARATIVES & SUPERLATIVES

لم يدرج في الكالغوريا

Comparative Adjectives

Comparative adjectives are used to compare between two nouns.

صفات المقارنة تستعمل للمقارنة بين إسمين

Noun (subject) + verb + comparative adjective + than + noun (object).

Example: I am bigger than you

Superlative Adjectives

Superlative adjectives are used to describe an noun in terms of quality. so we can show the difference between two nouns

صفات المقارنة تستعمل لوصف الإسم من حيث النوعية لكي نستطيع توضيح الفرق بين إسمين

Noun (subject) + verb + the + superlative adjective + noun (object).

Example: I am the biggest of my friends

ADJECTIVE		COMPARATIVE		SUPERLATIVE	
IRREGULAR WORDS					
bad	سيء	worse	أكثر سوء	worst	الأسوء
good	جيد	better	جيد أكثر	best	الأفضل
Much / many	كثير	more	أكثر	most	الأعظم
some	بعض	more	أكثر	most	الأعظم
REGULAR WORDS					
One-syllable adjectives and adjectives ending in -y		adjective + -er		the + adjective + -est	
big	كبير	bigger	أكبر	biggest	الأكبر
Y		IER		IEST	
happy	سعيد	happier	أكثر سعادة	happiest	الأسعد
Two-syllable or longer adjectives		more + adjective		the most + adjective	
beautiful	جميل	More beautiful	أكثر جمالا	most beautiful	الأجمل

ADVICE

To express advice we use **Should, had better, ought to, (have better/ must), need to ...etc**

Should, had better, ought to, (have better/ must), need to ...etc لتقديم النصيحة نستخدم

Example: It would be better if you stopped smoking.

You should stop smoking notice that after should we put the stem (verb's infinitive)

لاحظ أن الفعل بعد should يكون في شكله المصدر (verb's infinitive)

مثال سؤال بكالوريا

Rewrite sentence "b" so that it means the same as sentence "a".

- ❖ The authorities should sensitize parents to the importance of education.
- ❖ Authorities had better

الخط

- ❖ Authorities had better sensitize parents to the importance of education.

CONDITIONAL

This lesson contains 3 main types 1, 2, 3. To express condition we use **If, provided that, providing that, as long as**

هذا الدرس يحتوي على 3 أنواع 1, 2, 3. للتعبير عن الشرط نستخدم

(جميع أدوات الربط يمكن وضعها في البداية أو بين الجمل) If, provided that, providing that, as long as

Type one: a situation possible to happen حادثة ممكنة الوقوع

IF Present simple futur simple **IF** the government empowers the law, less crimes will happen.
ACTION 1 ACTION 2

futur simple **if** present simple Less crimes will happen **if** the government empowers the law
ACTION 2 ACTION 1

Type two: a situation impossible to happen حادثة مستحيلة الوقوع

IF past simple would + stem **IF** everyone respected the law, the world would be much better.
ACTION 1 ACTION 2

would + stem **if** past simple The world would be much better **if** everyone respected the law
ACTION 2 ACTION 1

Type three: a desire to change something الرغبة في تغيير شيء

if past perfect, would have + past participle
ACTION 1 ACTION 2

if governments had moved faster, they would have found

a cure to COVID-19

would have + past participle past perfect
ACTION 2 ACTION 1

governments would have found a cure to COVID-19 if they

had moved faster

مثال سؤال بكالوريا

Combine each pair of sentences with the connector given between brackets. Make changes where necessary.

❖ Ethical principles are maintained. Educators transmit the traditions of ethical thinking to each generation of students. (providing that)

الط

❖ Ethical principles will be maintained providing that Educators transmit the traditions of ethical thinking to each generation of students.

UNLESS

Unless هي صيغة النفي لـ If...not

Unless: ifnot

عند إضافة unless يجب نزع if...not

Example:

1- If the government doesn't empower the law, less crimes will not happen.

----> Unless the government empowers the law, less crimes will not happen. correct ✓

Unless the government doesn't empowers the law, less crimes will not happen. false ✗

2- If everyone didn't respect the law, the world would not be much better.

----> Unless everyone respected the law, the world would not be much better. correct ✓

Unless everyone didn't respect the law, the world would not be much better. false ✗

3- If governments hadn't moved faster, they wouldn't have found a cure to COVID-19

----> Unless governments had moved faster, they wouldn't have found a cure to COVID-19 correct ✓

Unless governments hadn't moved faster, they wouldn't have found a cure to COVID-19 false ✗

.....don't write → unless...write

.....doesn't write → unless...writes

.....didn't write → unless...wrote

.....hadn't written → unless...had written

.....weren't writing → unless...were writing

مثال سؤال بكالوريا

Combine each pair of sentences with the connector given between brackets. Make changes where necessary.

❖ People are reminded of moral standards. They don't cheat. (unless)

الط

❖ unless People are reminded of moral standards. They will cheat.

IT'S HIGH TIME

We use **it's high time** if we feel that it is already late for something to happen, because it uses a past tense form to talk about the present or future.

نستخدم **it's high time** عندما نحس أنه قد فات الأوان لحدوث ذلك الشيء.

It's high time + subject + verb in past tense ← القاعدة

يجب حذف **should** أو أي أداة تمانها تعبر على **Advice** مثل: **ought to, had better...etc**

Example :

1- Citizens should apply COVID-19 preventive measures

It's high time citizens applied COVID-19 preventive measures

2- Parents had better sensitize their children about education

It's high time Parents sensitized their children about education

مثال سؤال بكالوريا

Rewrite sentence "B" so that it means the same as sentence "A".

A. Parents feel that the government should reduce junk food advertising.

B. It is high time

الط

B. It is high time **the government reduced** junk food advertising

WISH & REGRET

To express wish we use I wish, if only

I wish, if only للتعبير عن التمني نستخدم

There are 3 distinct types of I wish / if only sentences:

- ❖ Present Simple > Past Simple
- ❖ Past Simple > Past Perfect.
- ❖ Future > would/could + stem.

Type 1 : Present Simple > Past Simple

Rule: *If only / I wish + s + simple past*

Example:

A. Citizens don't know how to tackle most of their problems.

B. I wish Citizens knew how to tackle most of their problems.

- ❖ The simple past here is an unreal past.

When you use the verb "to be" the form is "were".

Example: I wish I were a millionaire!

Type 2: Past Simple > Past Perfect.

Rule: If only / I wish + s + past perfect

Example:

A- Teachers didn't make their sessions enjoyable for students.

B- I wish Teachers had made their sessions enjoyable for students.

Type 3: Future > would/could + stem.

Rule: I wish / if only + would/could + verb

❖ (usually we use could with (I & we) and would we the rest

عادة نستخدم Could مع (I & we) و would مع البقية

Example:

A- I am dedicated to succeed in my bac exam someday.

B- I wish I could succeed in my BAC exam someday

مثال سؤال بكالوريا

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

a. I have a strong desire to set foot on the Moon someday.

b. I wish

الط

1. I wish I could set foot on the moon someday

SO...THAT / SUCH...THAT

They are used to enhance the meaning and make it more powerful

تستخدمان لتقوية المعنى

1/- so + adjective + that

Example: Children are so easy to convince that they are easily kidnapped

2/- such + noun phrase + that

Example: Illegal activities are such unwanted acts that most of criminals get severe penalties when caught practicing any of illegal activities.

مثال سؤال بكالوريا

1. Join each pair of sentences using the connector between brackets. Make any necessary changes.

a. The process of copying is easy. Students download whole sections of existing work.

(so...that)

الط

a. The process of copying is so easy that Students download whole sections of existing work.

PRONUNCIATION OF SOME LETTERS

THE LETTER C:

1.C is pronounced k if it was followed by
C تنطق K إذا كانت متبوعة بـ

a ⇒ cat قطة

u ⇒ cup كوب

o ⇒ cow بقرة

C at the end ⇒ dramatic درامي
في آخر الكلمة

C next to a consonant ⇒ circle دائرة
بجانب حرف ساكن

2.C is pronounced S if it was followed by
C تنطق S إذا كانت متبوعة بـ

e ⇒ produce بروديويس

i ⇒ cite سايت

y ⇒ cyber سايبير

THE LETTER G:

3.G is pronounced (ج) if it was followed by
G تنطق (ج) إذا كانت متبوعة بـ

a ⇒ gap فراغ

u ⇒ argue يجادل

o ⇒ go يذهب

G at the end ⇒ drag اسحب
في آخر الكلمة

G next to a consonant ⇒ giggle يقهقه
بجانب حرف ساكن

4.G is pronounced J if it was followed by
G تنطق J إذا كانت متبوعة بـ

e ⇒ change يغير

i ⇒ giggle يقهقه

y ⇒ gym قاعة الرياضة

THE LETTER GH:

5.GH is pronounced F in GH تنطق F في
في جميع هذه الأمثلة ou تنطق A

Tough(TouF) ⇒ صعب, قاسي, صارم

Laugh(LauF) ⇒ يضحك

Cough(CouF) ⇒ سعال, كحة

Rough(RouF) ⇒ صعب, خشن, هائج

Enough(EnouF) ⇒ يكفي

6.GH is silent in GH صامتة (لا تنطق) في

I. if it was followed by T T إذا جاء بعدها حرف
في جميع هذه الأمثلة ou تنطق O

Thought(Thout) ⇒ فكرة, فكر

Bought(Bout) ⇒ اشتري

Brought(Brout) ⇒ جلب

Nought(Nout) ⇒ عقدة

Ought(Out) ⇒ يجب

II. if it came after an i i إذا جئت بعد حرف

High(Hi) ⇒ مرتفع

Night(Nit) ⇒ الليل

Neighbour(Neibour) ⇒ الجيران

Weight(Weit) ⇒ الوزن

Light(Lit) ⇒ الضوء

III. in some words like في كلمات أخرى مثل

Through(Throu) ⇒ من خلال

Though(Thou) ⇒ على الرغم من

Although(Althou) ⇒ على الرغم من

هذا الجزء مهم جدا إذ أنه يساعد عليكم نطق حروف أساسية في
الكلمات كما يساعدكم على فهم الدرسين المواليين (final s/ed)

FINAL "S"

هناك قاعدة بسيطة جدا يمكنكم معرفة النطق الصحيح لأي كلمة من دون نطقها وهي رؤية الحرف الموجود قبل S

BOOKS >>> S
DREAMS >>> Z
PRODUCES >>> IZ

لاحظ أنه في الكلمات التي يأتي قبل S حرف صامت نطقها مثل S

Example:

/s/	/z/	/iz/
P, T, K, C, Q, F, GH(f), PH, TH(ث)	THE REST	S, SS, X, Z, ZZ, CE, CH, SH, GE
Stops, starts, books, economics, stuffs, laughs, graphs	Drives, dreams, kills, absorbs, bags...etc	Buses, bosses, boxes, buzzes, produces, watches, washes, badges

مثال سؤال بكالوريا

Classify the following words according to the pronunciation of their final "s".
practices - candidates - stars - travels

/s/	/z/	/iz/

الط

/s/	/z/	/iz/
candidates	Stars, travels	practices

FINAL "ED"

هناك قاعدة بسيطة جدا يمكنكم معرفة النطق الصحيح لأي كلمة من دون نطقها وهي رؤية الحرف الموجود قبل ED

BOOKED >>> T
DREAMED >>> D
CONNECTED >>> ID

لاحظ أنه في الكلمات التي يأتي قبل ED حرف صامت نطقها مثل ED

Example:

/t/	/d/	/id/
SS, CE, K, C, Q, P, F, GH(f), PH, X, CH, SH	THE REST	T, D
Produced, cooked, stopped, watched	Honored, heard, dived, dreamed...etc	Addicted, added, wanted, connected

مثال سؤال بكالوريا

Classify the following words according to the pronunciation of their final "ed".
passed - shortened - attempted - provided

/t/	/d/	/id/

الط

/t/	/d/	/id/
passed	shortened	Attempted, provided

PREFIX ROOT SUFFIX

Book

Prefix root suffix

illegal

careful

international

part 1: (im, in, il, ir, un, mis, dis, de) تشكيل طبقات هلب يكفي فقط إضافة سابقة للكلمة وهي

To answer this question we only use **NEGATIVE PREFIXES** (im, in, il, ir, un, mis, dis, de)
 (m:p) ≠ im... (L) ≠ il... (r) ≠ ir... (.....ful) ≠ (.....less)
 Mortal ≠ immortal legal ≠ illegal responsible ≠ irresponsible careful ≠ careless

مثال سؤال بكالوريا

Give the opposite of the following words keeping the same root:
 regular - important - continue - healthy

لحل

irregular - unimportant - discontinue - unhealthy

part 2: prefix/root/suffix تقسيم الكلمة إلى سابقة/جذع/لاحقة

PPREFIX	ROOT	SUFFIX
In, im, il, ir, un, mis, dis, anti, under, over, inter, extra, hyper, auto, de, down, up, mega, re, semi, sub, ultra, out	The smallest part that has utterance	er, ion, sion, tion, ment, ed, age, able, ic, ful, less, ness, ive, ity, ing, or, ly, al, ance, ence, ship, ty, ary, ous, ious, y, en, ize, ise, ward, wise, ism, dom, acy,

Example:

underperformance, having, strengthened, include, subconscious

PPREFIX	ROOT	SUFFIX
Under	Perform	Ance
/	Have	ing
/	Strength	En,ed/ ened
/	Include	/
Sub	Conscious	/

مثال سؤال بكالوريا

Divide the following words into roots and affixes.

Disappearance - undergo - aging

Prefix	Root	Suffix

لحل

Prefix	Root	Suffix
Dis	Appear	Ance
Under	Go	/
/	Age	ing

SYLLABLES

count the vowels

in a word (a, e, i, o, u)

قواعد
لمعرفة عدد المقاطع
في كلمة يجب حساب
عدد vowels التي فيها

each vowel = 1 syllable

but=1s, better=2s, correct=2s....etc

silent "e"
doesn't count

1- في الكلمات المشككة من كلمتين.
الـ e التي تأتي في آخر الكلمة الأولى لا تحسب

Take care
take=1s, care=1s....etc

trickery

the combination of two words

Fire-man
fireman=2

2- تحسب ed مقطعا
واحدا إذا جاء قبلها
t, d فقط, باقي
الحالات لا تحسب

T, D

ted, ded = 1 syllable

addicted=3, connected=3, added=2

final "ED"

THE REST # 1 syllable

walked=1, dreamed=1....etc

3- بالنسبة للحروف المتجاورة
تحتسب مقطع واحد

diphthongs/ triphthongs
two vowels or more are counted as
one vowel (=syllable)

book = 1
beautiful = 3
information = 4

the "y"

y = 1 syllable

why=1s

y + vowel (a, e, i, o, u) = 1 syllable

stay, yesterday
stay=1s, yes-ter-day=3s

ple, ble, gle, die... = 1 syllable

apple, table, struggle, noodle...etc
ap-ple=2s, ta-ble=2s, strug-gle=2s noo-dle=2s

5- المقاطع ple, ble, gle, die...etc في نهاية الكلمة تحتسب 1syllable
أي كلمة تنتهي بمقطع من الشكل (c)le=1s حيث c تعني consonant

Classify the words below according to the number of their syllables.
website - ethical - downloading - core

One syllable	Two syllables	Three syllables

لحظ

One syllable	Two syllables	Three syllables
Core	Website,	Ethical, downloading

VERB NOUN ADJECTIVE

VERB	NOUN	ADJECTIVE
To + stem sometimes you need to go from noun or adjective to create a verb: 1- remove the suffix 2- add one of these suffixes to create the verb (ate, en, fy, ify, ize, ise)	Stem + er, ion, sion, tion, ity, ty, ment, ness, or, ship, age, ance, ence, dom, acy, ism, ing, ption لانتقال من الفعل للرسم نضيف لجذع الفعل (stem) أحد هذه اللواحق	Stem + able, ible, al, ant, ary, ic, ious, ous, ive, less, y, ing, ful, ic, ical ed. لانتقال من الفعل للصفة نضيف لجذع الفعل (stem) أحد هذه اللواحق

لانتقال من الرسم أو الصفة للفعل ننزع اللواحق المضافة في حالة عدم وجود لواحق في الأسماء أو الصفات و نريد تحويله لأفعال نقوم بإضافة أحد هذه اللواحق

Example:

VERB	NOUN	ADJECTIVE	VERB	NOUN	ADJECTIVE
To regulate	Regulation	Regulated	To challenge	Challenge	Challenging
To satisfy	Satisfaction	Satisfying	To continue	Continuity	Continuous
To free	Freedom	Freely/free	To die	Death	Dead
To strengthen	Strength	Strong	To fly	Flight	Flying
To forgive	Forgiveness	Forgivable	To identify	Identity	Identifying
To accept	Acceptance	Acceptable	To please	Pleasure	Pleasant

مثال سؤال بكالوريا

Complete the chart as shown in the example

	Verb	Noun	Adjective
example	to collaborate	collaboration	Collaborative
	.....	.....	expected
	To progress	.....	.....

ط

Verb	Noun	Adjective
To expect	Expectation	Expected
To succeed	Success	Successful
To progress	Progression	Progressive

STRESS

STRESS يقصد به المقطع المشدد في الكلمة
هناك قواعد تساعد على إيجاد المقطع المشدد في كلمة دون نطقها و هي كالآتي

• one syllable words have stress the 1st letter
الكلمات المسككة من مقطع واحد تكون النسخة في الحرف الأول

But, Keep, Close

• verbs and prepositions have stress on the 2nd syllable:
العمل مشدد في المقطع 2

deNY, arGUE, dIRECT

• two syllables words
الكلمات المسككة من مقطعين

• nouns, adjectives, adverbs have stress on the 1st syllable:
اسم، صفة، ظرف يكون مشددة في المقطع 1

FUNny, OFFice

• most three syllable words have stress on the 1st syllable
معظم الكلمات من 3 مقاطع تكون مشددة في المقطع 1

DIFFicult, CONsider
Except: reMEMber, toGether, adVisor

• words ending with ب الكلمات التي تنتهي ب
(able, ial, clan, ery, lan, la, lent, ish, osis, ible, lous, ic, tion, sion)
تحتسب عدد المقاطع 1- نحد المقطع المشدد

soLUtion, GRAPhic, VIsion

• Words ending with ب الكلمات التي تنتهي ب
(ous, cy, thy, ty, phy, gy, ical, ence, ate, ent)
تحتسب عدد المقاطع 2- نحد المقطع المشدد

democracy, comMUnicate,
COMpetence

• Words that use the suffix الكلمات التي تحتوي على هذه اللواحق
ade, ee, ese, eer, que, tee, or oon have stress on the suffix
تكون النسخة في اللاحقة نفسها

crUSADE, guaranTEE, JapANESE,
physIQUE, carTOON

• nouns made out of two nouns. الأسماء المركبة من اسمين
the stress is on the stressed syllable of the first word
تكون النسخة في المقطع المشدد من الكلمة الأولى

SEAfood (sea + food), ICEland (ice + land),
BASketball (basket + ball)

• adjectives made of at least two words. الصفات المركبة من صفتين
the stress is placed in the stressed syllable of the second word
تكون النسخة في المقطع المشدد من الكلمة الثانية

ten-Meter, old-Fashioned, fifteen-Minute

• Reflexive pronouns usually take the stress on The second syllable
الصانر المنعكسة تحمل النسخة في المقطع 2

mySELF, yourSELVES

Stress
النسخة

Classify the following words according to the stressed syllable.
education - equality - students - arrange

1 st syllable	2 nd syllable	3 rd syllable

الحل

1 st syllable	2 nd syllable	3 rd syllable
students	Equality, arrange	education

HOW TO ASK A QUESTION

To ask a question about the subject: (wh qst) + verb + object + ? قاعدة السؤال على subject

Example:

Ahmed visited Karim -----> who visited Karim?
the lion is eating the meat -----> what is eating the meat?

☀ the underlined word must be omitted from the question

To ask a question about the object: قاعدة السؤال على object

• with a simple tense: (الأفعال المشكلة من جزء واحد) مع الأزمنة البسيطة

القاعدة —> wh +

did	+ subject + stem + the rest of the sentence + ?
do	
does	

Example:

Ahmed visited Karim -----> who did Ahmed visit ?
the lion eats the meat -----> what does the lion eat ?

• With a compound tense: (الأفعال المشكلة من جزئين) مع الأزمنة المركبة
• With (to be + adj)

القاعدة —> wh + (1st part of the verb) + subject + (2nd part of the subject) +?

Example:

he was eating chocolate -----> what was he eating?
I will call you -----> who will you call?
Khaled had eaten his meal -----> what had Khaled eaten?

I <—> YOU/HE/SHE
ME <—> YOU
MY <—> YOUR
WE <—> WE / YOU
MINE <—> YOURS
....etc

What: ماذا
when: متى
where: أين
why: لماذا
who: من
which: أي
whose: لمن
how: كيف
how many: كم عددية
how much: كم الثمنية
by what: بواسطة ماذا

مثال سؤال بكالوريا

Ask a question that the underlined word answer.

- Tom will book a room in the Sheraton hotel
- Mr. Gordon expected a luxurious apartment with a small oven
- Corruption in education is dangerous because it affects society at large.

الحل

- Who will book a room in the Sheraton hotel?
- What did Mr. Gordon expect?
- Why is corruption in education dangerous?

Circle or write the silent letter in each of the following words:
honesty - campaign - while - flight

honesty - campaign - while - flight

الحل

HOW TO REORDER SENTENCES

هناك علامات مصممة تساعد على ترتيب الجمل لتشكيل فقرة وهي أدوات الترقيم حيث أن الفقرة يجب أن تبدأ بإسم واضح و تنتهي ب (/ ? / !) ...فيما يلي شرح مفصل لذلك

Be aware of

N

n

n

- The beginning and ending of each statement might help capitalization, lowercase, full stop (.), comma (,) or an empty space at the end
❖ بدايات و نهايات الجمل تساعد بشكل كبير جدا
- The first statement needs to start with a clear nominative subject and not with: Pronouns, subordinators, coordinators, relative adverbs, relative pronouns...etc
They, because, and, who.....etc
❖ أول جملة يجب أن تبدأ بإسم واضح و ليس ضمير.....الخ
- The last statement have to end with (/ ? / !)
❖ آخر جملة يجب أن تنتهي ب (/ ? / !)

Example:

Reorder the following statements

- It also contributes to the economic progress of its community.
 - to improve its business performance,
 - Responsible business conduct allows an enterprise
 - make profits, and meet its stakeholders' expectations.
- (C - B - D - A)

انتبه لصيغة السؤال

- ❖ Reorder the following statements كما في المثال
- ❖ Reorder the following statements to make a coherent paragraph شكل فقرة

مثال سؤال بكالوريا

Reorder the following statements to make a coherent passage.

- and in return, receiving a refund in the original form of payment or an exchange for another item.
- provided that the customer has a receipt as a proof of purchase.
- A return is the process of a customer taking previously bought merchandise back to the shop.
- Many shopkeepers will accept this return

الحل

c - a - d - b

مثال سؤال بكالوريا 2

Reorder the following sentences to get a coherent passage.

- It gives teachers and students extra resources
- and work together to get additional knowledge.
- to access to new opportunities for learning approaches
- Technology is a powerful tool for education.

الحل

d - a - c - b

CAUSE - RESULT

The cause: توضع أدوات السبب دائما قبل الجملة التي حدثت أولا

1/- (because, since, as) + subject

Example: 1
The world is corrupted, no one is trying to tackle problems.

-----> The world is corrupted since no one is trying harder to tackle problems.

2/- (due to, for, because of, owing to) + (noun phrase (an.../a...) / gerund (stem+ing))

Example: 2
the unemployment was high, an economic crisis -----> the unemployment was high due to an economic crisis

The result: توضع أدوات النتيجة دائما قبل الجملة التي حدثت ثانيا

1/- (as a result, consequently, so, thus, therefore) + subject

Example: 1
Advertising is very aggressive, it should be banned -----> Advertising is very aggressive. Therefore, it should be banned

1-----cause----->2

1<-----consequence-----2

Advertising should be banned because it is very aggressive-----> Advertising is very aggressive. Therefore, it should be banned

مثال سؤال بكالوريا

Write sentence "B" so that it means the same as sentence "A".

1. The environment is devastated because people over consume products.

2. Because of -----

1. Children become obese because they consume a lot of fast food.

2. Children consume-----

الحل

1. Because of people's over consumption of products, the environment is devastated.

2. Children consume a lot of fast food as a result the become obese

MODALS

Modal Verb	Expressing	Example
must	Strong obligation إرغام قوي	You must stop smoking.
	logical conclusion / Certainty إثبات	He must be very tired. He's been working all day long.
must not	Prohibition منع	You must not smoke in the hospital.
can	Ability قدرة	I can play pool.
	Permission السماح	Can I use your phone please?
	Possibility إمكانية	Smoking can cause cancer.
could	ability in the past مقدرة في الماضي	When I was younger I could run fast.
	polite permission سماح مهذب	Excuse me, could you give me the chair please?
may	Possibility إمكانية	It could rain tomorrow!
	Permission السماح	May I use your pen please?
	Possibility إمكانية, probability احتمالية	It may rain this afternoon!
might	polite permission سماح مهذب	Might I suggest an something?
	Possibility إمكانية, probability احتمالية	I might go on holiday to London next year.
had better	Advice نصيحة	You 'd better revise your lessons for the exams

CONCESSION

In spite of, despite and although are all used to show a contrast but there are differences in the structures used with them. تعتمد جميعها لتبيان التضاد

In spite of / despite على الرغم من

Despite + noun + rest of the sentence القاعدة

- Despite whistleblowing's necessity, a lot of companies are not in favour of whistleblowing.

Although/Though/Even though/despite the fact that/in spite of the fact that على الرغم من

Although + subject + rest of the sentence القاعدة

- Although the teachers were preoccupied with other subjects, the moral aspect was not neglected.

- The moral aspect was not neglected Although the teachers were preoccupied with other subjects

جميع هذه القواعد لها نفس المعنى و الاختلاف يكمن في قاعدة الاعتماد كما هو مبين في الجدول

مثال سؤال بكالوريا

Rewrite sentence "B" so that it means the same as sentence "A".

- A. Youths are aware of the dangers. They take risks.
B. Despite

لظ

- Despite youths' awareness of the dangers, they take risks.
- or: Despite the fact that youths are aware of the dangers, they take risks.
- or: Despite being aware of the dangers, youths take risks.

ACTIVE - PASSIVE VOICE

A.V: Subject + verb + object + rest of the stce

قاعدة التحويل

P.V: subject + (to be) + (past participle of the main verb/ V3) + by+ agent + rest of the sentence

To be يصرف في نفس زمن
verb تحويل الفعل الاصل

A.V ---> P.V
SUBJECT ---> AGENT (NEW OBJECT)
VERB ---> (TO BE + PAST PARTICIPLE)
OBJECT ---> SUBJECT (NEW SUBJECT)

NEW OBJECT بواسطة BY

Example:

Ahmed eats an apple
An apple is eaten by Ahmed

A.V: Subject Pronouns
I, YOU, HE, SHE, IT, WE, THEY

P.V: Object Pronouns
ME, YOU, HIM, HER, IT, US, THEY

Tense	Active voice	Passive voice
Simple present	cut	Is/are cut
Present continuous	Am/is/are cutting	Is/are being cut
Simple past	cut	Was/were cut
Past continuous	Was/were cutting	Was/were being cut
Present perfect	Have/has cut	Have/has been cut
Past perfect	had cut	had been cut
Simple Future	will cut	will be cut
Modals(can...etc)	Can cut	Can be cut

Active Form

Passive Form

Mr. Mansouri teaches English & French
Mr. Mansouri is teaching English & French
Mr. Mansouri taught English & French
Mr. Mansouri was teaching English & French
Mr. Mansouri has taught English & French
Mr. Mansouri had taught English & French
Mr. Mansouri will teach English & French
Mr. Mansouri can teach English & French

English & French is taught by Mr. Mansouri
English & French is being taught by Mr. Mansouri
English & French was taught by Mr. Mansouri
English & French was being taught by Mr. Mansouri
English & French has been taught by Mr. Mansouri
English & French had been taught by Mr. Mansouri
English & French will be taught by Mr. Mansouri
English & French can be taught by Mr. Mansouri

Active & Passive Voice of Questions:

- I. A.V: DO/ DOES + S + V + O ?
P.V: AM/ IS/ ARE + O + (V3) + BY + AGENT ?
example: Does he book the room? → Is the room booked by him?
- II. A.V: DID + S + V + O ?
P.V: WAS/ WERE + O + (V3) + BY + AGENT ?
example: Did he book the room? → Was the room booked by him?
- III. A.V: AM/ IS/ ARE + S + V + ING + O ?
P.V: AM/ IS/ ARE + O + BEING + (V3) + BY + AGENT ?
example: Is he booking the room? → Is the room being booked by him?
- IV. A.V: WAS/ WERE + S + V + ING + O ?
P.V: WAS/ WERE + O + BEING + (V3) + BY + AGENT ?
example: Was he booking the room? → Was the room being booked by him?
- V. A.V: HAVE/ HAS/ HAD + S + V + (V3) + O ?
P.V: HAVE/ HAS/ HAD + O + BEEN + (V3) + BY + AGENT ?
example: Has he booked the room? → Has the room been booked by him?
- VI. A.V: MODALS + S + V + O ?
P.V: MODALS + O + BE + (V3) + BY + AGENT ?
example: Will he book the room? → Will the room be booked by him?
- VII. A.V: WH + AUXILIARY + S + V + O ?
P.V: WH + AUXILIARY + O + (V3) + BY + AGENT ?
example: 1- What did he book? → What was booked by him?
2- When will you return the book? → When will the book be returned by you?
3- Why have you bought this ticket? → Why has this ticket been bought by you?

V: WHO + S + V + O ?
V: BY WHOM + AUXILIARY + O + (V3)?
example: who invited you?
by whom were you invited?

A.V: WHOM + AUXILIARY + S + V ?
P.V: WHO + AUXILIARY + O + (V3) + BY + AGENT ?
example: whom did you invite?
who was invited by you?

مثال سؤال بکالوريا

Write sentence "B" so that it means the same as sentence "A".
A: Migrants are being exploited and mistreated by criminal traffickers.
B: Criminal traffickers

Criminal traffickers are exploiting and mistreating migrants

الحل

DIRECT - REPORTED SPEECH

He (Said, told, Demanded, Asked, Requested, Ordered, Wanted to know) + <<.....>>.

تدعى هذه الأفعال

بالأفعال المقدمة

Example:

he says: << I am the king >> -> he says that he is the king

he said: << I am the king >> -> he said that he was the king

لاحظ أنه عندما يكون الفعل المقدم محترف في المضارع لا تغير تعريف الأفعال داخل القوسين بينما تغير كل ما بداخلها في حالة كان محترف في الماضي

DIRECT SPEECH	REPORTED SPEECH
He said: << ...declarative sentence... >> e.g: he said: << I am the teacher >> إذا كان ما بداخل القوسين جملة خبرية	He said that..... e.g: he said that he was the teacher نستبدل النقطتين و القوسين ب that
He asked: << ...WH QST...? >> e.g: he asked: << <u>where</u> is the teacher? >> إذا كان ما بداخل القوسين جملة استفهامية	He asked (the same WH QST used) e.g: he asked <u>where</u> the teacher was نستبدل النقطتين و القوسين بنفس أداة الإستفهام
He asked: << ...YES/NO QST...? >> e.g: he asked: << are you the teacher? >> إذا كان ما بداخل القوسين جملة استفهامية	He asked IF..... e.g: he asked if I was the teacher if نستبدل النقطتين و القوسين ب
He ordered me: <<.....order.....>> e.g: he ordered me: <<give me the pen >> إذا كان ما بداخل القوسين أمر	He ordered me to..... e.g: he ordered me to give him the pen نستبدل النقطتين و القوسين ب to
He requested/ asked me: << a request..... >> e.g: he requested me: << can you help me please! >> إذا كان ما بداخل القوسين طلب	He requested me to..... e.g: he requested me to help him نستبدل النقطتين و القوسين ب to

DIRECT SPEECH	REPORTED SPEECH
present simple	Past simple (p.s)
present continuous	Past continuous
past simple	(p.s)/ past perfect
past /present perfect	Past perfect
Will / Shall	Would / should
لا يتغير Would	Would
لا يتغير Should	should
Can / may	Could / might
لا يتغير Could	could
must	Had to

DIRECT SPEECH	REPORTED SPEECH
Today اليوم	that day ذلك اليوم
Yesterday البارحة	the day before اليوم السابق
Tomorrow غدا	the next day اليوم الموالي
Next ... المقبل	the following ... الآتي
Last ... الماضي	the previous ... السابق
Ago مضى	Before قبل
this (for time) (للوقت) هذا	That ذاك
this/that (adj) (صفة) هذا/ذاك	the
Here هنا	There هناك

مثال سؤال بكالوريا

Write sentence "B" so that it means the same as sentence "A".
 "Why must we spend money on space exploration?" he asked.
 He asked ...

الطلب

He asked (us) why we had to spend money on space exploration

اختيارية

SIMILARITIES - DIFFERENCES

Similarities التشابه

to express similarity between two nouns we use (LIKE مثله)

للتعبير عن تشابه بين اسمين نستخدم (مثله LIKE)

Example: he is like his father

differences الاختلاف

to express difference between two nouns we use (UNLIKE عكس)

للتعبير عن اختلاف بين اسمين نستخدم (عكس UNLIKE)

Example: unlike Ahmed, Anis is a good student

to express difference between two clauses we use (WHEREAS بينما)

للتعبير عن اختلاف بين عبارتين نستخدم (بينما WHEREAS)

Example: Ahmed likes swimming whereas Anis prefers bodybuilding

مثال سؤال بكالوريا

Connect each pair of sentences. Make changes where necessary
A bribe is an act of corruption. A gift is not an act of corruption. (unlike)

الط

Unlike a bribe, a gift is not an act of corruption.

HOW TO USE BOTH

Both refers to two things or people together. Both is always considered plural in a sentence.

مما نستخدم للتعبير عن شخصين أو شئيين معا. وهي تستخدم دوما كجمع (أي ان الافعال تحذف مع الجمع)

Both + Noun + and + Noun ← قاعدة

Ahmed is a good student, Anis is a good student also

Both Ahmed and Anis are good students

Both + adj + and + adj ← قاعدة

Ahmed is smart, he is kind too

Ahmed is Both smart and kind.

مثال سؤال بكالوريا

Rewrite sentence "B" so that it means the same as sentence "A".

A. internet advertisements should be banned and tv ads should be banned, too

B. both internet

الط

B. both internet advertisements and tv ads should be banned

B. both internet and tv ads should be banned

HOW TO WRITE A PARAGRAPH

كيفية كتابة فقرة

لكتابة فقرة في الإنجليزية وتحصيل علامة ممتازة يجب الإنتباه للنقاط التالية:

- الهيكل المطلوبة
- المحتوى (السؤال المراد الإجابة عنه)
- الحجم المطلوب

الهيكل

هناك 3 أنواع رئيسية:

- COMPOSITION / ESSAY / ARTICLE
- ARTICLE / PARAGRAPH / SPEECH
- LETTER

المحتوى

هو السؤال الذي

يطرح في نهاية الموضوعي يكون مقسم لنوعين:

النوع الأول TOPIC ONE

وتكون فقرة موجهة حيث يعطى لك بعض المعلومات التي بتوظيفها تساعدك على إنشاء فقرة, عادة تكون لها علاقة بالنص

النوع الثاني TOPIC TWO

و تكون فقرة حرة بدون مساعدة, عادة لا تكون لها علاقة بموضوع النص.

الحجم

يدرج في نص السؤال عادة يكون من 80 إلى 120 كلمة أي ما يعادل 10-15 سطر تقريبا

الهيكل

في البداية على التلميذ معرفة كل هيكل على حدا لكي يتمكن من ضمان النقطة المخصصة عليها و يسهل عليه التركيز على المحتوى و إنجاز فقرة متكاملة تسمح له بالتحصل على علامة ممتازة.

COMPOSITION - ESSAY- ARTICLE

يكون على شكل $\frac{1}{2} \times \frac{1}{2}$ / عرض / دائرة / من هذا الشكل:

فراغ ضروری

The diagram shows a central vertical line with a dot at its base. To the left of this line, there are several horizontal lines of varying lengths, stacked vertically. To the right of the central line, there are several horizontal lines of varying lengths, also stacked vertically. The lines on the right are longer than those on the left, creating a sense of depth or a 3D effect. The entire diagram is drawn with black ink on a white background.

الفراغ في مقدمة الفقرات هو ما يسمح بمعرفة عدد فقرات النص و كذا معرفة وجود مقدمة / عرض / خاتمة وإن كان التلميذ قد أحترم الهيكلية الصحيحة أم لا.

الفرق بين COMPOSITION / ESSAY ← الفرق يكمن في جزء العرض

• Composition فيها مقدمة وخاتمة

- Composition فيها فقرة واحدة فقط
- Essay فيها فقرة واحدة أو عدة فقرات حسب الرغبة

	Composition	Essay	
مقدمة			مقدمة
العرض			العرض
الخاتمة			الخاتمة

يمكن كذلك كتابة essay على شكل composition لكن العكس غير صحيح

PARAGRAPH - ARTICLE

يكون على شكل فقرة واحدة أي أن كل من مقدمة / عرض / خاتمة يتم دمجهم في قطعة واحدة من هذا الشكل:

الفرق بين ARTICLE / PARAGRAPH

• وجهان لعملة واحدة لا يوجد فرق

فراغ ضروري

مقدمة / عرض / خاتمة

SPEECH

يكون على شكل فقرة واحدة أي أن كل من مقدمة / عرض / خاتمة يتم دمجهم في قطعة واحدة: الفرق بين SPEECH / (ARTICLE / PARAGRAPH)

• SPEECH فيه اختلاف من حيث المحتوى حيث تجدون فيه استعمال ضمائر المتكلم مثله

I think..., I believe..., we must..., we have to..., It is in my concern to..., our society needs..., this depends on us.....etc

فراغ ضروري

المحتوى

هو السؤال الذي يطرح في نهاية الموضوع يكون مقسم لنوعين:

النوع الأول TOPIC ONE

وتكون فقرة موجهة حيث يعطى للمرشح بعض المعلومات التي بتوظيفها تساعد على إنشاء فقرة، عادة تكون لها علاقة بالنص. بعد احترام الهيكل المطلوبة يقوم المرشح بتوظيف المعلومات المعطاة ثم التوسع فيها كما يمكنه إضافة أفكار لم تدرج ضمن المعلومات المساعدة كما يفضل أن لا يعتمد المرشح على أفكاره فقط و يجب عليه الإستعانة بالأفكار المقدمة ثم يربط بينها بشك متسلسل.

النوع الثاني TOPIC TWO

و تكون فقرة حرة بدون مساعدة، عادة لا تكون لها علاقة بموضوع النص. بعد احترام الهيكل المطلوبة يقوم المرشح بتوظيف المعلومات التي يحملها حول الموضوع و الربط بين الأفكار بشك متسلسل.

مثال بكالوريا:

Part two: Written Expression

Choose ONE of the following topics:

Topic one:

You have heard that a friend of yours was asked to give a bribe in order to get a job that he/she is really in need for. Due to his/her difficult situation, he/she was tempted by this offer. Write a letter of about 80 to 100 words to convince him/her not to commit such an offence.

الأفكار المساعدة

The following notes may help you:

Bribery is unethical – act of dishonesty – have a guilty conscience –illegal and punishable –life to be ruined –favours corrupt people – contribution to mediocrity.

N.B. sign as Ali.

في حالة طلب منكم كتابة رسالة يعطى

للمترشح اسم، يستخدمه مكان اسمه الشخصي

Topic two:

You are a freelance reporter interested in the phenomenon of illegal emigration. You decided to embark with illegal emigrants to experience the hard conditions of their crossing of the Mediterranean Sea and to find out the reasons behind this risky adventure. Write a web article of about 80 to 120 words to sensitize future adventurers about the dangers of illegal emigration.

INTRODUCTION

الجزء الأول عند كتابة أي فقرة، فيه يقدم المترشح نظرة شاملة (تمهيد عام) للموضوع الذي سيتطرق له. يتراوح حجم المقدمة بين سطرين إلى ثلاثة أسطر أي 10 / 2 من حجم النص الإجمالي. تتكون المقدمة من جزأين رئيسيين وهما

- Preview التمهيد: (نظرة شاملة حول الموضوع)
- Thesis الأطروحة: توضيح لما سيتم التطرق له في جزء العرض.

حول التمهيد:

- يجب أن تكون وجيز
- نظرة مختصرة حول الموضوع دون التوغل في أفكاره

حول الأطروحة:

- يجب أن تكون وجيزة
- تشمل فقط النقاط التي سيتم التطرق لها في العرض
- يجب أن تكون جملة خبرية و ليس استفهامية (أي لا يجب أن تكون على شكل سؤال)

Preview

مثال:

Illegal activities typically describe something that is explicitly prohibited by law, an act committed in violation of law where the consequence of conviction by a court is punishment.

Therefore, these dangers need to be eradicated.

الأداة الفاصلة بين التمهيد و الأطروحة

Thesis الأطروحة

الأداة الفاصلة بين التمهيد و الأطروحة عبارة عن أداة من أدوات النتيجة (result/consequence) ومنها:

Therefore, thus, as a result, as a consequence, consequently, accordingly

يرجى تفادي استعمال SO لأنها لغة غير رسمية

Illegal activities	الاعمال غير القانونية	Prohibited	ممنوع	Conviction	إدانة
Typically	عادة	Law	قانون	Court	محكمة
To describe	يصف	To commit	يرتكب/يقترف	Punishment	عقوبة
something	شيء	Violation	انتهاك	Therefore	إذاً/بالتالي
Explicitly	بوضوح	Consequence	عاقبة	To eradicate	يحو

BODY

الجزء الثاني عند كتابة أي فقرة، فيه يقوم المترشح بالتوسع في الأطروحة المقدمة و ذكر عدد معين من الأفكار ذات علاقة بالموضوع و يأخذ هذا الجزء 10 / 6 من حجم النص الإجمالي.

حول العرض:

- يجب أن تبدأ مباشرة في التوسع في الأطروحة دون تكرار ما قيل في المقدمة
- استعمال أدوات الترتيب first, next, moreover, lastly, to conclude...etc
- استعمال كلمات الربط linking words للإثراء الجملة obviously, in all cases...etc
- استعمال أدوات الترتيب N n , . ? ! ...etc
- إعطاء شرح لكل فكرة أو نقطة تم التطرق إليها
- تقديم مثال لدعم الفكرة
- توظيف ما درسه خلال السنة من قواعد tenses, conditional, wish, cause....etc

مثال:

توظيف القواعد

أدوات الترتيب

First and foremost, fighting corruption by Giving a better salary to workers low wages are the main source of this latter. Next, undoubtedly money laundering this causes a big concern to government and has to be erased by checking wealthy people's accounts daily and successively and follow their cash flow. After that, it should be noted and it has to become our priority to fight child labor and exploitation and that is through supporting poor families to educate their children and imposing stringent regulations to ban child labor. Finally and most importantly, especially nepotism which refers to one of the major problems that spread at a fast speed and it's extremely tough to deal with but to begin banning this problem we have to stop the practicing of nepotism by any person in any place especially if the one getting the benefit is not qualified for occupying that job...etc.

أدوات الربط

To fight	يحارب	Cash flow	سيولة المال	Spread	ينتشر
To give	يقدم	Priority	أولوية	Fast	سريع
Salary	راتب	Exploitation	إستغلال	Extremely	جدا
Workers	العمال	Through	من خلال	Tough	صعب
Low wages	رواتب قليلة	To support	يدعم	To deal	يتعامل مع
Main source	المصدر الرئيسي	Poor families	العائلات الفقيرة	To begin	يبدأ
This latter	هذا الأخير	To educate	يعلم	To report	يبلغ
Concern	مشكل	To impose	يفرض	The practicing	الممارسة
Government	الحكومة	Stringent	صارم	Benefit	فائدة
To erase	يمحو	Regulations	قوانين	Not qualified	غير مؤهل
To check	يتفحص	To ban	يمحو	To occupy	يشغل
Wealthy	غني	Refers to	تعود على		
Successively	بتتابع	Major	رئيسي		

CONCLUSION

الجزء الأخير عند كتابة أي فقرة، فيه يقدم المترشح تلخيص شامل (حوصلة) للموضوع الذي تطرق له. يتراوح حجم الخاتمة بين سطرين إلى ثلاثة أسطر أي 10 / 2 من حجم النص الإجمالي.

مثال:

أداة لازمة لكتابة الخاتمة
من أدوات الترتيب

To conclude, fighting this danger is not only government concern, but all citizens need to be reunited as one person in order to erase this issue completely.

danger	خطر	Need to	بحاجة لـ	Issue	مشكل
government	فقط	reunited	مجتمعت	completely	نصاليا
concern	حكومة	as	ملك		
	شأن	In order to	بهدف		

LINKING WORDS

Order أدوات الترتيب

First/firstly/to begin/ at the beginning
أولا
second/ secondly ثانيا
third/thirdly ثالثا
next/then/after that ثم
also/in
addition/moreover/furthermore كذلك
finally أخيرا / last but not least أخيرا وليس آخرا
/lastly and most importantly أخيرا وكأهم جزء

Emphasis أدوات التوكيد

Undoubtedly/without a doubt دون شك
indeed بالفعل
obviously/clearly بوضوح
particularly/in a
particular/especially بالخصوص
importantly أهم
absolutely/definitely حتما/أكيد/مطلقا
it should be noted يجب أن يؤخذ في الحسبان
unquestionably دون سؤال
positively أكيد

Generalization أدوات التعميم

In general/generally عموما
overall ككل
in most cases في معظم الحالات
on the whole ككل

Summary أدوات التلخيص

To summarize/altogether/in
short/briefly/to sum up باختصار

Restatement إعادة الصياغة

In other words بعبارة أخرى
to put it differently بصياغة أخرى

Condition أدوات الشرط

If إذا
as long as/provided that/providing
that شريطة أن
in case في حالة
unless إذا لم

Reason أدوات السبب

Because/since/as بسبب
due to/owing to/for/because of راجع إلى

Illustration أدوات التوضيح

For example/for instance/such
as/like/namely مثل
to demonstrate/to clarify لتوضيح
including يتضمن

Concession أدوات التنازل و التناقض

Unlike على غرار
despite/in spite
of/nevertheless/nonetheless ومع ذلك
though/although/even though على الرغم
من
differing from/contrary to/whereas/in
contrast to على خلاف
conversely على عكس
even so حتى لو
even if حتى إذا

Comparison أدوات المقارنة

Similarly/equally/likewise/just as/just
like مماثل ل
correspondingly مشابه ل
in the same way بنفس الطريقة
compared to مقارنة ب

Goal (purpose) أدوات الهدف

In order to/so as to/ to

BAC QUESTIONS أسئلة البكالوريا

Part one:

Read the text carefully then do the activities

1- comprehension

QST 1: choose the letter that corresponds to the right answer:

Check the text's source, you have to find a name of a publishing house
تفقد المصدر أسفل النص تجد اسم دار نشر

Example: New York times, Friday 02 may (published)

Check the text's source, you have to find a web address
تفقد المصدر أسفل النص تجد رابط لموقع

Example: adapted from

www.encyeducation.com

Check the text's source, you have to find a name of a magazine
تفقد المصدر أسفل النص تجد شيء من هذا القبيل

Example: the health, June 2016 (adapted)

Check the text's source, you have to find a receiver (ear....)/ or you will find the type of the letter
هيكلة الرسالة واضحة جدا

Example: writing class : letter of gratitude

2- descriptive

When the author describes something in his text, you have to find a lot of adjectives,

adverbs, metaphors, similarity, contrast..etc.

كثرة الوصف والصفات

When the writer is talking about a negative situation happening to a certain category

people while giving solutions based on powerful arguments

يحاول الكاتب إصلاح حالة سلبية وإعطاء حلول

3- narrative

Actions or events such as civilization

أحداث قديمة

Arguments and examples will be found in the text, you will find words and phrases of illustration and emphasis: because of, due to, undoubtedly, especially, for instance, positively...etc

كثرة الحجج و البراهين و الأمثلة

4-pository

Writer uses explanation and mostly scientific

subjects

يستعمل الكاتب الشرح و التفسير بكثرة وتكون عادة مواضيع علمية

food safety, science...etc

statistics, data, percentages, numbers...etc

the writer uses PRESENT TENSE a lot and tries to motivate people while using

sentences like: I think..., I believe..., we must...,etc

يستعمل الكاتب زمن المضارع و ضمائر المتكلم بكثرة

a discussion (محادثة)

QST 2: are the following statements true/false? Write T or F next to the letter corresponding to the write answer

- no need to rewrite the sentences لا داعي لكتابة الجمل

- the answers need to be organized in a table, for instance:

تكون الإجابة النموذجية من هذا الشكل

A	B	C	D
T	F	F	T

QST 3: are the following statements true/false? Justify the false ones
هنا إنتبه هو يطلب تصحيح الجمل الخاطئة

Here we don't use the table, we just write T or F then we justify, for instance:

A/-T B/-T C/-F, justification... D/-F, justification...

QST 4: write the letter that best completes the statement:

ضع الكلمة المناسبة للإكمال الجملة

A/- Kepler 452b is the most.....to our planet.

a/- different b/- remote c/- similar

QST 5: answer the following questions according to the text

a/-WH QSTs:

أجب على الأسئلة التالية إنطلاقا من النص

What: لماذا, when: متى, where: أين, why: لماذا

who: لمن, whom: للمفعول, whose: أي, which: من

how: كم, how many: كم عددية, how much: كم الثمنية, كيف:

far: البعد, how long: المدة, how deep: العمق, how heavy: الثقل

how tall: الطول, how old: العمر, how high: الارتفاع

how often: عدد المرات, how fast: السرعة, how wide: الاتساع

b/-YES/NO QSTs (auxiliary qsts) الإجابة بنعم أو لا

is he.....?

Does she.....?

yes, he is. / no, he is not.

Yes, she does. / no, she does not.

do you.....?

Are they.....?

yes, I do. / no, I don't.

yes, they are. / no, they are not.

c/- LIST FROM THE TEXT أدرج من النص

list from the text four counterfeited products?

QST 6: copy the title you think is the most appropriate

إنسخ العنوان الذي تراه مناسباً للنص

a/-.....

b/-.....

c/-.....

QST 7: in which paragraph is it mentioned that.....?

في أي فقرة ذكر أن

Return to the text and search about the place of that statement

QST 8: give a title to the text.

QST 9: give the general idea of the text.

أعط الفكرة العامة للنص

QST 10: what/who do the underlined words refer to in

the text?

Subject pronouns : I, YOU, HE, SHE, IT, WE, THEY

Object pronouns : ME, YOU, HIM, HER, IT, US, THEM

Relative pronouns : WHO, WHOM, WHICH, THAT ...ETC

Possessive adjectives : MY, YOUR, HIS, HER

, ITS, OUR, THEIR

Demonstratives : THIS, THAT, THOSE, THESE,..ETC

B/- text exploration

QST 1: find in the text words or phrases that are closest in meaning to the following?

You have to find synonyms of the words given

بالعودة للنص تجد مرادفات الكلمات عند الفقرات المبينة بجانبها

Example: work=.....(1\$) , ask=.....(3\$)

QST 2: find in the text words or phrases that are opposite in meaning to the following?

You have to find antonyms of the words given

بالعودة للنص تجد أضداد الكلمات عند الفقرات المبينة بجانبها

Example: reduce=.....(3\$) , find=.....(2\$)

QST 3: find in the text words whose definition is the following?

You have to find words from the text that can be defined as given

بالعودة للنص تجد تعريف الكلمات عند الفقرات المبينة بجانبها

Example: to be overweight because of lots of eating

QST 4: match each word with its synonym

اربط كل كلمة بمرادفها (يمكن أن يطرح السؤال اربط كل كلمة بضدها أو اربط كل كلمة بتعريفها)

Word	synonym
Illegal	Illegitimate
Good	Attitude
Behavior	Well

QST 5: give the opposite of the following words keeping the same root

أعط أضداد الكلمات الآتية محافظاً على نفس الجذع

QST 6: divide the following words into PREFIX, ROOT, SUFFIX

قسم الكلمات الآتية إلى سبقة/جذع/لاحقة

QST 7: complete the table below

QST 8: classify the following words according to the pronunciation of their final "s"

صنف الكلمات الآتية حسب نطق حرف s في آخرها

QST 9: classify the following words according to the pronunciation of their final "ed"

صنف الكلمات الآتية حسب نطق حرف ed في آخرها

QST 10: classify the following words according to the number of their syllables

صنف الكلمات الآتية حسب عدد المقاطع التي فيها

QST 11: classify the following words according to the stressed syllable

صنف الكلمات الآتية حسب المقطع المشدّد

QST 12: fill in the gaps with words from the list

هذا جدول مساعد يمكنك من معرفة ما يجب وضعه في الفراغ انطلاقاً من الكلمة الموجودة قبل الفراغ

Before the gap قبل الفراغ	In the gap ما يكون في الفراغ
Subject	Verb
The most, the least	Adjective, likely
By, for, through...etc	Stem+ing
Adjective	Noun
.....	And
So	Adjective
To	Stem/ Noun
Such	Noun phrase (an...../a.....)
To be (in any tense)	Stem+ing / past participle

QST 13: reorder the following sentences/statements

رتب الجمل

QST 14: reorder the following sentences/statements to make a coherent paragraph

رتب الجمل لتشكيل فقرة

QST 15: combine the following pairs of sentences using: (was, were) able to, had to, used to

اجمع الجمل الآتية باستعمال (was, were) able to, had to, used to

QST 16: ask a question that the underlined word answer

اشرح سؤال على الكلمة المسطرة تحتها

QST 17: combine the following pairs of sentences using the appropriate connector

اجمع الجمل الآتية باستعمال الأداة المناسبة

Part two :

Choose ONE of the following topics:

Topic one: guided topic

Topic two: free topic

فقرة موجهة

فقرة حرة

مواضيع البكالوريا

- بكالوريا 2021 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 بكالوريا 2021 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 بكالوريا 2021 شعبة آداب وفلسفة موضوع 1
 بكالوريا 2021 شعبة آداب وفلسفة موضوع 2
 بكالوريا 2021 شعبة لغات أجنبية موضوع 1
 بكالوريا 2021 شعبة لغات أجنبية موضوع 2
 بكالوريا 2020 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 بكالوريا 2021 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 بكالوريا 2020 شعبة آداب وفلسفة موضوع 1
 بكالوريا 2020 شعبة آداب وفلسفة موضوع 2
 بكالوريا 2020 شعبة لغات أجنبية موضوع 1
 بكالوريا 2020 شعبة لغات أجنبية موضوع 1
 بكالوريا 2019 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 بكالوريا 2019 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 بكالوريا 2019 شعبة آداب وفلسفة موضوع 1
 بكالوريا 2019 شعبة آداب وفلسفة موضوع 2
 بكالوريا 2019 شعبة لغات أجنبية موضوع 1
 بكالوريا 2019 شعبة لغات أجنبية موضوع 2
 بكالوريا 2018 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 بكالوريا 2018 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 بكالوريا 2018 شعبة آداب وفلسفة موضوع 1
 بكالوريا 2018 شعبة آداب وفلسفة موضوع 2
 بكالوريا 2018 شعبة لغات أجنبية موضوع 1
 بكالوريا 2018 شعبة لغات أجنبية موضوع 2
 بكالوريا 2017 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 بكالوريا 2017 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 بكالوريا 2017 شعبة آداب وفلسفة موضوع 1
 بكالوريا 2017 شعبة آداب وفلسفة موضوع 2
 بكالوريا 2017 شعبة لغات أجنبية موضوع 1
 بكالوريا 2017 شعبة لغات أجنبية موضوع 2

حلول البكالوريات

مواضيع البكالوريا

- بكالوريا 2021 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 بكالوريا 2021 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 بكالوريا 2021 شعبة آداب وفلسفة موضوع 1
 بكالوريا 2021 شعبة آداب وفلسفة موضوع 2
 بكالوريا 2021 شعبة لغات أجنبية موضوع 1
 بكالوريا 2021 شعبة لغات أجنبية موضوع 2
 بكالوريا 2020 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 بكالوريا 2021 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 بكالوريا 2020 شعبة آداب وفلسفة موضوع 1
 بكالوريا 2020 شعبة آداب وفلسفة موضوع 2
 بكالوريا 2020 شعبة لغات أجنبية موضوع 1
 بكالوريا 2020 شعبة لغات أجنبية موضوع 1
 بكالوريا 2019 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 بكالوريا 2019 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 بكالوريا 2019 شعبة آداب وفلسفة موضوع 1
 بكالوريا 2019 شعبة آداب وفلسفة موضوع 2
 بكالوريا 2019 شعبة لغات أجنبية موضوع 1
 بكالوريا 2019 شعبة لغات أجنبية موضوع 2
 بكالوريا 2018 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 بكالوريا 2018 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 بكالوريا 2018 شعبة آداب وفلسفة موضوع 1
 بكالوريا 2018 شعبة آداب وفلسفة موضوع 2
 بكالوريا 2018 شعبة لغات أجنبية موضوع 1
 بكالوريا 2018 شعبة لغات أجنبية موضوع 2
 بكالوريا 2017 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 بكالوريا 2017 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 بكالوريا 2017 شعبة آداب وفلسفة موضوع 1
 بكالوريا 2017 شعبة آداب وفلسفة موضوع 2
 بكالوريا 2017 شعبة لغات أجنبية موضوع 1
 بكالوريا 2017 شعبة لغات أجنبية موضوع 2

حلول البكالوريات

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Research	بحث	Healthy	صحي	Less	أقل
Clearly	بوضوح	Goal	هدف	The Stairs	السلالم
To Show	يظهر، يعرض	To Maintain	الحفاظ	More	أكثر
Overweight	الوزن الزائد	Whether	سواء	Parking	توقيف، موقف السيارات
To Increase	يرفع	Young	صغير	Destination	الوجهة، الاتجاه
Risk	الخطر، المخاطرة	Old	كبير	To Garden	البستنة
Diseases	الأمراض	To Improve	تحسين، تطوير	Golfing	الجولف
Including	بما في ذلك	To Choose	يختار	Cart	عربة
Heart	القلب	To Enjoy	يستمتع	Preferred	المفضل
Cancer	السرطان	Although	بالرغم من	Worksite	موقع العمل
Diabetes	مرض السكري	To Gain	للفوز	Health Club	النادي الصحي
Combining	الجمع	Benefits	الفوائد	In Addition	فضلا عن ذلك
Regular	العادي	High	مرتفع	Body	الجسم
Activity	النشاط، الفعالية	Intensity	الشدة	To Need	يحتاج
Healthful	صحي	Exercise	التمرين	Nutrients	العناصر الغذائية
Eating Plan	خطة أكل	Low	منخفض، قليل	Substances	المواد
Effective	فعال	To Moderate	متوسط، معتدل	Wide	واسع
Way	طريقة	Part	جزء	Variety	تشكيلة
To Lose	يخسر	People	الناس	Food	غذاء
Weight	الوزن	To Fit	ليتناسب، ليلام	Meals	وجبات
Diabetes	مرض السكري	Daily	اليومي	Exciting	مثير، حماسي
Sustain	تحمل	Routine	الروتين	To Achleve	تحقيق
The Loss	الخسارة	The Elevator	المصعد	Balance	التوازن، الرصيد

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الأول

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Research clearly shows that being overweight greatly increases your risk for many diseases including heart disease, cancer, and diabetes. If you are overweight, combining regular physical activity with a healthful eating plan is the most effective way to lose weight and to sustain the loss. If you are at a healthy weight, your goal is to maintain that weight.

Whether you are young or old, you can improve your health by being more active each day. Choose activities that you enjoy and can do regularly. Although you will gain more health benefits with high intensity exercise that lasts 30 minutes or more, low-to-moderate activities can be part of your regular physical exercise. For some people, this means fitting more activity of daily living into their usual routine. This could include using the elevator less and using the stairs more, parking farther from rather than closer to your destination, gardening, or golfing without a cart. For others, a more structured programme might be preferred, such as at a worksite or a health club.

In addition to physical exercise, your body needs more than 40 nutrients and other substances for good health. No one food can give you all the nutrients your body needs, no matter how much you enjoy it or how nutritious the food is. By eating a wide variety of foods each day, you will keep your meals exciting and you will achieve the balance of nutrients that best ensures good health.

Adapted from Encyclopedia of Foods: A Guide to Healthy Nutrition – Part One – 2002

A. Comprehension

(08 pts)

1. Say whether the following statements are true or false.

- Obesity can be responsible for many diseases.
- A healthy diet is enough to keep a healthy weight.
- Only intense physical activity is good for health.
- Some types of food contain all the nutrients your body needs.

2. Identify the paragraphs in which the following ideas are mentioned:

- Daily physical activity keeps people in good health.

- No particular food can provide the body with all it needs.

3. Answer the following questions according to the text.

- What two measures should obese people take to reduce their weight?

b) Which activities of daily living can help people improve their health?

c) Why is it necessary for people to eat different types of food?

4. Find what or who the underlined words in the text refer to.

a) that weight (§1)

b) their (§2)

B/ Text Exploration

(07 pts)

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

a) obese (§1) =

b) advantages (§2) =

c) guarantees (§3) =

2. Give the opposites of the following words keeping the same root.

a) regular #

b) active #

c) healthy #

3. Put the verbs in brackets in the right form.

Weight control is the process of losing or avoiding excess body fat. It (to depend)..... on the relationship between the amount of food you eat and the energy your body (to use)..... to maintain itself or to exercise. This relationship (to govern)..... partly by heredity and other factors that people cannot control. But in general, the less you eat and the more you exercise, the less fat you (to have).....

4. Reorder the following sentences to get a coherent passage.

a) But they are so inactive that, even with a moderate appetite,

b) Physical inactivity is a leading cause of obesity among the young.

c) they eat more than they need and accumulate excess fat.

d) Most of these obese young people do not eat more than young people of average weight.

(05 pts)

Topic 1:

Write an article of about 80 to 120 words for your school magazine to sensitize your schoolmates about the benefits of physical exercise for health.

- lose weight / prevent against obesity

- strengthen the immune system

- reduce stress and anxiety

Topic 2:

In some parts of the world, thousands of children are illegally employed and exploited by unscrupulous businesses.

Write a letter of about 80 to 120 words to the UNICEF representative in your country to denounce such an unethical practice.

Blank handwriting practice paper with horizontal lines.

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Ethical	أخلاقي	Intrinsically	جوهريا	Resistance	المقاومة
Employees	الموظفون	Valuable	قيم، ذا قيمة	To Seek	يسعى
To Make	يصنع، يجعل	Financially	ماليا	Help	المساعدة
Decisions	القرارات	Peers	الأقران	Hand	الكف
The Best	الأفضل	To Understand	يفهم، ليفهم	Managers	المديرين
Interest	الاهتمام، الفائدة	Better	أفضل	To Open	يفتح
Employers	أرباب العمل	Solid	صلب	Doors	الأبواب
Co-Workers	زملاء العمل	Starting	بدأ	Responsibilities	المسؤوليات
Outside	في الخارج	Commitment	الالتزام	Possibly	من الممكن، ربما
Stakeholders	أصحاب المصلحة	Always	دائما	To Lead	يقود
In Addition,	إضافة إلى ذلك	Right	صحيح	Promotions	الترقيات
Themselves	أنفسهم	Thing	شيء	To pay	يدفع
Workplace	مكان العمل	Therefore	وبالتالي	To Rise	يرفع
Ethics	الأخلاق	To Gain	يكسب		
Center	المركز، المنتصف	Trust	الثقة		
Diverse	متنوع	To Enhance	يحسن		
Issues	قضايا، مشاكل	Productivity	الإنتاجية		
Discrimination	التمييز	Easier	أسهل		
Fraud	التزوير	To Communicate	يتواصل		
Theft	السرقه	To Work	يعمل		
Harassment	المضايقة	Spread	ينتشر		
Although	بالرغم من	Distrust	عدم الثقة		
People	الناس، الأشخاص	To Meet	يلتقي		

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الثاني

(15 pts)

Part One: Reading

Read the text carefully then do the following activities:

Ethical employees are those who make decisions in the best interest of their employers, co-workers and outside stakeholders in addition to themselves. Workplace ethics center on such diverse issues as discrimination, fraud, theft and harassment. Although all people are intrinsically valuable, ethical employees can actually be more financially valuable to their employers, and more valued by co-workers and peers.

Understanding how ethics can make you a better person in the workplace is a solid starting point for a commitment to always doing the right thing. Therefore, gaining the trust of your co-workers can enhance your productivity by making it easier for you to communicate and work with others in the workplace.

Employees who spread distrust can meet resistance when seeking help from others, but trusted co-workers can always find a helping hand. Gaining the trust of their managers can open doors to workers for new responsibilities at work, possibly leading to promotions and pay raise.

Adapted from <https://smallbusiness.chron.com/ethics->

B. Comprehension

(08 pts)

1. Choose the answer to complete each statement.

- | | | | |
|--|------------------------|----------------------------|-------------------------------|
| a) Ethical workers are those who improve | - their profits | - human relationships | - the number of stakeholders. |
| b) Workplace can be exposed to | - unethical practices. | - unfair competition | - regular audits. |
| c) Lack of confidence between workers | - saves time and money | - encourages human contact | - affects work quality. |

2. Put the following ideas in the order they appear in the text.

- Mutual trust is important for cooperation at work.
- Workplace code of conduct is concerned with unethical behaviours.
- Ethical employees contribute more to their employers' wealth.

3. Answer the following questions according to the text.

- What unethical practices do workplace ethics focus on?
- Why is it important to trust your workmates?
- Is confidence between employees and employers fruitful? Justify your answer.

c) Why is it necessary for people to eat different types of food?

4. Choose the most appropriate title

- Decision making in companies.
- Productivity factors in business.
- Ethics at the workplace.

B/ Text Exploration

(07 pts)

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

- worst (§1) ≠
- suspicion (§2) ≠
- reduction (§3) ≠

2. Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example	to corrupt	corruption	corrupt
	.....	.....	fraudulent
	.....	communication	.....
	to value	.....	.....

3. Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.

- Some workers generally get promotions. They respect their company's code of conduct. (as a result)

- The manager and the workers trust each other. The company's productivity increases. (provided that)

4. Fill in each gap with the appropriate word from the list given.

involved - obey - professional - consequences

Ethical behaviour and good citizenship can improve your (1) and social success. In order to be a good citizen, you should consider the (2) of your actions, (3) laws and be respectful. By being morally (4), you encourage others to do the same.

Part two: Written expression

(05 pts)

Choose only ONE topic

Topic 1:

Some people are more likely to feel above the law because they are rich. They lie, steal, cheat and engage in other unethical behaviours because their money makes them feel untouchable. Write an opinion article of about 80 to 120 words for the local newspaper to denounce those people and suggest what you can do to become a good citizen.

Make the best use of the following notes:

- ✓ encourage whistleblowing
- ✓ engage in anti-corruption associations
- ✓ act ethically and legally
- ✓ respect the rules of the community

Topic 2:

Students who live far from schools, where there are no canteens, are likely to eat whatever they can afford for lunch (junk food, chips, sweets...). Therefore, they often fall sick. Write an article of about 80 to 120 words, for your school magazine, where you suggest solutions to help these students make their eating habits healthier.

Blank handwriting practice paper with horizontal dashed lines.

الكلمة	شرحها	الكلمة	شرحها
Scientists	العلماء	Temples	معبد
Discovering	يكتشفون	Palaces	أماكن، منازل
Mayan Temples	معابد المايا	Territory	إقليم
Covered	مغطى	Extended	ممتد
The Jungle	الغابة	Along	على امتداد
Centuries	قرون	Southern	جنوب
Findings	الموجودات	Parts	أجزاء
Scientists	العلماء	Central America	أمريكا الوسطى
To Wonder	يتساءل	However	مع ذلك
The Mayas	شعب المايا	A. D	ميلادي
Mysteriously	في ظروف غامضة	Areas	مناطق
To Disappear	يختفي	Abandoned	مهجورة
To Flourish	يزدهر	Hypotheses	فرضيات
Recognized	معروف	Established	إنشأت
Refined	مشتق	Great	عظيم
Calendar	جدول الأيام	Civilization	حضارة
Writing	يكتب	Declined	رفض
Systems	الأنظمة	Overpopulation	الاكتظاظ السكاني
Architecture	هندسة معمارية	Lack	نقص
Aspects	وجوه	Resources	الموارد
Culture	الثقافة	Collapsed	انهار
To Build	حضارة	Warfare	حرب
Magnificent	عظيم	Ideas	أفكار

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الأول

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Scientists are still discovering Mayan temples that have been covered by the jungle for centuries. These findings have led people and scientists to wonder why the Mayas mysteriously disappeared after having flourished.

The Mayas are recognized for their refined calendar and writing systems, architecture, and other aspects of their culture. They built magnificent temples and palaces and their territory extended along some southern parts of Central America. However, around 900 A.D., most of those areas were abandoned.

Many hypotheses have been established to explain what could have happened to such a great civilization. Some archaeologists believe it declined because of overpopulation which may have caused a lack of resources. Others think it may have collapsed due to warfare. There are even some non-science-based ideas saying that the civilization might have been invaded by aliens. But more plausible options have been proposed by scholars whose last archaeological investigations suggest that climate change must have caused less rain. This produced severe droughts and loss of crops which led the Mayas to abandon their cities.

Adapted from: Garnet Publishing Ltd 2011 www.garneteducation.com

C. Comprehension

(07 pts)

1. Say whether the following statements are true or false.

- a- The Mayas are admired for their great achievements in different fields.....
- b- It is difficult to explain the fall of the Mayan civilization.....
- c- The Mayas abandoned their cities because of floods.....

2. Answer the following questions according to the text.

- a- Did the Mayas expand their territory to South America? Justify your answer.

- b- List two possible reasons that led to the collapse of the Mayan civilization.

- c- Explain how climate change could have been the cause of the decline of the Maya civilization?

3. Find what or who the underlined words in the text refer to.
- They: (§2)
 - Others: (§3)
 - whose: (§3)

4. Choose the general idea of the text.
- The rise of the Maya civilization
 - The achievements of the Maya civilization
 - Reasons for the collapse of the Maya civilization

B/ Text Exploration

1. Match the following words with the corresponding definitions.

(08 pts)

word	definition
Temple	Creature from another world, extra-terrestrial.
Calendar	Building used in the worship of a god or gods.
Alien	Chart showing the days, weeks and months of a particular year.

2. Divide the following words into roots and affixes.

disappear - overpopulation - central

prefix	root	suffix

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

- a- Some Mayan temples were covered by the jungle.

b- The jungle
- a- "The Maya civilization collapsed because of climate change," the archaeologist declared.

b- The archaeologist declared that.....
- a- After the Mayans had flourished all over Central America, they mysteriously disappeared.

b- Before

4. Reorder the following sentences to get a coherent passage.

- Everyone in the household helped with the work.
- the women and the older girls made the family's clothes and prepared meals.
- The entire Maya family, including parents, children, and grandparents, lived together.
- While the men and the older boys did most of the farm work,

(05 pts)

Topic 1:

As a member of Greenpeace organization in your country, write a public statement of about 80 to 120 words to convince decision makers worldwide to take action to preserve our civilization.

- ban nuclear weapons
- more money to fight pandemics
- reduce pollution and global warming
- encourage renewable energies

Topic 2:

Bribe taking has become a common practice in our society. As a member of an anti-corruption association, write an article of about 80 to 120 words for the local newspaper to denounce this unethical behaviour.

Blank lined paper with horizontal ruling lines.

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Sport	الرياضة	Touch	يلمس	The Importance	الاهمية
Provides	يقدم	The Lives	حياة	Fighting	معاربة
Joy	الفرحة	Favourite	مفضل	Effect	تأثير
Billions	بلايين	Pastime	التسلية	Symbol	رمز
People	الاشخاص	Infected	مصاب	Fair	عادل
Across	حول	Unavoidable	لا مفر منه	Key	مفتاح
The World	العالم	Fans	مشجعون	Strengthening	تقوية
As Fans	كمشجعين	Officials	المسؤولون	Values	القيم
Love	حب	Accused	المتهم	Trust	الثقة
Affair	قضية	Racketeering	الابتزاز	The Field	الميدان
Favourite	مفضلة	Money-Laundering	غسيل الاموال	Play	يلعب
Game	لعبة	Crisis	أزمة	Public	الجمهور
Teams	فرق	The Heart	قلب	Irreparably	لا يمكن اصلاحه
Win	يربح	Illustrates	يوضح	Weakened	ضعفت
Enthusiastic	متحمس	Well-Known	معروف		
Lose	يخسر	Issues	مسائل		
Devastated	دمر	Bribery	الرشوة		
Results	النتائج	Embezzlement	الاختلاس		
Determined	عازم	Unclear	غير واضح		
Fair	معروض	Financial	مالي		
Competition	منافسة	Black	اسود		
Corruption	فساد	Holes	الثقوب		
Betrayed	خيانة	Limited	محدود		

على المترشح أن يختار أحد الموضوعين الآتيين:
الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Sport provides joy to billions of people across the world. As fans, we have a love affair with our favourite game. When our teams win, we are enthusiastic. When they lose, we are devastated. When results are not determined by fair competition but by corruption, however, we feel betrayed.

Sport touches the lives of billions who do not want to think that their favourite pastime is infected. This became unavoidable for football fans in May 2015 when some FIFA officials were accused of racketeering and money-laundering. This crisis at the heart of sport illustrates well-known issues: bribery, embezzlement and unclear financial black holes.

Corruption in sport is not limited to football, and the importance of fighting corruption is not limited to its effect on sport only. Sport is a symbol of fair play around the world and a key to strengthening ethical values. If trust in sport is lost and people can no longer believe what they are seeing on the field of play, public trust in any other institution may be irreparably weakened.

Adapted from the Preface of: Global Corruption Report: Sport.

D. Comprehension

(07 pts)

1. Say whether the following statements are True or False

- a- Sport is a source of satisfaction.....
- b- The world of sport is ethically clean.....
- c- Corruption is found only in football.....
- d- Sport promotes moral principles.....

2. Identify the paragraph in which the following ideas are mentioned:

- a) Deception is strong when corruption interferes in sport.....
- b) Sport is essential to consolidate moral values.....

3. Answer the following questions according to the text.

a- When do supporters feel betrayed?

b- Pick up from the text three illegal practices.

c- What happens when trust is absent in sport?

4. Find what or who the underlined words in the text refer to.

- a) we (§1)
- b) their (§2)
- c) its (§3)
- d) they (§3)

B/ Text Exploration

(08 pts)

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

- a) shocked (§1)
- b) famous (§2)
- c) combatting (§3)

2. Complete the chart as shown in the example.

	verb	noun	adjective
example	To corrupt	corruption	corrupt
	.....	competition	.....
	To believe	.....	.....
	.....	.....	financial

3. Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.

a- People still love sport. Sport has become corrupt. (although)

b- Fans have trust in sport. Sport is clean. (as long as)

c- The world of sport is corrupt. Fans feel disappointed. (so...that)

4. Fill in each gap with the appropriate word from the list given.

message - clean - against - journalists

Everyone has a wish: keeping sport However, athletes, supporters, sponsors and need to combine their voices to send a.....that integrity matters for the good of the game and the good of the global fight..... corruption.

(05 pts)

Topic 1:

Make the best use of the following notes:

- ## Topic 2:

A Youtuber uploaded a video saying that ancient civilizations did not make any contribution to our modern world. Write a comment of about 80 to 120 words to denounce this ungrateful claim and show what ancient civilizations have brought to us in many fields.

Blank page with faint watermark.

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Shores	شواطئ	Mausoleum	ضريح	The Vandal	المخرب
Mediterranean	البحر الأبيض المتوسط	Regroups	يعيد تجميع	Invasion	غزو
Ancient	قديم	Extraordinary	رائع	The Definitive	النهائي
Punic	بونيقي	Archaeological	أثري	End	النهاية
Trading	التجارة	Sites	المواقع	Town	قرية
Post	منصب، البريد	Perhaps	ربما	Gradually	تدريجيا
Conquered	غزا	Significant	بارة	Fell	يسقط
Rome	روما	Area	مساحة	Reconquered	معاد
Strategic	استراتيجي	To Study	يدرس	The Boundary	الحدود
Base	قاعدة	The Contacts	الاتصالات	Clarified	موضح
The Conquest	الفتح	Civilizations	الحضارات	Approuved	فاضح
The Kingdom	المملكة	The Different	الاختلاف	World	العالم
Comprises	يشمل	Waves	أمواج	Heritage	ارث
Unique	فريد	Colonization	الاستعمار	Committee	اللجنة
Group	مجموعة	Century	قرن	Vestiges	آثار
Phoenicians	الفينيقيون	B.C	قبل الميلاد	Exceptional	استثنائي
Romans	الرومان	A.D	ميلادي	Town-Planning	تخطيط المدينة
Byzantines	البيزنطيون	Maritime	البحرية	Values	قيم
Ruins	الآثار	Commercial	تجاري	The Latter	الاخير
Alongside	جنا الى جنب	Exchanges	التبادل	The Impact	التأثير
Indigenous	السكان الأصليين	Prestigious	مرموقة	Urban	الحضاري
Monuments	الآثار	Buildings	البنائيات	Tourism	السياحة
Royal	ملي	Comprising	يضم	Visitor	زائر

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الأول

Part One: Reading

(14 pts)

Read the text carefully then do the following activities:

On the shores of the Mediterranean, Tipaza was an ancient Punic trading-post conquered by Rome and turned into a strategic base for the conquest of the kingdom of Mauretania. It comprises a unique group of Phoenician, Roman and Byzantine ruins alongside indigenous monuments such as "Kbor er Roumia", the great royal mausoleum of Mauretania.

Tipaza regroups one of the most extraordinary archaeological sites of the Maghreb. It is perhaps the most significant area to study the contacts between the indigenous civilizations and the different waves of colonization from the 6th century B.C. to the 6th century A.D. During this period, Tipaza played the role of a maritime port of call, a place for commercial exchanges. The Roman period is marked by prestigious buildings, comprising very diversified architectural styles. The Vandal invasion of the 430's did not mark the definitive end of prosperity of Tipaza, but the town gradually fell into ruins after it had been reconquered by the Byzantines in 531 A.D.

The boundary for the three sites of Tipaza has been clarified and approved by the World Heritage Committee. It includes vestiges that show the exceptional town-planning, architectural, historic and archaeological values of the site. However, the latter has become vulnerable due to the impact of urban development, unregulated tourism, lack of conservation and uncontrolled visitor access.

Adapted from <http://whc.unesco.org/en/statesparties/DZ>

E. Comprehension

(07 pts)

1. Choose the answer to complete each statement.

- a- Tipaza used to be an ancient
- urban area - trading-post. - tourist resort.
- b- Tipaza witnessed the invasion of.....
- different civilizations. - local inhabitants. - foreign tourists.
- c- The vestiges of Tipaza are at risk because of
- climate change. - human carelessness. - the Vandals' invasion.

2. Put the following ideas in the order they appear in the text.

- a- Tipaza collapsed under the reign of Byzance.
b- Tipaza used to have a privileged geographical position.
c- The ruins of Tipaza are protected by the UNESCO.
d- Many invaders conquered Tipaza.

3. Answer the following questions according to the text.

- In what way is the site of Tipaza unique?
- When did Tipaza fall into decay?
- What makes the site of Tipaza exposed to deterioration?

4. Find what or who the underlined words in the text refer to.

- this period (§2)
- the latter (§3)

5. Give a title to the text.

B/ Text Exploration

a. Find in the text words or phrases that are opposite in meaning to the following... (07 pts)

- temporary (§2) =/=
- rejected (§3) =/=

b. Complete the chart as shown in the example.

	verb	noun	adjective
Example	To civilize	civilization	civilized
	.....	conservation	.....
	.....	.....	different
	To exchange	.....	.....

c. Combine each pair of sentences with one of the connectors provided. Make changes where necessary.

(whereas - after - although - such... that)

- Tipaza had a strategic location. Tipaza attracted many conquerors.

- The Byzantines invaded Tipaza. Tipaza fell into decay.

- The site of Tipaza is classified as a World Heritage Site. Little effort is made to preserve it.

d. Classify the following words according to the pronunciation of the final 'ed'

conquered - marked - included - played

/t/	/d/	/ɪd/

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
The Young	الصغير	Endangered	المهددة بالخطر	Absent	غائب
The First	الاول	Fake	مزيف	The Poor	الفقير
Victims	الضحايا	Untrained	غير مدرب	Equipped	مسلح
Corruption	الفساد	Doctors	الاطباء	Challenge	التحدي
Education	التعليم	Judges	القضاة	Behaviour	السلوك
Affect	يؤثر	Engineers	المهندسون	Whether	سواء
The Integrity	السلامة	Poor	فقير	Classroom	القسم
Dignity	الكرامة	Quality	جودة	To Kill	يقتل
Society	المجتمع	Scientific	علمي	Ambition	الطموح
Large	كبير	Research	بحث	To Force	يجبر
Investment	استثمار	Academics	الأكاديميون	To Leave	يفادر
Future	المستقبل	Disadvantaged	محروم	Altogether	كلها
Citizens	المواطنون	Particularly	خصوصا	Vulnerable	معرض
To Fail	يفشل	Minorities	الاقليات	Opportunity	فرصة
Individuals	فرادى	Unable	غير قادر	Dreams	احلام
Succeed	ينجح	Bribes	الرشاوي	Inequality	عدم المساواة
Dishonestly	غير شريفة	Admissions	القبول	Harmful	ضار
Merit	ميزة	Success	النجاح	Acceptance	قبول
Incompetent	غير كفء	Areas	المناطق	Earliest	باكرا
Leaders	القادة	Rural	ريفي	Rarely	نادرا
Professionals	المهنيين	Cameroon	الكاميرون	The ability	القدرة
Society	المجتمع	Students	التلاميذ	Internalise	استيعاب صفة جديدة
Human	بشري	Due	بسبب	To Carry	يحمل

الجمهورية الجزائرية الديمقراطية الشعبية
باسم الله الرحمن الرحيم

الديوان الوطني للامتحانات والمسابقات
امتحان بكالوريا التعليم الثانوي
الشعبة: لغات أجنبية

دورة: 2021

المدة: 03 ساء 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الثاني

Part One: Reading

(14 pts)

Read the text carefully then do the following activities:

The young are the first victims of corruption in education, and this can affect the integrity and dignity of the person for life, as well as society at large. The social investment in future citizens fails when individuals can succeed dishonestly and without merit, increasing the number of incompetent future leaders and professionals. Not only society but even human life can be endangered by fake or untrained doctors, judges or engineers, or by poor quality scientific research carried out by corrupt academics.

Corruption in education most affects the poor and the disadvantaged, particularly women and minorities, who are unable to pay bribes for admissions or success. In areas such as rural Cameroon, students lose three school days per month due to absent teachers. The poor are also the least equipped to challenge corrupt behaviour. Whether the corrupt classroom kills ambition or children are forced to leave education altogether, vulnerable members of society lose the opportunity to realise their dreams and social inequality is maintained.

Corruption in education is particularly harmful in that it encourages a social acceptance of corruption at the earliest age. As young people rarely have the ability to question the rules of the classroom, they can internalise corrupt views of what it takes to succeed, and carry these forward into society. When this becomes a social norm, its cycle begins again in each generation.

Adapted From: Global Corruption Report: Education.(2013) Transparency international, p 20.

F. Comprehension

(07 pts)

1. Say whether the following statements are true or false.
 - a- Young people are the only victims of corruption in education.....
 - b- Fake diplomas are not a menace to human life.....
 - c- The less privileged cannot resort to corruption to succeed at school.....
 - d- Corruption in education can produce a corrupt society.....
2. Identify the paragraph in which the following ideas are mentioned:
 - a- Corruption in education does not affect only individuals.....
 - b- The underprivileged have no means to act against corruption.....
3. Answer the following questions according to the text.
 - a- What happens when individuals do not deserve their success at school?

b- Who is most affected by corruption in education?

c- What are the consequences of corruption in education on poor children's future life?

4. Find who or what the underlined words in the text refer to.

a- this (§1)

b- their (§2)

5. Give the general idea of the text.

B/ Text Exploration

(07 pts)

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

a- Self-respect (§1) =

b- Occasion (§2) =

c- Adopt (§3) =

Divide the following words into roots and affixes.

- inequality - unable - acceptance

prefix	root	suffix

2. Ask questions which the underlined words answer.

a- Corruption in education is dangerous because it affects society at large.

b- We can fight corruption by teaching moral values.

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

encourages - fails - students - minorities

/s/	/z/	/ɪz/

4. **Reorder the following sentences to get a coherent passage.**

- a- Therefore, it is crucial to eradicate this social phenomenon.
- b- Corruption in education threatens the well-being of society
- c- It also hinders development by forming incompetent leaders and professionals.
- d- because it erodes social trust and worsens inequality.

Part two: Written expression

(06 pts)

Choose only ONE topic

Topic 1:

The local newspaper has recently reported a scandal involving the headmaster of your school and some parents who paid bribes for the admission of their children. You felt upset and decided to react. Write a public statement of about 120 to 150 words to suggest solutions to eradicate such an unethical behaviour.

Make the best use of the following notes:

- Whistleblowing / Role of anti-corruption associations
- Effective civil service code
- Set strong accountability mechanisms

Topic 2:

Our modern civilization faces many threats (nuclear warfare, climate change...) which may lead to its collapse. Most of these menaces are the consequence of human activity. Write an opinion article of about 120 to 150 words for an electronic newspaper to urge the decision makers worldwide to take action to preserve our civilization from disappearing.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Malnutrition	سوء التغذية	While	في حين	States	نص
Complex	مركب	Among	من بين	Developmental	النموي
Problem	مشكلة	Children	الأطفال	Economic	الاقتصادي
To Solve	يحل	To Waste	يضيع، يهدر	Social	الاجتماعي
Levels	مستويات	Low	قليل، منخفض	Medical	الطبي
Under	تحت	Weight	الوزن	Impact	التأثير
Nutrition	التغذية	Height	الطول	Serious	جدي
Obesity	البدانة	Around	حول	Lasting	دائم
To Rise	يرفع	Born	ولد	Events	الأحداث، التظاهرات
Something	شيء	Birth	الميلاد، الولادة	Such As	مثل
Leading	يقود	South	جنوب	World	العالم
Food	الطعام	Asia	آسيا	Day	اليوم
Health	الصحة	Approximately	تقريبا	International	دولي
Expert	خبير	Death	الموت	The Eradication	الاستئصال
Millions	الملايين	Linked	مرتبطة	Poverty	الفقر
People	الناس، الأشخاص	Under	تحت	Awareness	الوعي
To Suffer	يعاني	Often	غالبا	The Problem	المشكلة
different	مختلفة	To Occur	يحدث		
In Fact	في الحقيقة، في الواقع	Middle	متوسط		
Billion	البلايين	Income	الدخل		
Adult	بالغ	Countries	الدول، البلدان		
Overweight	زيادة الوزن	The Same	نفس الشيء		
Obese	سمين	Time	الوقت		

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الأول

(15 pts)

Part One: Reading

Read the text carefully then do the following activities:

"Malnutrition is a complex problem to solve but, as levels of under nutrition and obesity are rising, something must be done," says leading food health expert Dr Francesco Branca.

Millions of people are suffering from different forms of malnutrition. In fact, 1.9 billion adults are overweight or obese while 462 million are underweight. Among children, 52 million under-fives are suffering from wasting, where they have a low weight for height.

Around one in ten children are born with a low birth weight, and in South Asia, it is one in four, and approximately 45% of deaths among children under five are linked to under nutrition. These deaths often occur in low- and middle-income countries where childhood obesity levels are rising at the same time.

Dr Branca states that the developmental, economic, social and medical impacts of malnutrition are serious and lasting. Events such as World Food Day (October 16) and International Day for the Eradication of Poverty (October 17) will raise awareness of the problem.

Adapted from www.globalcause.co.uk

G. Comprehension

(08 pts)

1. Say whether the following sentences are true or false.

- Under nutrition refers to a lack of nourishment.....
- There are more overweight people than underweight ones.....
- Malnutrition causes human losses only in developed countries.....
- Malnutrition has temporary consequences.....

2. Identify the paragraphs in which the following ideas are mentioned.

- Malnutrition has deadly consequences.....
- The problem of malnutrition appears under various aspects.....

3. Answer the following questions according to the text.

- Why is Dr Branca worried?

- Which three forms of malnutrition are mentioned in the text?

d) How can we sensitize people about malnutrition according to Dr Branca?

4- Find what or who the underlined words in the text refer to.

- a- they (§2)
 b- these deaths (§3)
 c- where (§3)

B/ Text Exploration

(07 pts)

1. Match the following words with their corresponding definitions.

Words	definitions
a-malnutrition	The state of being conscious of something.
b-wasting	Deficiency in quality or quantity of food.
c-awareness	Disease causing a person to gradually become thin and weak.

2. Ask questions which the underlined words answer.

a) People become obese because of overeating.

b) A low intake of vitamins can cause malnutrition.

3. Classify the following words according to the pronunciation of the final /ed/.

raised - eradicated - linked - occurred

/t/	/d/	/-d/
.....		
.....		
.....		

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

- a. Treatment of these diseases in patients with obesity may be less likely to succeed
 b. Obese people are more likely to get certain diseases than thinner people.
 c. unless they go on a diet and lose weight.
 d. Such diseases include diabetes, heart disease and blood vessels.

Part two: Written expression

Choose only ONE topic

Topic 1:

Topic 1: Today, young people tend to eat more and more unhealthy food which often exposes them to complex health problems. Being conscious of the importance of this issue, write an article of about 80 to 120 words to your school magazine to give your school mates some pieces of advice on how to adopt a balanced diet.

The following notes may help you:

- balanced food
- healthy habits and exercise
- No junk food
- more vitamins than calories

Topic 2:

Topic 2: Online piracy has become such a common practice that some people consider it as a right. They think that nothing should prevent them from downloading and uploading the movies, music or books they like. Write a speech of about 80 to 120 words to express your opinion about this topic before your classmates.

[illegible]

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
The Ways	الطرق	National	وطني	Traffickers	المتاجرين
Criminals	المجرمون	International	دولي	Smugglers	المهربين
To Use	يستخدم	Lines	خطوط	Transporters	الناقلون
To Obtain	يحصل	Constantly	باستمرار	Involves	يتضمن
Money	المال	New	جديد	Breaking Up	انفصال
Illegally	بشكل غير قانوني	Methods	الطرق	Cash	نقد
Endless	بلا نهاية	To Accomplish	ينجز	Transactions	المعاملات
One	واحد	Wrongdoings	الآثار	Currency	العملة
Laundering	غسيل	Successfully	بنجاح	Reporting	الابلاغ
Process	المعالجة	To Allow	يسمح	Requirements	المتطلبات
Large	كبير	To Provide	يزود	To Track	يتتبع
Amounts	كميات	Legal	قانوني	Agency	الوكالة
Ill-Gotten	حاصل	Cover	التغطية	Governments	الحكومات
To Gain	يكسب	Source	المصدر	To Bring	يحضر
Given	المعطى	Income	الدخل	Law	القانون
The pearance	المظهر	Tied	ربط	Enforcement	اجباري
To Have	يملك	Violent	عنيف	Financial	مالي
iginated	نشأت	Non-Violent	غير عنيف	Regulatory	تنظيمي
gitimate	شرعي	Crimes	الجرائم	Authorities	السلطات
ources	مصادر	Destablize	زعزعة الاستقرار	Private	خاص
erations	عمليات	Economy	الاقتصاد	Sector	قطاع
ross	يعبر	Method	طريقة	Enable	تمكين
loth	الإثنين	Drug	دواء	Role	الدور

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

The ways criminals use to obtain money illegally are endless. One of them is money laundering. This is a process by which large amounts of ill-gotten gains are given the appearance of having originated from legitimate sources. Money laundering operations cross both national and international lines.

Criminals are constantly coming up with new methods on how to accomplish their wrongdoings. If done successfully, it allows them to provide a legal cover for their source of income. Money laundering is tied to both violent and non-violent crimes and can destabilize economy. One method used by drug traffickers, smugglers, and illegal transporters involves breaking up large amounts of cash into transactions to avoid currency reporting requirements.

Money laundering is nearly impossible to track by one agency. Governments should bring law enforcement and financial regulatory authorities together with the private sector to enable financial institutions to play a role in dealing with the problem.

*Adapted from: StudyMode essays, Money Laundering, by
Michael F. Adamson - October 17th, 2011*

H. Comprehension

(08 pts)

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

a) Money laundering is to

1- get large amounts of gains

2- hide the illegal origin of gains

3- cross the frontiers

b) Criminals..... operate with new ideas.

1- occasionally

2- rarely

3- continually

c) Money laundering can..... the economy of a country.

1- damage

2- develop

3- control

2. Put the following ideas in the order they appear in the text.

a) Collaboration, a necessity to fight money laundering.

b) Tricks used by criminals to launder money.

c) Money laundering, a worldwide issue.

d) The impact of money laundering on economy.

3. Answer the following questions according to the text.

- a. Is money laundering limited to one country? Justify.
- b. How do criminals hide the origin of their illegally gained money?
- c. What can be done to fight money laundering?

4. Find what or who the underlined words in the text refer to.

- a) them (§1)
- b) their (§2)
- c) the problem (§3)

B/ Text Exploration

(07 pts)

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

- a) to gain (§1) =
- b) revenue (§2) =
- c) monetary (§3) =

2. Give the opposites of the following words keeping the same root.

- a) legitimate (§1) =/=
- b) appearance (§2) =/=
- c) successful (§3) =/=

3. Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.

- a) Governments of different countries cooperate. Governments of different countries eradicate money laundering. (provided that)

b) Criminals manage to disguise the origin of their incomes. Criminals use tricky methods. (such...that)

4. Classify the following words according to the pronunciation of the final /s/.
sources - smugglers - amounts - authorities

/s/	/z/	/ɪz/

Part two: Written expression

(05 pts)

Choose only ONE topic

Topic 1:

Some people are more likely to feel above the law because they are rich. They lie, steal, cheat and engage in other unethical behaviours because their money makes them feel untouchable. Write an opinion article of about 80 to 120 words for the local newspaper to denounce those people and suggest what you can do to become a good citizen.

Make the best use of the following notes:

- ✓ encourage whistleblowing
- ✓ engage in anti-corruption associations
- ✓ act ethically and legally
- ✓ respect the rules of the community

Topic 2:

Students who live far from schools, where there are no canteens, are likely to eat whatever they can afford for lunch (junk food, chips, sweets...). Therefore, they often fall sick. Write an article of about 80 to 120 words, for your school magazine, where you suggest solutions to help these students make their eating habits healthier.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
According To	وفق	Life	الحياة	Embraced	محتضنة
UNESCO	منظمة اليونسكو	Work	العمل		
Institute	معهد	Choice	الخيار		
Statistics	احصائيات	Dangerous	خطير		
Children	الاطفال	Provide	يزود		
Around	حول	Family	عائلة		
The World	العالم	Children	اطفال		
Access	وصول	Able To	قادر على		
Education	التعليم	To Attend	للحضور		
The Primary	الابتدائي	Primary School	المدرسة الابتدائية		
Level	مستوى	Regardless	بغض النظر		
Alone	وحيد	Parents	آباء		
Today	اليوم	To Pay	يجفع		
Poverty	الفقر	Implemented	تتفد		
To Remain	يتذكر	Development	تطوير		
The Greatest	أعظم	Obstacles	عراقيل		
Barriers	الحواجز	To Achieve	يحقق		
Enrolment	التسجيل	Universal	عالمي		
Programmes	البرامج	Ensure	التأكد		
Rural	ريفي	Corner	ركن		
Remote	بعيد	To Deserve	يستحق		
Parts	قطع	The Right	الحق		
To Force	يجبر	Quality	جودة		

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الأول

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

According to UNESCO's institute for Statistics, there are 258 million children around the world with no access to education – 59 million at the primary level alone. Today, poverty remains one of the greatest barriers to enrolment in education programmes. For example, in rural and remote parts of Tanzania, Chacha, a 12-year-old boy, is forced into a life of work. He says: "I have no choice; I know the work is dangerous but I have to help provide for my family."

All children should be able to attend primary school regardless of whether their parents can or can't pay for education. In 2001, Tanzania implemented the Primary Education Development Programme and eliminated public school fees to increase access to primary education. And yet, the authorities are facing obstacles to achieve universal primary education there.

It is time to help ensure there are zero out-of-school children in every corner of the world. Every child deserves the right to quality education. However, until that is embraced by all, there will be no education for all.

Adapted from: Paddy Dowling, The Independent, 14 Dec. 2019.

I. Comprehension

(07 pts)

1. The text is:.....

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

2. Read the text and put the following ideas in the order they appear in the text.

- a) Both rich and poor children should have access to education.
b) Despite the implementation of a special programme, not all children go to school in Tanzania.
c) Everyone should be involved to ensure education for all.
d) Poverty is an obstacle to education.

3. Answer the following questions according to the text.

a) Do all children around the world attend school? Justify.

b) Why is the 12-year-old boy forced to work?

c) What did the Tanzanian government do to help the poor attend school?

4. Find who or what the underlined words refer to in the text.

a- he (§1)

b- their (§2)

c- there (§2)

B/ Text Exploration

(08 pts)

1. Find in the text words or phrases that are opposite in meaning to:

a) Urban ≠ (§1) b) decrease ≠ (§2) c) rejected ≠ (§3)

2. Divide the following words into roots and affixes.

Enrolment - uneducated - vocational

prefix	root	suffix

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

1) a- The authorities should sensitize parents to the importance of education.

b- Authorities had better

2) a- If everybody is involved in the field of education, there will be positive change.

b- Unless

3) a- The young boy succeeded in his studies although he was poor.

b- Despite

4. Fill in the gaps with words from the list given.

their - most - general - invest

Most countries consider education one of the.....important areas of public life. Countries throughout the world.....large amounts of time, money, and other resources to provide education for.....citizens. The school systems of all modern nations provide both.....education and vocational education.

Part two: Written expression

Choose only ONE topic

Topic 1:

In your school, you have noticed that some of your schoolmates drop out for several reasons.

Write an article of about 80 to 120 words for your school magazine in which you state the main causes behind this issue and suggest solutions.

The following notes may help you:

- poverty / distant schools / maltreatment ...
- improve living standards/ provide transportation/ psychological help ...

Topic 2:

While you were about to get some official documents in the town hall, you were a victim of bureaucratic abuse.

Write an article of about 80 to 120 words to be published in the local newspaper to denounce this unethical practice and propose ways to fight it.

[illegible]

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Archaeologists	علماء الآثار	Late	متأخر	Wealth	ثروة
Egypt	مصر	To Find	يجد	Historic	تاريخي
Discovered	اكتشف	Tombs	المقابر	Treasures	كنوز
Huge	ضخمة	Belonging	الانتماء	Statues	تماثيل
Cemetery	مقبرة	The Priests	الكهنة	Pottery Jars	جرة فخار
To Hide	يخفي	The Ancient	القديم		
Under	تحت	God	الله		
The Sands	الرمال	The Moon	القمر		
South	جنوب	Wisdom	الحكمة		
Cairo	القاهرة	Believed	صدق		
Necropolis	مقبرة	The Inventor	المخترع		
Found	وجد	Writing	يكتب		
The Nile	نهر النيل	Antiquities	تحف قديمة		
Valley	وادي	Minister	وزير		
The City	مدينة	At least	على الأقل		
To Contain	يحتوي	The Beginning	البداية		
Thousands	آلاف	New	جديد		
Artifacts	آثار	Discovery	اكتشاف		
Including	يحتوي	The Head	الرأس		
Coffins	توابيت	Excited	متحمس		
Statues	تماثيل	Contents	محتوى		
To Dig	يحفر	The Diggers	الحفارون		
The Site	موقع	Uncovered	مكشوفة		

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Archaeologists in Egypt have discovered a huge cemetery hidden under the sands south of Cairo. The 2,000-year-old necropolis was found in the Nile Valley near the city of Minya. **It** contains thousands of artifacts, including coffins and statues.

Archaeologists started digging in the site late last year. **They** found tombs belonging to the priests of Thoth who was the ancient God of the moon and wisdom. Thoth was also believed to be the inventor of writing. Egypt's antiquities Minister said, "We will need at least five years to work on the necropolis. This is only the beginning of a new discovery."

Mostafa Waziri, the head of the archaeological site was very excited about **its** contents. The diggers have uncovered eight tombs so far. They expect many more to be found soon. The tombs contain a wealth of historic treasures. One of them includes more than 1,000 statues and four pottery jars that contain the remains of the internal organs of important ancient Egyptians.

Adapted from: www.breakingnewsenglish.com

J. Comprehension

(07 pts)

1. Say whether the following statements are true or false.

- Egyptian archaeologists found a buried city in Minya.....
- Work on the site started few years ago.....
- It was supposed that Thoth invented writing.....
- The tombs were empty.....

2. Identify the paragraph in which the following ideas are mentioned.

- Egyptian archaeologists look forward to finding more tombs.....
- The work on the site will take a long time.....

3. Answer the following questions according to the text.

- What did the archaeologists find in the necropolis?

- Who was Thoth?

- Did the diggers unearth valuable objects? Justify.

4. Find who or what the underlined words refer to in the text.

- a) It (§1)
- b) they (§2)
- c) its (§3)

B/Text Exploration

(07 pts)

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

- a) works of art (§1)
- b) graves (§2)
- c) pots (§3)

2. Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example	To civilize	civilization	civilized
	to believe	.....	.....
	.....	Inventor	.....

3. Combine each pairs of sentences with the connectors given between brackets. Make changes where necessary.

a) Ancient Egyptians mummified the bodies of the dead. They put the mummies in tombs. (after)

b) Archaeologists continue digging in the site. Archaeologists will find more sarcophagi. (provided that)

4. Reorder the following sentences to get a coherent passage.

- a) A French officer discovered the engraved stone in 1799.
- b) Today, it is still preserved in the British Museum.
- c) The Rosetta stone gave the world the key to the long-forgotten language of ancient Egypt.
- d) He found it half buried in the mud near Rosetta, a city near Alexandria, Egypt.

(05 pts)

Topic 1:

Write an article of about 80 to 120 words to your school magazine to tell about the rise and achievements of the ancient Egyptian civilisation.

- along the Nile river /- 5000 BC

- The Pharaoh/ the absolute monarch of the country

–Achievements: The Pyramids

- irrigation systems

- mummification

Topic 2:

Today English has become the leading language in the world. However, in our country, it is still taught only in the middle school and the secondary school. You think that it should be taught from primary school.

Write an opinion article of about 80 to 120 words to the local newspaper to state the benefits of learning English from the primary school.

[illegible]

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
The Athenians	سكان أثينا	Mediterranean	البحر المتوسط	Neglected	مهمل
Great	باهر	Models	أمثلة	Preoccupied	المحتلة
Educational	تعليمي	Private	خاص	Overseeing	الإشراف
Advances	السلف	B.C	قبل الميلاد	Conduct	الاجراء
Ancient	قديمة	Institution	مؤسسة	The Formation	التشكيلة
Times	الأوقات	Rather	على الاصح	Character	حرف, عنصر
The First	الأول	Activity	نشاط, فعالية	Directing	توجيه
To Renounce	التخلي	Carried	حمل	Progress	تقدم
Education	التعليم	Separate	منفصل	Various	مختلف
Oriented	توجه	Tutors	مدرسون	Subjects	المواضيع
Towards	باتجاه	The Elements	العناصر, الاجزاء	Poetry	الشعر
The Future	المستقبل	Literacy	معرفة القراءة والكتابة	To Transmit	يرسل
Duties	الواجبات	Taught	علم	Wisdom	الحكمة
The Soldier	الجندي	The Writing	الكتابة	Combining	الجمع
The Evolution	التطور	Master	سيد	The Ethic	الاخلاق
Athenian	أثيني	Letters	الحروف	The Citizen	المواطن
Reflected	تعكس	Numbers	الارقام	The Ideal	المثالي
To Move	يتجه	Scratching	الخدش	Competition	مسابقة
Democratization	الديمقراطية	Wax-Coated	مغلف بالشمع	Heroic	بطولي
To Appear	يظهر	Wooden	خشبي	Exploit	يستغل
Early	مبكرا	Stylus	قلم	Equilibrium	توازن
Centuries	قرون	The Moral	المعنوية, العبرة	Interrupted	توقف
Eastern	الشرقي	Aspect	جانب	Specialization	تخصص

(15 pts)

The Athenians made great educational advances in ancient times. They were the first to renounce education oriented towards the future duties of the soldier. The evolution of Athenian education reflected that of the city itself which was moving towards increasing democratization.

The moral aspect of education was not neglected. The teachers were as much preoccupied with overseeing the child's good conduct and the formation of his character as with directing his progress in the various subjects taught to him. Poetry served to transmit all the traditional wisdom, combining the ethic of the citizen, the ideal of the value of competition and heroic exploit.

Adapted from www.britannica.com

(08 pts)

- 1. Choose the answer to complete each statement.**
- A. Athens was the first to... military education.
a- encourage b- introduce c- abandon
- B. Children were taught by...
a- different teachers in various places. b- the same teacher in a single place.
c- different teachers in the same place.
- C. Teachers' main focus was on developing the child's....
a- personality b- body c- wealth
- D. The message conveyed by poetry was....
a- scientific b- moral c- artistic
- 2. Read the text and put the following ideas in the order they appear in the text.**
- a. Teachers' concern with moral education.
b. The breaking of educational balance in Athens
c. The emergence of the first forms of schools.

3. Answer the following questions according to the text.
 a- Did political evolution in ancient Athens influence educational tendency? Justify.

b- How did poetry contribute to the education of the individual?

c- Why was the educational balance interrupted in Athenian schools?

4. Find who or what the underlined words refer to in the text.

- a- that (§1).....
- b- them (§2).....

5. The text is.....

- a- descriptive
- b- narrative
- c- argumentative

B/ Text Exploration

1. Find words in the text whose definitions follow.

(07 pts)

- a. gradual change, especially one leading to more advanced or complex form (§1)
- b. the ability to read and write (§2)
- c. requiring the use of mental abilities (§4)

2. Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example	to educate	education	educational
		evolution	
	to value		
			different

3. Combine each pair of sentences with one of the connectors given between brackets. Make changes where necessary.

a. The Athenian society moved forward. Athens renounced military oriented education. (after)

b. The teachers were preoccupied with other subjects. The moral aspect was not neglected. (although)

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

neglected	- privileged	- used	- renounced
/t/	/d/	/id/	

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

- Their system was patterned after that of ancient Athens.
- However, they surpassed the Greeks in some fields like agriculture, law and engineering.
- By about 100 B.C., the Romans had built the most extensive educational system to that time.
- They adopted many Greek educational traditions.

Part two: Written expression

(05 pts)

Choose only ONE topic

Topic 1:

You recently read an article in a blog. Its author denied any contribution of the Muslims for human civilization. You felt very disappointed and decided to react.

Write an article as a response to the author in which you highlight the major contributions of Muslim civilization to the modern one.

The following notes may help you:

- Translate/Greek writings
- Important medical discoveries (Ibn Sina)
- Advances in mathematics (al-Khwarizmi)
- Architecture (Alhambra palace)

Topic 2:

Your close friend has decided to drop out of school and find a job instead. You feel deeply worried about his future life. Write him an email of about 80 to 120 words to convince him on the importance of continuing his studies.

[illegible]

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Whistleblowing	الوشاية	Minimize	تصغير	Secure	يؤمن
The Act	الفعل	Wide	واسع	To Allow	يسمح
The Authorities	السلطات	Range	نطاق	Anonymous	مجهول
The Public	الجمهور	Risks	اخطار	Reporting	الابلاغ
The Company	الشركة	Cases	حالات	Channel	قناة
Something	شيء ما	Preventive	وقائي	Self-Confidence	الثقة بالنفس
Immoral	لا اخلاقي	Impact	تأثير	To Speak	يتكلم
Illegal	غير قانوني	Potential	محتمل	Increase	زيادة
To Represent	يمثل	Wrong	خاطئ	The Chances	الفرصة
Positive	ايجابي	Doers	ابواب	Critical	حرج
Reaction	رد فعل	According To	وفق	Reports	التقارير
Towards	باتجاه	The Association	المنظمة	Against	ضد
Kinds	انواع	Certified	معتمد	Offenders	الجناة
Malpractices	الممارسات الخاطئة	Fraud	الاحتيال	Globally	عالميا
Valuable	ذو قيمة	Examiners	ممتحنون	Trend	اتجاه
Benefits	فوائد	Through	عبر	Stricter	أكثر صرامة
To Enable	للتمكن	Significant	بارز	Anti-Corruption	مكافحة الفساد
Organisations	المنظمات	Loss	خسارة	Whistle-Blower	المبلغون
To Cross	يعبر	Savings	مدخرات	Protection	الحماية
Hard	صعب	The Nations	الدول	Laws	القوانين
To Reach	يصل	Suffered	عانى	Reducing	تقليل
Information	المعلومة	Benefits	الفوائد	Compliance	امتثال
Leaders	القادة	Implement	ينفذ	Risks	الاخطار

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Whistleblowing is the act of telling the authorities or the public that the company you are working for is doing something immoral or illegal. This represents a positive reaction towards all kinds of malpractices. One of the most valuable whistleblowing benefits is that it enables organisations to access hard-to-reach information that can help leaders to minimize a wide range of risks. In many cases, whistleblowing has also a preventive impact. The presence of a whistleblowing system will make potential wrong-doers think twice.

According to the Association of Certified Fraud Examiners (ACFE), whistleblowing benefits organisations through significant loss savings. The ACFE's Report to the Nations showed that organisations which did not have a whistleblowing system in place suffered more losses than those who had it.

To gain greater whistleblowing benefits, organisations should implement a secure whistleblowing system that allows for anonymous reporting. An anonymous reporting channel gives people more self-confidence to speak up. This will increase the chances of leaders to receive critical reports and thus will enable them to take action against the offenders.

Globally, there is a trend towards stricter anti-corruption and whistle-blower protection laws. Such a system in place for whistleblowing benefits organisations by reducing compliance risks.

Adapted from www.whistleb.com / March 21- 2019 Whistle B Blog.

L. Comprehension

(08 pts)

1. Say whether the following statements are True or False.

- a- Whistleblowing consists in revealing companies' misconduct.....
- b- It is difficult to access the information that shows unethical behaviours.....
- c- Denunciation of malpractices causes great losses.....
- d- Whistle-blowers should be protected.....

2. Identify the paragraphs in which the following ideas are mentioned.

- a- Stringent regulations should be passed to safeguard the whistle-blowers' lives.....
- b- Whistleblowing saves money.....

3. Answer the following questions according to the text.

- a- Is whistleblowing an immoral practice?

- b- What are the benefits of whistleblowing?

c- How can we encourage whistle-blowing?

4. Find what or who the underlined words in the text refer to.

- a- this (§1)
- b- those (§3)
- c- such a system (§5)

5. Give a title to the text.

B/ Text Exploration

(07 pts)

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

- a- reduce (§2) =
- b- profits (§3) =
- c- submission (§5) =

2. Divide the following words into roots and affixes.

-immoral

-preventive

-compliance

<i>prefix</i>	<i>root</i>	<i>suffix</i>

3. Combine each pair of sentences with one of the connectors provided. Make changes where necessary.

unless - so that - despite - after

a- Whistleblowing is necessary. A lot of companies are not in favour of whistleblowing.

b- Companies apply whistleblowing rules. Companies suffer great financial losses.

4. Classify the following words according to the stressed syllable.

Information - protect - authorities - minimize

<i>1st syllable</i>	<i>2nd syllable</i>	<i>3rd syllable</i>

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

preventive - law - benefits - public - denounce - their

Some employees think they are blowing the whistle when their complaint is a personal grievance. Workers who their employers' abuses should believe that they are acting in the interest. They should not act for own benefits. This means that personal grievances and complaints are not usually covered by whistleblowing

Part two: Written expression

(05 pts)

Choose only ONE topic

Topic 1:

You work for a company whose manager does not respect labour standards.

Write a letter of about 80 to 120 words to the authorities in which you denounce his wrongdoings.

The following notes may help you:

- Break the regulations
- Precarious working conditions/ low salaries
- Disrespect the code of ethics

Topic 2:

Your English key pal is conducting a research on historical sites in Algeria. He/ she asked you to supply him/her with information about these places.

Write an email of about 80 to 120 words telling him/her about one of these historic places.

[illegible]

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Cheating	الغش	Employer	صاحب العمل	Desire	يرغب
Deception	الخداع	Exams	الامتحانات	Maintain	الحفاظ
Forms	نماذج، اشكال	Results	النتائج	Positive	ايجابي
Unethical	غير اخلاقي	People	الناس، الاشخاص	Self-Image	الصورة الذاتية
Behaviour	سلوك	Surrendering	الاستسلام	To Advance	للمضي
Widespread	واسع الانتشار	The Temptation	الاغراء	Self-Interest	المصلحة الذاتية
Business	الاعمال	To Cheat	يعش	Crossing	العبور
Sports	الرياضات	To Confront	يواجه	Ethical	أخلاقي
Schools	المدارس	Opportunity	الفرصة	Boundaries	الحدود
Arenas	الساحات	Costly	مكلف	Way	طريق
While	في حين	Society	المجتمع	To Resolve	يحل
The Media	وسائل الاعلام	Studies	الدراسات	A Little	القليل
To Focus	يركز	Under	تحت	Reinterpreting	إعادة تفسير
Extreme	أقصى	Circumstances	الظروف	Honest	صادق
Cases	حالات	Away	بعيد	Mistake	خطأ
of	من	Rather	بل		
Less	أقل	The Point	النقطة		
Attention	الانتباه	To Believe	يصدق، يؤمن		
Paid	دفع	Good	جيد		
Researchers	الباحثون	Facing	المواجهة		
To Call	يتصل، للاتصال	Experience	التجربة		
Ordinary	العادي	Conflict	صراع		
Stealing	السرقه	Between	بين		

على المترشح أن يختار أحد الموضوعين الآتين:

الموضوع الأول

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Cheating, deception and other forms of unethical behaviour are widespread in business, sports, schools, and other arenas. While the media focus on extreme cases of cheating, less attention is paid to what researchers call "ordinary unethical behaviour."

Stealing from one's employer, or cheating on exams are the results of ordinary people surrendering to the temptation to cheat when confronted with the opportunity. **These behaviours** and others are costly for businesses and society.

Studies find that under some circumstances most people cheat. They don't cheat as much as they can get away with; rather they cheat up to the point at **which** they believe they are good. When facing the opportunity to cheat, people experience a conflict between their desire to maintain a positive self-image and to advance their self-interest crossing ethical boundaries. One way to resolve this is to cheat a little, reinterpreting the unethical behaviour as an honest mistake.

Adapted from: 'ethicalsyste.ms.org'

M. Comprehension

(08 pts)

1. Are the following statements true or false? Write T or F next to the letter corresponding to the statement and correct the false one(s).

a. Unethical behaviours are limited to one domain.....

b. Unethical behaviours harm businesses only.....

c. People do not cheat all the time.....

2. Put the following ideas in the order they appear in the text.

d) Cheaters don't feel they are dishonest.

e) Cheaters go beyond morals when cheating.

f) Ordinary people may have the desire to cheat.

3. Answer the following questions according to the text.
- a. Do the media today report all forms of cheating? Justify.

b. What dilemma do people face when confronting the opportunity to cheat?

c. How do cheaters justify their unethical behaviour?

4. WHAT or WHO do the underlined words in the text refer to?

- a) These behaviours (§2)
- b) which (§3)

B/ Text Exploration

(07 pts)

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

- a) more (§1) ≠
- b) cheap (§2) ≠
- c) abandon (§3) ≠

2. Divide the following words into roots and affixes:

Word	Prefix	Root	Suffix
unethical			
researchers			

3. Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.

c) People are reminded of moral standards. They don't cheat. (unless)

d) Some employees may deceive their bosses. They want to earn more money. (in order to)

4. Reorder the following sentences to get a coherent passage:

- a- Interestingly, others' exemplary ethical behaviour affects their likelihood to behave honestly.
- b- In fact, when they see others like them behaving unethically,
- c- they are more likely to cheat themselves.
- d- Facing the decision to cheat, people look for information about appropriate behaviour.

- ### Part two: Written expression

Choose only ONE topic

We sometimes let ourselves get away with cheating that we would blame in others for. We tend to judge unethical behaviours in others but not in ourselves. Write an article of about 80 to 120 words for your school magazine in which you raise awareness about the topic.

- cheat / unethical / for all
- behave / moral / values
- watch / imitate / good behaviour
- avoid / judgement / others

Topic 2: People believe that TV ads help consumers make good choices about what to buy. Write a composition of about 80 to 120 words in which you express your agreement or disagreement with this point of view.

109

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Nightmare	كابوس	The World	العالم	The Bush	الادغال
The Journey	الرحلة	Criminal	مجرم	Unwanted	غير مرغوب
Peaceful	سلمي	Gangs	عصابات	Intimidated	خائف
Life	الحياة	The Agents	الوكلاء	Exploited	استغلال
To Protect	يحمي	The Journey	الرحلة	To Risk	يخاطر
Unmapped	غير معين	Travel	السفر	Rape	اغتصاب
Guarantee	يضمن	Itinerary	مسار الرحلة	Death	الموت
Safety	امان	Insurance	التأمين	Step	خطوة
Arriving	قادم	Luxurious	فاخر	Perilous	محفوف بالمخاطر
Europe	اوروبا	Departure	مغادرة	Pregnant	حامل
Shores	شواطئ	Lounges	الصالات	Uncertainty	الريبة
Alone	وحيد	Café's	مقهى	Poisonous	سام
Welcomed	مرحب	Friendly	ودود	Environment	المحيط
Weekend	عطلة نهاية الاسبوع	Cabin	الطائرة	Innocent	بريء
People	الناس	Crew	طاقم العمل	Simply	ببساطة
Rescued	أنقذ	Fortune	ثروة	Prosper	تزدهر
Mediterranean	البحر المتوسط	To Beat	يتغلب	Bring	يحضر
Italian	ايطالي	Abuse	إساءة المعاملة، تعاطي	Families	العائلات
Island	جزيرة	Challenges	التحديات	Mistreated	اسيء معاملته
Lampedusa	لامبيدوزا	Frightened	مرتعب	Traffickers	المتاجرين
To Die	يموت	Barefoot	حافي القدمين	Police	الشرطة
The Crossing	العبور، الممر	Sandals	صنادل	Bandits	قطاع الطرق
Dangerous	خطير	Streets	الشوارع، الطرقات	Alike	على حد سواء

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Nightmare Journeys

The journey to a new peaceful life is protracted and unmapped, with no guarantee of safely arriving on Europe's shores, let alone being welcomed. Over the weekend of 14 February, 2.600 people were rescued in the Mediterranean off the Italian island of Lampedusa, near where 360 had died last October. The crossing is said to be the most dangerous in the world.

Criminal gangs are the agents for the journey: there is no travel itinerary, travel insurance, luxurious departure lounges, café's and friendly cabin crew, just criminal gangs who charge a fortune and will beat and abuse anyone who challenges them.

They walk, these frightened men, women, children, often for miles, often barefoot or in plastic sandals; sleep on the streets or in the bush; travel from country to country. They are unwanted, intimidated and exploited; risking rape, abuse and death; every step perilous, every day pregnant with uncertainty.

The men, women and children making, what are by all standards, nightmare journeys, are not responsible for the poisonous environment that they have been forced to live in. They are innocent people, who are simply trying to find a peaceful place where they can live, prosper and bring up their families. In so doing, they are being exploited and mistreated by criminal traffickers, police and bandits alike.

by: Graham Peebles (www.opendemocracy.net)

N. Comprehension

(08 pts)

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

- a- Journeys to the European shores are secured and fixed by traffickers.....
- b- Migrants' worries and fears disappear on their arrival to the destination.....
- c- Being in a weak position, migrants could not protest against some abuses.....
- d- Illegal migration gives chance to increase abuse and mistreatment.....

2. In which paragraph is it mentioned that...

- a- journeys usually end up in tragedies?.....
- b- when reaching the European shores, migrants face disillusion and hostility?.....

3. Answer the following questions according to the text.

a- How is the journey to the 'new' place?

b- Why is "everyday pregnant with uncertainty"?

c- Why do border runners, 'Harragas', take the risk to travel abroad illegally?

4. WHAT or WHO do the underlined words refer to in the text?

a- them (§2)

b- they (§3)

c- their (§4)

B/ Text Exploration

(07 pts)

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

a) saved (§1) =

b) mistreat (§2) =

c) frightened (§3) =

d) flourish (§4) =

2. Complete the chart as shown in the example:

	Verb	Noun	Adjective
Example	to migrate	migration	migratory, migrant
			tolerant
		abuse	
	to exploit		

3. Rewrite sentence 'B' so that it means the same as sentence 'A'.

1- A) Migrants are being exploited and mistreated by criminal traffickers.

B) Criminal traffickers

2- A) Youths are aware of the dangers. They take risks.

B) Despite

4. Imagine what 'B' says, and complete the dialogue below:

A: Ah finally! Where have you been? You're no longer attending classes these days. Anything wrong?

B:

A: Out of your mind? How are you moving there?

B: moving there?

A: Out of your mind? How are you moving there?

B:

A: Nonsense! Are you sure you can do it?

B:
.....

A: Wake up poor little dreamer! Illegal migration is not that paradise, but just 'living' uprooted; worse, facing death daily.

Part two: Written expression

Choose only ONE topic

Topic 1:

Though the end of the 'harragas' stories seem to be different, the journeys share the same worries and fears. Imagine you were one of the rescued 'harragas'. In about 80 to 120 words, write the story of your nightmare adventure to sensitize prospective 'harragas' of the risks they are to face. You may use the notes below:

You may use the notes below:

- worries and fears before and during
- traffickers' aggressiveness
- hard journey conditions
- failure to reach shore
- rescue provided by coast guards

Topic 2:

Unethical advertising always seeks to misrepresent the product in some way. You were a victim of such practices. Write a newspaper article of about 80 to 120 words to denounce and claim for the consumers' safety.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper. A faint watermark is visible diagonally across the center, reading "Copyright © 2014 by The McGraw-Hill Companies, Inc.".

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
the Empire	الامبراطورية	Life	الحياة	Silky	حريرى
The Incas	شعب الانكة	Organized	منظم	Farmers	المزارعون
to Flourish	يزدهر	Social	اجتماعي	Cultivated	مزروعة
the Largest	الاكبر	Rank	مرتبة	The Land	الارض
Richest	الاغنى	The Emperor	الامبراطور	To Rise	ينشأ
Ancient	قديم	Sapa Inca	سابا انكا	Livestock	الماشية
Civilizations	الحضارات	Ruled	حكم	Travel	السفر
the Americas	الأمريكيين	Nobles	النبلاء	Foot	قدم
The Late	التأخير	The Government	الحكومة	To Construct	ينشئ
Began	بدأ	Officials	المسؤولون	Roads	الطرق
To Conquer	يقهر	Building	بناء	Rope	حبل
neighbouring	المجاورة	Engineers	المهندسون	Bridges	الجسور
Tribes	القبائل	Military	الجيش	Excelled	تفوق
To Control	يراقب	Leaders	القادة	The Crafts	الحرف
The Peak	القمة	Privileges	الامتيازات	Weaving	النسيج
Power	القوة	Stone	حجر	Pottery	الفخار
Lands	الأراضي	Places	أماكن، منازل	Metalworking	تشغيل المعادن
Extended	ممتد	Wife	زوجة	Gold	الذهب
Nearly	تقريباً	To Wear	يلبس	Sweat	عرق
Miles	أميال	Beautiful	جميل	The Sun	الشمس
Western	الغربي	Jewelry	مجوهرات	Silver	الفضة
Coast	ساحل	To Dress	يلبس	Wealth	الثروة
South	الجنوب	Coloured	ملون	To Vanish	يتلاشى

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الأول

Part One: Reading

Read the text carefully then do the following activities:

(15 pts)

The Empire of the Incas flourished for only about 100 years, but it was one of the largest and richest ancient civilizations in the Americas. In the late 1430s, the Incas began to conquer neighbouring tribes and put them under their control. At the peak of the empire's power, its lands extended nearly 2,500 miles along the western coast of South America.

Life in the Inca Empire was organized by social rank. The emperor, called the Sapa Inca, ruled over everyone and was obeyed without question. He was believed to be a living god. Next in importance were the nobles. They were the government officials, building engineers, and military leaders. The Sapa Inca and the nobles had many privileges. They lived in stone palaces, had more than one wife, wore beautiful jewelry, and dressed in coloured, silky clothes. Most of the common people were farmers who cultivated the land and raised livestock.

Although travel was by foot, the Incas constructed roads and made rope bridges that crossed over rivers, linking the empire together. The Incas also excelled in the crafts of weaving, pottery, and metalworking. Many objects were made from gold, which they called "sweat of the sun". In the 1530s, the Spanish came to the empire in search of this gold. They conquered the Incas, destroyed their temples, and took their gold and silver wealth. The great empire vanished forever.

Jan Meyer. (2006). 25 Non-Fiction Passages. U.S.A: Scholastic. P. 46

O. Comprehension

(07 pts)

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

- The Inca civilization lasted for almost a century.....
- The Inca Empire had diverse social classes.....
- The common people in the Inca Empire had many privileges.....
- The Inca Empire lasted for centuries after the Spanish conquest.....

2. Put the following ideas in the order they appear in the text:

- The different classes of the Inca society.
- The fall of the Inca Empire.
- Inca's golden age.
- The remarkable skills of the Inca people.

3. Answer the following questions according to the text:

a- Did the Inca Empire succeed in controlling surrounding territories?

b- Who was considered as a living god for the Inca people?

c- How did the Spanish conquest cause the Inca Empire to fall?

4. WHO or WHAT do the underlined words refer to in the text?

a. its (§1)

b. they (§2)

c. their (§4)

B/ Text Exploration

(08 pts)

1. Find words in the text whose definitions follow:

a. To take control of a country and its people by force. (§ 1)

b. Special rights or advantages that one person or group has. (§ 2)

c. Disappeared suddenly and completely. (§ 4)

2. Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example:	to civilize	civilization	civilized
	.....	.....	extended
	to conquer	.....	.....
	.....	government	.....

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

After the Spanish (conquer) the Inca Empire, they captured the Sapa Inca. It (be) the first step in a long campaign that (take) decades of fighting but ended in Spanish victory in 1572. The conquest of the Inca Empire (lead) to campaigns into present-day Chile and Colombia.

4. Fill in the blanks with only **FOUR (4)** words from the list given.

basis - started - ancient - life - express - origins

One of the major contributions of ancient Egypt to modern civilization is the art of writing. The of writing are believed to have been by the ancient Egyptians in 3000 BC. The Egyptians were able to use pictures to what they were thinking or wanted to say. Eventually, they developed 24 alphabets which formed the of their writing.

Part two: Written expression

(05 pts)

Choose only ONE topic

Topic 1:

Many students mistakenly believe that ancient civilizations made no contributions to modern societies. Use the following ideas to write an article of about 80 to 120 words, in which you explain and shed light on those contributions to your fellow students.

The following notes may help you:

- Developing systems of writing
- Improving agriculture and irrigation
- Inventing tools and making discoveries
- Organizing social life

Topic 2:

Counterfeiting has become a common practice among a large number of people despite its negative impacts on both the society and the national economy. Write a composition of about 80 to 120 words in which you state your opinion. Give examples.

This image shows a full page of handwriting practice paper. It features approximately 18 horizontal rows, each defined by two parallel dashed lines. The lines are evenly spaced and extend across the width of the page, providing a guide for letter height and placement. The background is plain white, and there are no margins or additional markings.

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
improve	يحسن	To force	يجبر	Involvement	تورط
ation	التعليم	multiplier	مضاعف	factor	عامل
age	تعليم	Instead	بدلاً من	To increase	يرفع
sue	قضية	source	مصدر	achievement	إنجاز
test	اختبار	help	مساعدة	class website	موقع الفصل
cores	درجات	classroom	قاعة الدراسة	To work	يعمل
received	لملموس	To access	يصل	To check	يتأكد
ormance	أداء	online	عبر الانترنت	attendance	الحضور
gainst	ضد	tutorials	دروس	grades	درجات
untries	دول	to assist	يساعد	systems	أنظمة
actors	عوامل	stop	توقف	virtual	افتراضية
to push	يدفع	school	المدرسة	seminars	ندوات
prefront	طلعية	day	يوم	conferences	مؤتمرات
national	وطني	teachers	الاساتذة	To share	يشارك
politics	السياسية	resources	المصادر	To support	يدعم
behind	خلف	tutoring	دروس	colleagues	زملاء
healthcare	الرعاية الصحية	whether	سواء ما إذا		
reform	إعادة تشكيل	via	عبر		
technology	تكنولوجيا	collaboration	تعاون		
to improve	يحسن	connect	الاتصال		
teaching	تدريس	collaborative	التعاونية		
learning	تعليم	work	العمل		
students	تلاميذ	Parental	ابوي		

على المترشح أن يختار أحد الموضوعين الآتين:

الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Improving education is a huge issue. Test scores, our perceived performance against other countries, and other factors have pushed education to the forefront of national politics, right behind healthcare reform. Technology can be used to improve teaching and learning and help our students be successful. It can be a "force multiplier" for the teacher. Instead of the teacher being the only source of help in a classroom, students can access online tutorials, and more to assist them.

Education doesn't stop at the end of the school day because students have access to teachers and resources, at any time. Students can also get help and tutoring at any time, whether from the teachers via email or online collaboration. They can connect with students at other schools and do collaborative work with them.

Parental involvement is another factor that can increase students' achievement. Thanks to technology, parents can go to a class website and see what their child is working on, they can contact teachers via email and web sites, and they can even check their child's attendance and grades through online systems.

Teachers can use technology to find resources and attend virtual professional development seminars and conferences. They can also create personal learning networks and other resources to find and share ideas and resources, and get support from their colleagues.

Adapted from: "How Technology Can Help Improve Education"

by: Ragan Whiteside. October 21st, 2011.

P. Comprehension

(07 pts)

1- Write the letter that corresponds to the right answer.

A- Technology is a means which.....

a- helps learning only b- improves healthcare c- serves teachers and learners

B- Involving parents in their children's education.....

a- increases their school performance b- improves their behaviour c- hinders their success

2- In which paragraph is it mentioned that technology enhances teaching?

3- Answer the following questions according to the text:

a. Why is education a priority?

b. Is the teacher the only source of help? Why or why not?

c. How can technology help parents control their kids? Mention two items.

4- WHO or WHAT do the underlined words refer to in the text?

- a) It (§1)
- b) They (§2)
- c) they (§3)

B/ Text Exploration

(08 pts)

1- Match the following words with their corresponding definitions:

1. Grades	a) The act of working with someone to create or produce something.
2. Tutorials	b) Marks given in an exam or for a piece of school work.
3. Collaboration	c) Formal teaching that consists of lectures or practicals.

2- Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example	to educate	education	educative
	.....	achievement	.....
	to access	.....	.....
	.....	.....	successful

3- Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.

a- Some parents have busy schedules. They can't help their child with homework. (such ...that)

b- Students have access to technology. Their test scores improve. (unless)

c- The teacher provides help in the classroom. Technology assists learning at any time. (while)

4- Reorder the following sentences to get a coherent passage.

- a- It gives teachers and students extra resources
- b- and work together to get additional knowledge.
- c- to access to new opportunities for learning approaches
- d- Technology is a powerful tool for education.

Part two: Written expression

Choose only ONE topic

Topic 1:

Topic 1: Traditional learning doesn't offer many opportunities for the learners to develop their skills whereas technology can be of great help. Use the following notes to write a composition of about 80 to 120 words to be published in your school magazine about the benefits of using technology in learning.

The following notes may help you:

- Improve engagement and raise motivation
- Encourage individual learning
- Foster collaboration
- Facilitate knowledge retention

Topic 2:

In your city, statistics show that violence against children is on the rise. As a member of an association that defends the rights of children, write a newspaper article of about 80 to 120 words for your fellow citizens in which you suggest some actions to reduce this phenomenon.

This image shows a blank sheet of white paper with horizontal dashed lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper. A faint watermark is visible diagonally across the page, reading "MOKH CHOLAB".

شرحها	الكلمة	شرحها	الكلمة	شرحها
دور	Part	الرشوة	Bribery	أخيرا
المؤسسات	Institutions	الأعمال	Businesses	القطع
سياسيون	Politicians	فراى	Individuals	المجتمع
البيروقراطيون	Bureaucrats	الرشاوى	Bribes	يشارك
يزود	Provide	يحصل	To Obtain	المسؤولية
لمعالجة	To Address	مزايا	Advantages	يحتوي
غير قانوني	Unlawful	نشط	Active	الفساد
غير واقعي	Unrealistic	متضمن	Involved	لأن
التكلفة باهظة	Cost-Prohibitive	مفوض	Empowered	راغب
في محاولة	To Attempt	المواطنة	Citizenry	غير راغب
للقضاء	To Eliminate	أساسي	Essential	المشاركون
الغاية	The Aim	حملة	Campaign	فاسد
أساسي	Fundamental	اقتصادي	Economic	عملية
كفاءة	Efficiency	المصلحون	Reformers	يتطلب
الانصاف	Fairness	يحقق	To Achieve	المشتري
مفتاح	Key	حقيقي	Real	البائع
منع	Preventing	يكسب	To Gain	الحكومة
متنوع	Variety	قطعا	Firmly	مسؤول
وعي	Awareness	لنفترض	To Assume	التعامل
نزاهة	Integrity	مشترك	Shared	مدني
ورش عمل	Workshops	الممارسات	Practices	خدم
يتعاون	Collaborate	جماعي	Collective	انخراط، خطبة
تشريع	Legislation	فردي	Individual	ابتزاز

الجمهورية الجزائرية الديمقراطية الشعبية
باسم الله الرحمن الرحيم

دورة: 2019

الدبوان الوطني للامتحانات والمسابقات
امتحان بكالوريا التعليم الثانوي
الشعبة: لغات أجنبية

المدة: 03 س و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الأول

Part One: Reading

Read the text carefully then do the following activities:

(15 pts)

Ultimately, all parts of society must share the responsibility for containing corruption because all are willing or unwilling participants as each corrupt transaction requires a "buyer" and a "seller." The government is responsible for dealing with civil servants who engage in extortion and bribery, but it is businesses and individuals who offer bribes to civil servants to obtain certain advantages.

An active, involved, and empowered citizenry is indeed essential to any anti-corruption campaign. Economic reformers can only achieve real gains when a society works firmly and assumes a shared responsibility in combatting corrupt practices, be it collective or individual.

For their part, government institutions, politicians, and bureaucrats must provide the political will to address all such unlawful practices. While all those who are part of the problem must be part of the solution, it would be unrealistic and cost-prohibitive to attempt to eliminate corruption completely. The aim, therefore, is to attain a fundamental increase in honesty, efficiency and fairness.

In this regard, educating and involving the public is a key in preventing corruption; and this can take a variety of ways such as awareness campaigns led by the media, nation-wide integrity workshops that discuss and collaborate against corruption, and the introduction of appropriate legislation put into effect by a powerful and integral auditing system.

*Prevention: An Effective Tool to Reduce Corruption**
(GLOBAL PROGRAMME AGAINST CORRUPTION CONFERENCES)

(08 pts)

Q. Comprehension

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

- Fighting corruption should be the duty of...
a. all partners. b. the government. c. businesses.
- The government is responsible for dealing with ...
a. corrupt civil servants b. individuals who offer bribes c. both of them.
- Eradicating corruption is...
a. easily achievable b. hard to achieve c. prohibited
- Preventing corruption depends primarily upon...
a. weak auditing systems b. public mobilization c. inefficient laws

2. In which paragraph is it mentioned that...

- actual benefits result from the combination of social and economic efforts?.....
- promoting ethical principles is an essential way to reduce corruption?.....

3. Answer the following questions according to the text.

a. Why do some companies and individuals get involved in bribery?

b. From a political point of view, who is in a position to lead the fight against corruption?

c. What measures should be undertaken to prevent corruption?

4. WHO or WHAT do the underlined words refer to in the text?

- a. who (§1)
b. this (§4)

5. Choose the correct answer. The text is.....

- a. Narrative b. Descriptive c. Expository d. Argumentative

B/ Text Exploration

(07 pts)

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

- a) drawbacks (§1) ≠
c) legal (§3) ≠

2. Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example	to corrupt	corruption	corrupt
	to assume	.....	.....
	.....	.....	involved
	.....	legislation	.....

3. Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.

a) Corruption is a widespread problem. All parts of society must fight corruption. (such...that)

b) Governments are making efforts to eradicate corruption. It is still prevalent in our society. (despite)

4. Circle or write the silent letter in each of the following words:
honesty – campaign – while – fight

5. *Reorder the following sentences to get a coherent passage:*

- a. That's why since the dawn of human civilization.
b. Ethics is important to every society.
c. men have sought to keep the human conduct in check to preserve the peace of society.
d. as it plays a critical role in shaping the individuals' behaviours.

Part two: Written expression

(05 pts)

Choose only ONE topic

Topic 1:

You have heard that a friend of yours was asked to give a bribe in order to get a job that he/she is really in need for. Due to his/her difficult situation, he/she was tempted by this offer. Write a letter of about 80 to 100 words to convince him/her not to commit such an offence.

The following notes may help you:

Bribery is unethical – act of dishonesty –have a guilty conscience –illegal and punishable –life to be ruined –favours corrupt people – contribution to mediocrity.

N.B. sign as Ali.

Topic 2:

You are a freelance reporter interested in the phenomenon of illegal emigration. You decided to embark with illegal emigrants to experience the hard conditions of their crossing of the Mediterranean Sea and to find out the reasons behind this risky adventure. Write a web article of about 80 to 120 words to sensitise future adventurers about the dangers of illegal emigration.

[illegible]

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Violence	عنف	Devastating	وخيم	Implications	تداعيات
Against	ضد	Costly	مكلف	Moreover	علاوة على ذلك
Children	أطفال	Consequences	عواقب	Subsequent	لاحق
Isolated	معزول	Incontrovertible	لا جدال فيه	Professional	احترافي
Occurrence	حادثة	Evidence	دليل	Fulfilment	إنجاز، تحقيق
Everywhere	في كل مكان	The Harm	الأذى	Individual	فرد
Country	دولة	Mental Health	الصحة الجسدية	Prosperity	ازدهار
Community	المجتمع	Development	التطوير	Although	بالرغم من
Social	اجتماعي	Ability	القدرة	Major	رئيسي
Different	مختلف	To Learn	يتعلم	Challenge	تحدي
Forms	اشكال	To Build	يبني	System	نظام
Physical	جسدي	Relationships	العلاقات	Merely	مجرد
Psychological	نفسي	Fully-Fledged	متفرغ بالكامل	Reflects	يعكس
Sexual Abuse	العنف الجنسي	Adults	البالغون	The Prevailing	السائد
Exploitation	الاستغلال	Unsafe	غير آمن	Norms	أعراف، قواعد
Neglect	أهمل	Among	من بين	Visible	مرئي
Mistreatment	سوء المعاملة	The Reasons	الأسباب	To Address	لتوجيه
Verbal Violence	العنف اللفظي	Dropout	التسرب، أوقع	Partnership	شراكة
Bullying	التنمر	Reduced	انخفاض	Stakeholders	أصحاب المصلحة
Cyber-Bullying	التنمر الإلكتروني	Attendance	الحضور	The Children	الأطفال
Violation	عنف	Deteriorating	التدهور	The Parents	الأولياء
Human Rights	حقوق الإنسان	Performance	الأداء	The Entire	بالكامل
Potentially	يحتمل	Significant	بارز	Community	تواصل اجتماعي

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Violence against children is not an isolated occurrence, it is everywhere: in every country, community and social group. It may take different forms: physical, psychological, sexual abuse, exploitation, neglect or mistreatment, verbal violence, bullying, or cyber-bullying. Violence is a problem of public health, a violation of human rights with potentially devastating and costly consequences.

There is incontrovertible evidence of the harm of violence to the physical and mental health and development of children, to their ability to learn and build relationships with other people, and to grow up as fully-fledged adults and parents. School bullying and an unsafe school environment are among the reasons for early dropout, reduced school attendance, and deteriorating performance of pupils; they have significant social and economic implications. Moreover, we know that education is of key importance for the subsequent professional fulfilment of every individual and the prosperity of societies.

Although school violence has become a major challenge, it is not the education system in itself that causes it. It merely reflects the prevailing social norms, making them visible to everyone. At the same time, the education system makes it possible to address school violence, but only in partnership among all stakeholders: the school, the children, the parents, and the entire community.

Adapted from: <https://www.unicef.org/bulgaria/en>

R. Comprehension

(08 pts)

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

- Violence is a form of children's right infringement.....
- Violence has negative consequences on children's development.....
- Education is crucial for the development of society.....
- The education system is the only responsible for school violence.....

2. In which paragraph is it mentioned that...

- violence is widely spread?.....
- school failure is due to different causes?.....

3. Answer the following questions according to the text:

- What consequences does violence have on children's growth?
- Who should contribute to the fighting of school violence?
- How do you think education can help societies to prosper?

4. WHO or WHAT do the underlined words refer to in the text?

- they (§2)
- them (§3)

5. Copy the title you think is the most appropriate.

- Learning Conditions in Schools
- School Violence
- School Bullying

B/ Text Exploration

(07 pts)

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

- destructive (§1) =
- progress (§2) =
- main (§3) =

2. Divide the following words into roots and affixes:

mistreatment - incontrovertible - attendance - unsafe

Prefix	Root	Suffix

3. Rewrite sentence B so that it means the same as sentence A.

- A. If the education system doesn't address the problem, violence will prevail.

B. Unless
- A. Stakeholders had better work together to put an end to violence.

B. It's high time
- A. Children are permanently bullied at school, consequently they drop out.

B. Children drop out

4. Circle or write the silent letter in each of the following words:

everywhere - psychological - right - know

6. *Reorder the following sentences to get a coherent passage:*

- a. They are working together with parents and the civil society.
- b. Pupils have become more and more violent.
- c. to create a safe learning environment for children.
- d. The education authorities are deeply worried about this issue.

Part two: Written expression

Choose only ONE topic

(05 pts)

Topic 1:

The entire community is deeply worried about the growing report on violence in schools. Write an article of about 80 to 120 words for your school magazine in which you suggest measures to prevent violence and make out of schools a safer place.

You may use the notes below:

- provide psychological counselling services.
- build positive interpersonal relationships.
- reiterate the school rules.
- encourage students not to act violently.
- reward good actions.

Topic 2:

Anyone may be the victim of different abuses and misbehaviours on the social media. Meanwhile, you believe that good manners are just as important in cyberspace as they are in real life situations. Write a composition of about 80 to 120 words to be published in your school magazine telling how internet users should behave when using the social networks.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Corruption	الفساد	Security	سلامة	Investment	استثمار
Insidious	خبث	Flourish	يزدهر	Key	مفتاح
Disease	مرض	Evil	شرير، شيطان	Element	عنصر
Wide	واسع	Phenomenon	ظاهرة	Economic	الاقتصاد
Range	نطاق	Countries	بلدان	Underperformance	ضعف الاداء
Damaging	اتلاف	The Developing	التقدم	Major	رئيسي
Effects	يؤثر	World	العالم	Obstacle	عائق، عقبة
Societies	المجتمعات	Destructive	مدمرة	Poverty	الفقر
Undermines	يقوض	To Hurt	يؤلم	Relief	ارتياح
Democracy	ديمقراطية	Diverting	التحويل	The Adoption	اعتماد
The Rule	القاعدة	Funds	اموال	United Nations	الأمم المتحدة
Law	قانون	Intended	يقصد	Convention	اتفاقية
To Lead	يقود	Weakening	يضعف	Against	ضد
Violations	الانتهاكات	Government	الحكومة	International	عالمي
Human	بشري	Ability	القدرة	Community	مجتمع
Righted	حق	To Provide	يزود	Determined	عازم
Disturbs	يزعج	Basic	أساسي	To Warn	التهديد
Markets	الاسواق	Services	خدمات	Betrayal	الخيانة
Erodes	تآكل	Feeding	تغذية	Trust	الثقة
The Quality	النوعية	Inequality	عدم المساوات	Tolerated	متسامح
Crime	جريمة	Injustice	ظلم	Reaffirm	إعادة التأكيد
Terrorism	ارهاب	Discouraging	محبط	Accountability	مساءلة
Threats	تهديدات	Foreign	أجنبي	Transparency	شفافية

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الاول

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Corruption is an insidious disease that has a wide range of damaging effects on societies. It undermines democracy and the rule of law, leads to violations of human rights, disturbs markets, erodes the quality of life and allows organized crime, terrorism and other threats to human security to flourish.

This evil phenomenon is found in all countries but it is in the developing world that its effects are most destructive. Corruption hurts much more the poor by diverting funds intended for development, weakening a government's ability to provide basic services, feeding inequality and injustice and discouraging foreign aid and investment. Corruption is a key element in economic underperformance and a major obstacle to poverty relief and development.

The adoption of the United Nations Convention against Corruption will send a clear message that the international community is determined to prevent and control corruption. It will warn the corrupt that betrayal of the public trust will no longer be tolerated. And it will reaffirm the importance of core values such as honesty, respect for the rule of law, accountability and transparency in promoting development and making the world a better place for all.

*Adapted from United Nations Convention Against Corruption, 2004
By: Kofi A. Annan UN Secretary-General*

S. Comprehension

(08 pts)

1. Say whether the following statements are True or False. Write T or F next to the letter corresponding to the statement.
 - a- Corruption weakens democracy and engenders human rights violations.....
 - b- Corruption deteriorates the quality of life.....
 - c- Developed countries are the most affected by corruption.....
 - d- Corruption prevents from breaking the circle of poverty.....
2. Identify the paragraph in which the following idea is mentioned: "fighting corruption is every nation's concern"
3. Answer the following questions according to the text.
 - a- What does the writer compare corruption to? Why?

b- List four consequences of corruption mentioned in the text.

c- What principles the United Nations Convention against Corruption is committed to support?

4. Write the letter that corresponds to the right answer.

The text is.....

a- narrative b- expository c- prescriptive d- argumentative

B Text Exploration

1. Find in the text words or phrases that are closest in meaning to the following: (07 pts)

a- gradually destroys (§1) = ... b- harms (§2) = ... c- confidence (§3) = ...

2. Divide the following words into roots and affixes.

international - underperformance - inequality

prefix	root	suffix

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

a- It's high time the United Nations (**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. Reorder the following sentences to get a coherent paragraph.

a- Usually, we think about these issues

b- because we find ourselves faced with a hard decision.

c- but they are simply attempts to settle issues that we all think about.

d- Some ethical theories seem complicated,

(05 pts)

Topic 1:

The following notes may help you:

- ## Topic 2:

Topic 2: You have noticed that advertisements influence people's choices and spending habits. Write a web article of about 80 to 100 words on the negative impact of advertisements on teenagers giving them pieces of advice.

[illegible]

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Advertiser	المعلن	Particularly	خصوصا	Restricted	مقيّد
Spend	أنفق	Vulnerable	معرض	In Particular	خاصة
Billions	بلايين	Sort	نوع	To Ban	يحظر
Worldwide	العالم	Increasingly	متزايد	Favours	حسّنات
Encouraging	تشجيع	The Target	الهدف	The Cost	يكلف
Manipulating	تلاعب	The Money	المال	Values	القيم
People	الناس	Themselves	أنفسهم	Health	الصحة
Consumer	المستهلك	The Influence	التأثير	Integrity	النزاهة
Lifestyle	نمط الحياة	Parents	الآباء	The Future	المستقبل
Devastating	وخيم	Grow Up	ينضج	The Planet	الكوكب
Impact	تأثير	Concentrate	مركز	Stake	حصة
The Environment	البيئة	Sweets	الحلويات	To Allow	لكي يسمح
Exploits	مآثر	Toys	الالعب	Hyper	فرط
Individual	فرد	Clothes	الملابس	Consumers	المستهلكون
Insecurity	انعدام الامن	Shoes	الاحذية		
Creates	يخلق	Fast Food	الاكل السريع		
False	خاطي	Sports	الرياضات		
Needs	الاحتياجات	Equipment	المعدات		
Offers	عروض، يعرض	Computer	الحاسوب		
Counterfeit	التزوير	Products	منتجات		
Solutions	الحلول	Therefore	وبالتالي		
Children	الاطفال	Marketing	التسويق		
are	هم	Carefully	بحرص		

الجمهورية الجزائرية الديمقراطية الشعبية
باسم الله الرحمن الرحيم

الديوان الوطني للامتحانات والمسابقات
امتحان بكالوريا التعليم الثانوي
الشعبة: علوم تجريبية، رياضيات، تقني رياضي، تسيري واقتصاد

دورة: 2018

المدة: 02 ساء 30 د

الخبر في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتين:

الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Advertisers spend billions of dollars a year worldwide encouraging and manipulating people into a consumer lifestyle with devastating impacts on the environment. Advertising exploits individual insecurity, creates false needs and offers counterfeit solutions. Children are particularly vulnerable to this sort of manipulation.

Children are increasingly becoming the target of advertising because of the money they spend themselves, the influence they have on their parents spending and because of the money they will spend when they grow up. Marketing used to concentrate on sweets and toys; it now includes clothes, shoes, fast foods, sports equipment and computer products.

Therefore, marketing to children should be carefully restricted. In particular, Internet and TV adverts should be banned. Such advertising favours the cost of these services rather than that of children's values, health and integrity. The future of the planet will be at stake if we allow advertisers to turn children into hyper consumers.

Adapted from S. Beder, 'A Community View' 1998, pp. 101-111

T. Comprehension

(08 pts)

1. Say whether the following statements are true or false? Write T or F next to the letter corresponding to the statement.
 - a- Huge sums of money are spent on advertising.....
 - b- Advertising targets children only.....
 - c- Modern marketing focuses on sweets and toys.....
 - d- Adverts have harmful effects on children.....
2. Identify the paragraph in which the following ideas are mentioned.
 - a- we ought to stop TV and Internet ads for kids.....
 - b- the influence of ads on people's lives leads to environmental degradation.....
3. Answer the following questions according to the text.
 - a- Are today's advertising methods ethical?

- b- Why does advertising target children? State two reasons.
- c- Do you agree with the writer's conclusion, "The future ... hyper consumers."? Justify.

4. Find who or what the underlined words in the text refer to.
- a- themselves (§2).....
- b- that (§3).....

B Text Exploration

1. Find in the text words or phrases that are closest in meaning to the following: (07 pts)
- a- take §1 =
- b- impact §2 =
- c- forbidden §3 =

2. Divide the following words into roots and affixes.

Words	Prefixes	Roots	Suffixes
insecurity			
encouraging			
restricted			

3. Rewrite sentence B so that it means the same as sentence A.

a. A- Internet advertisements should be banned and TV ads should be banned, too.

B- Both Internet.....

b. A- The environment is devastated because people over consume products.

B- Because of.....

4. Fill in each gap with the appropriate word from the list given.

evaluate - ethical - advertising - adults - unethical - children

There are questions about the ability of children to understand advertising and not be deceived by it. Experts say that don't understand persuasive intent until they are nine years old and that it is to advertise to them before then. According to Holmes from the Consumers Union, "Young children have difficulty in distinguishing between and reality, and ads can distort their view of the world." Additionally children are unable to advertising claims.

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
The Valley	وادي	Breeding	تربية	Granaries	صوامع
Indus	الاندوس	Animals	الحيوانات	Agricultural	زراعي
River	نهر	The Riverbanks	ضفاف الانهار	Produce	يُنتج
Considered	يعتبر	Evidence	شهادة	Artworks	اعمال فنية
The Birthplace	مكان الميلاد	Mesopotamian	بلاد ما بين النهرية	The Residents	السكان
Civilization	حضارة	Traders	التجار	High Level	مستوى عال
Located	تقع	Sailing	الايبحار	Culture	الثقافة
Subcontinent	شبه القارة الهندية	Sumer	سومر	To Destroy	يحطم
Modern	حضاري	Developments	التطورات		
Discovered	اكتشفت	Complex	مركب		
Archaeologists	علماء الآثار	Irrigation	الري		
The Ancient	القدماء	Drainage Systems	أنظمة الصرف		
History	التاريخ	The Art	الفن		
Region	منطقة	Writing	الكتابة		
Obscured	مشوشة	To Develop	يطور		
Legend	اسطورة	Large	كبير		
To Appear	يظهر	Cities	مدن		
BC	قبل الميلاد	Well Laid-Out	موضوع جيدا		
Primitive	بدائي	Well-Fortified	محصن جيدا		
Farmers	المزارع	Public	عام		
To Grow	ينمو	Buildings	مباني		
Vegetables	الخضار	Palaces	قصور		
Grains	الحبوب	Baths	حمامات		

دورة: 2018

المدة: 02 س و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الاول

Part One: Reading

(15 pts)

Read the text carefully then do the following 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 riverbanks.

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 systems, 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 indicate that the residents of the Indus had reached a fairly high level of culture before their civilization was destroyed.

Adapted from Britannica 2008

U. Comprehension

(07 pts)

1. Say whether the following statements are True or False? Write T or F next to the letter corresponding to the statement and correct the false one(s).

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.....

2. Identify the paragraphs in which the following ideas are mentioned.
 - a) ancient Indus people relied on agriculture.....
 - b) the Indus left many historical and artistic works.....
3. Answer the following questions according to the text.
 - a) Where did the Indus civilization rise?
 - b) Which inventions did the Indians share with the Sumerians?
 - c) Mention two of the Indus civilization achievements.
4. Find who or what the underlined words in the text refer to.
 - a) this region (§1)
 - b) they (§2)
 - c) that (§3)
 - d) their (§3)

B/ Text Exploration

(08 pts)

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

- a) modern (§1) ≠
- b) simple (§2) ≠
- c) low (§3) ≠

2. Ask questions which the underlined words answer.

- a) The Indus people developed their own system of writing.

- b) The Indians built public buildings and palaces.

3. Classify the following words according to the pronunciation of the final "ed".

considered – located – emerged – developed

/t/	/d/	/ɪd/

4. Fill in each gap with the appropriate word from the list given:

started – now – first – land

The earliest civilizations developed in river valleys because the land was good for farming. The world's civilization emerged in Mesopotamia. This was between Tigris and Euphrates rivers, in what is Iraq. People first settling there in about 4500 BC.

(05 pts)

Topic 1:

The following notes may help you:

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

Topic 2:

Topic 2:
Your little brother is a good pupil, but he does not manage to score well at exams. Every time he takes an exam, he feels nauseous and nervous. Write an article of about 80 to 100 words for your school magazine analysing the causes and the effects of examinations stress on students and giving some pieces of advice that may help your brother and other examinees.

This image shows a full page of a document template designed for handwriting practice. It features approximately 20 horizontal rows. Each row is defined by two parallel dashed lines, creating a series of uniform gaps for letter height. The lines are evenly spaced across the entire page, providing a guide for consistent letter formation. There is no text or other markings on the page.

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Child	الطفل	Amazing	مدهش	Anxieties	القلق
Intelligent	الذكاء	Special	مميز	Battles	المعارك
To Read	يقرا	Parent	آباء	Problems	المشاكل
Fairy Tales	القصص الخرافية	Bond	رابطة	Life	الحياة
Essential	مهم	Fantasy	الخيال	Critical	حرج
Stories	القصص	Land	الارض	Thinking	تفكير
Childhood	الطفولة	To Grow	ينمو	Skills	مهارات
Happily	بسعادة	Truths	الحقائق		
Portray	تصوير	To Remain	للتذكير		
Moral	اخلاقي	Hearts	قلوب		
Lessons	دروس	Minds	عقول		
Through	عبر	However	مع ذلك		
Characters	شخصيات	To Believe	يصدق، يؤمن		
Virtue	استنادا	The Importance	الاهمية		
Shows	يظهر	Studies	الدراسات		
Captivate	اسر	Significant	بارز		
The Imagination	الخيال	Positive	ايجابي		
Young	صغير	Results	نتائج		
Minds	عقول	The Development	التطور		
Enhance	يحسن	To Connect	يتصل		
Creativity	ابداع	The Situation	الوضع		
Reasoning	المنطق	Outlook	الآفاق		
Skills	المهارات	Amidst	وسط		

دورة: 2018

المدة: 02 س و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales." — Albert Einstein

Fairy Tales are essential stories for childhood. These stories are more than just happily ever after, they portray real moral lessons through characters and virtue shown in the stories. They do not only captivate the imagination of young minds, but also enhance their creativity and reasoning skills. A child learns a lot by simply listening to these amazing stories. It also creates a special parent-child bond, when parents read stories to their children.

Fairy tales may bring children to a fantasy land but as they grow, the moral truths of these stories remain in their hearts and minds. However not all parents believe in the importance of fairy tales for kids. But studies show that they bring significant positive results in the development of a young mind.

Children learn from the characters in the stories and this helps them connect the situation with their own lives. The stories show children how to have a positive outlook amidst any anxieties, battles and problems in life. It also teaches them critical thinking skills.

Adapted from nepeantutoring.com.au/the-benefits-of-fairy-tales/

V. Comprehension

(07 pts)

1. Identify the type of text.

The text is.....

a- a book extract

b- an article

c- a story

2. Say whether the following statements are True or False. Write T or F next to the letter corresponding to the statement and correct the false one(s).

a) Fairy tales are necessary especially for kids.....

b) Fairy tales develop children's aggressiveness.....

c) Thanks to fairy tales, parents and children become distant.....

d) Fairy tales allow children to deal with issues in daily life.....

3. Answer the following questions according to the text.

a) Why does Einstein say that fairy tales make children intelligent?

b) In what ways are fairy tales important to improve family relations?

c) Pick from paragraph four two aspects of fairy tales.

4. Find who or what the underlined words in the text refer to.

a- these stories (§2)

b- they (§3)

c- this (§4)

B/ Text Exploration

(08 pts)

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

a- unnecessary (§2) ≠

b- drive away (§2) ≠

c- reality (§3) ≠

2. Divide the following words into roots and affixes.

critical - unreal - development

Prefix	Root	Suffix

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

A- a- Fairy tales portray moral lessons.

b- Moral lessons

B- a- I regret my parents didn't read me fairy tales.

b- I wish

C- a- Girls read fairy tales but boys watch Mangas.

b- Unlike

4. Fill in each gap with the appropriate word from the list given.

have - programmes - violence - aggressive

Researchers claimed that high levels of in cartoons, such as Scooby-Doo can make children more They found that animated shows aimed at youngsters often more brutality than broadcast for general audiences.

(05 pts)

Topic 1:

The following notes may help you:

- rise of aggressiveness
- kill creativity
- destroy sensitiveness and empathy
- imitate dangerous actions
- bad influence ...

Topic 2:

Topic 2: 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.

[illegible]

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Islamic	اسلامية	Latin	اللاتينية	within	داخل
Civilization	حضارة	during	خلال	framework	إطار العمل
immensely	بشكل هائل	centuries	القرون	Interest	الاهتمام
contributed	ساهم	impact	تأثير	learning	التعلم
towards	باتجاه	western	الغربي	revived	يحيي
well-being	الرفاهية	hundreds	المئات	texts	نصوص
humanity	البشرية	helped	ساعد	Working	عمل
through	عبر	European	اوروبي	within	داخل
advancements	التقدم	seize	حجز	predominantly	غالباً
different	مختلفة	the initiative	المبادرة	the Middle	الوسط
fields	مجالات	political	سياسي	reached	يصل
including	بما في ذلك	conditions	الظروف	high	عال
science	العلم	brought	جلب	levels	مستويات
technology	التكنولوجيا	decline	رفض	sophistication	الرفي
decline	رفض	the important	المهم	ground	ارض
scholarship	منحة	Greek	الاغريق	revolution	ثورة
coincided	يصادف	knowledge	المعرفة	According to	وفق
the early	المبكر	preserved	محفوظة	led	قاد
Phases	المراحل	Although	بالرغم	power	القوة
intellectual	ذهني	alter	تبديل	order	طلب
awakening	الصفوة	foundations	اسس	extent	تمديد
The translation	الترجمة	several	عديد	refinement	التنقيح
works	يعمل	contributions	مساهمات	philosophy	الفلسفة

دورة: 2018

المدة: 03 سا و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الاول

Part One: Reading

Read the text carefully then do the following activities:

(15 pts)

Islamic Civilization enormously contributed towards the well-being of humanity through advancements in different fields including science and technology. But, the decline of Muslim scholarship coincided with the early phases of the European intellectual awakening.

The translation of most Islamic works into Latin during the 12th and 13th centuries had a great impact upon the European Renaissance. The 12th century was one of the most intensified traffic of Muslim learning into the western world through many hundreds of translations of Muslim works, which helped European seize the initiative from Islam when political conditions in it brought about a decline in Muslim scholarship. Most of the important Greek knowledge was preserved in Arabic translations. Although the Muslims did not alter the foundations of Greek science, they made several contributions within its general framework. When interest in Greek learning revived in Western Europe during 12th and 13th centuries, scholars turned to Islamic Spain for the scientific texts.

Working within a predominantly Greek framework, scientists of the Middle Ages reached high levels of sophistication and prepared the ground for scientific revolution of the 16th and 17th centuries. According to Will Durant, the Western scholar, "for five centuries, Islam led the world in power, order and extent of government, in refinement of manners, scholarship and philosophy."

An extract from Encyclopaedia Britannica

W.Comprehension

(07 pts)

1. Say whether the following statements are True or False? Write T or F next to the letter corresponding to the statement and correct the false one(s).

a) Islamic works translations into Latin were unbeneficial.....

b) The 12th century was marked by the transmission of the European knowledge to Muslims.....

c) Muslim scholars improved most of the important Greek works.....

d) Western scholars used to refer to Muslim works to improve theirs.....

2. Identify the paragraphs in which the following ideas are mentioned.

- Muslim scholars did not make a radical change in Greek science.....
- Muslim achievements' recognition by western scholars.....

3. Answer the following questions according to the text.

a) How did Islamic Civilization contribute to the European Renaissance?

b) What caused the collapse of the Muslim scholarship?

c) How did scientists pave the way to scientific major changes just after the Middle ages?

4. Find who or what do the underlined words in the text refer to.

a- Which (§2).....

b- its (§2).....

5. Give the general idea of the text.

B Text Exploration

(07 pts)

1. Find in the text words whose definitions follow:

a) The conversion of a text from one language to another (§2)

b) Make a change (§2)

2. Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example	To contribute	contribution	contributory
	.....	civilization	.....
	.....	.....	intense
	To influence	.....	.....

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

A) a- Greek scientific texts were preserved by Muslim translators.

b- Muslim translators

B) a- If Muslims didn't translate Greek works, western scholars couldn't study Greek science.

b- Unless

4. Classify the following words according to the stressed syllable.

political - Latin - civilization - revolution

1st syllable	2nd syllable	3rd syllable	4th syllable

5. Fill in each gap with the appropriate word from the list given.

developed - became - Indian - independently - contact - philosophy

The Muslims had come into with Persian astronomy, history, and medicine.
mathematics; and Greek science and They made significant contributions of their own in
mathematics, medicine, astronomy, and other sciences. They also literature
own in Arabic.

Part two: Written expression

Choose only ONE topic

Topic 1:

You visited the historical site of Timgad. You noticed that people ignore its value and write their names on columns, walls and throw trash everywhere. Write an article of about 80 to 100 words for the World Heritage Centre magazine in order to raise people's awareness about the importance of such historical sites.

The following notes may help you:

- Mankind common property - Attract tourists - Cultivate pride / distinctive value - Preserve history/ deep understanding of identity

Topic 2:

You are working for a private company and your manager is unscrupulous, corrupt and nepotistic. Write a letter of about 80 to 100 words to the workers representative to denounce his unethical behaviour. (N.B: sign as Mr Yasser)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Brain	دماغ	Better	أفضل	Satisfactory	مُرضي
Drain	هجرة	Conditions	ظروف	Unrest	اضطرابات
The Action	الفعل	Serious	جاد	Political	سياسي
Highly	عال	Consequences	عواقب	Conflict	صراع
skilled	ماهر	The Sending	ارسال	Wars	حروب
Educated	متعلم	While	بينما	Determining	تحديد
People	الناس	To Believe	يؤمن	Intellectual	ثقافة
To Leave	يفادر	Immigration	الهجرة	Freedom	حرية
Country	البلد	Personal	شخصي	Substantial	جوهري
To Work	يعمل	Choice	الخيار	Funds	اموال
Abroad	في الخارج	Understood	مفهوم	Research	الابحاث
The Developing	التطوير	Respected	محترم	Negative	سليبي
Countries	بلدان	The Phenomenon	ظاهرة	Impact	تأثير
Concern	هم	Different	مختلف	Competitiveness	التنافسية
Third World	العالم الثالث	Perspective	انطباع	Reduce	ينقص
Science	العلم	Distinction	امتياز	Dynamic	متحرك
Technology	التكنولوجيا	Between	بين	Creative	خلاق
Educated	متعلم	Push	يدفع	To Contribute	يساهم
Heading	عنوان	Pull	يجذب	Likewise,	على نفس المنوال
Prosperous	مزدهر	Factors	العوامل	Entrepreneurs	رجال الاعمال
Seeking	السعي	Include	يتضمن	Investment	استثمار
Higher	اعلى	Low	قليل	Wealth	الثروة
Wages	اجور	Lack	نقص	Tax	الضريبة

على المترشح أن يختار أحد الموضوعين الآتيين:
الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Brain drain, which is the action of having highly skilled and educated people leaving their country to work abroad, has become one of the developing countries concern. More and more third world science and technology educated people are heading for more prosperous countries seeking higher wages and better working conditions. This has of course serious consequences on the sending countries.

While many people believe that immigration is a personal choice that must be understood and respected, others look at the phenomenon from a different perspective. What makes those educated people leave their countries should be seriously considered and a distinction between push and pull factors must be made. The push factors include low wages and lack of satisfactory working and living conditions. Social unrest, political conflicts and wars may also be determining causes. The pull factors, however, include intellectual freedom and substantial funds for research.

Brain drain has negative impact on the sending countries economic prospects and competitiveness. It reduces the number of dynamic and creative people who can contribute to the development of their country. Likewise, with more entrepreneurs taking their investments abroad, developing countries are missing an opportunity of wealth creation. This has also negative consequences on tax revenue and employment.

Adapted from Myenglishpages.com

X. Comprehension

(07 pts)

1. Say whether the following statements are True or False. Write T or F next to the letter corresponding to the statement and correct the false one(s).

a) Brain drain is a phenomenon related to the shift of uneducated people to wealthy countries.....

b) It has become a real issue for the developing countries.....

c) Low incomes are one of the causes of brain drain.....

d) People share the same opinion on brain drain.....

2. Put the following ideas in the order they appear in the text.
- Brain drain drawbacks on economy.
 - What brain drain refers to.
 - The causes that make educated people leave their countries.

3. Answer the following questions according to the text.

- Why do intellectuals leave their countries?
- What is the difference between push and pull factors?
- How does brain drain affect employment?
- Do you agree with intellectuals who leave their countries? Justify your answer.

4. Find who or what the underlined words in the text refer to.

- this (§1)
- their (§3)

5. Give a title to the text.

B/ Text Exploration

(07 pts)

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

- host (§1) ≠
- joblessness (§3) ≠

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

	Verbs	Nouns	Adjectives
Example	To differ	difference	different
	.....	freedom	.....
	.....	.....	prosperous
	to believe	.....	.....

3. Combine each pair of sentences with one of the connectors provided. Make changes where necessary.

such.... that - provided that - so that

- Highly educated people are heading towards Europe. They want to get higher wages.

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

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

prosperous - phenomenon - social - brain

One syllable	Two syllables	Three syllables	Four syllables

5. Fill in each gap with the appropriate word from the list given.

avoid - various - homeland - unrest - freedom - situations

People leave their and move to another country for.... reasons. Some emigrate to..... starvation. Some seek adventure. Others wish to escape unbearable family Still others desire to be reunited with loved ones.

Part two: Written expression

(06 pts)

Choose only ONE topic

Topic 1:

Topic 1:
Your cousin is an intellectual who obtained a scholarship to the USA. He is planning to settle there. Write an e-mail of about 80 to 100 words to convince him to return to Algeria and benefit his country from his knowledge and skills.

The following notes may help you:

-far from family -Algerian scholarship -benefit/country/experience -create wealth
-help fellow citizens

Topic 2:

You read an article in a newspaper about a person who was accused of bribery. However, the journalist presented no documents to support his allegations. Write an article of about 80 to 100 words for the school paper to inform your fellow students about the importance of taking into account the code of ethics and the humane qualities when journalists write articles about people.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

شرحها	الكلمة	شرحها	الكلمة	شرحها	الكلمة
القلب	Heart	سعة حرارية	Calorie	المصطلح	The Term
مرض	Disease	أكل	Food	سمين	Obese
السرطان	Cancer	ينفق	To Spend	يصف	To Describe
الصدر	Breast	يجلس	To Sit	شخص	Person
الحياة	Life	مكاتب	Desks	زيادة الوزن	Overweight
نفسي	Psychological	أرائك	Sofas	جسم	Body
مشاكل	Problems	سيارات	Cars	سمين، دهون	Fat
اكتئاب	Depression	مهم	Important	السمنة	Obesity
قليل	Low	ياخذ	To Take	شائع	Common
تقدير الذات	Self-Esteem	خطوات	Steps	مشكلة	Problem
الافضل	The Best	يتدخل	To Tackle	المملكة المتحدة	Uk
طريق، طريقة	Way	مما تسبب	Causing	مقدر	Estimated
صحي	Healthy	بديهي	Obvious	يؤثر	To Affect
حمية	Diet	جسدي	Physical	حول	Around
ببطش	Slowly	تغيرات	Changes	الكبار	Adults
يتجنب	Avoid	يقود	Lead	اطفال	Children
مواقف	Situations	عدد	Number	عصري	Modern
وجبة دسمة	Overeat	جاد	Serious	يعيش	Living
فضلا عن ذلك	In Addition	يحتمل	Potentially	يتضمن	Involves
الرياضة	Sport	يهدد الحياة	Life-Threatening	يتناول	To Eat
يمارس	Practised	ظروف	Conditions	مفرط، متطرف، متهور	Excessive
بانتظام	Regularly	نوع	Type	رخيص	Cheap
		مرض السكري	Diabetes	عال	High

الجمهورية الجزائرية الديمقراطية الشعبية
باسم الله الرحمن الرحيم

الديوان الوطني للامتحانات والمسابقات
امتحان بكالوريا التعليم الثانوي
الشعبة: علوم تجريبية، رياضيات، تقني رياضي، تسيير واقتصاد

دورة: 2017

المدة: 02 ساعة و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الأول

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

The term "obese" describes a person who is very overweight, with a lot of body fat. Obesity, which is a common problem in the UK, is estimated to affect around one in every four adults and around one in every five children. For many people, modern living involves eating excessive amounts of cheap, high-calorie food and spending a lot of time sitting down at desks, on sofas or in cars.

It is very important to take steps to tackle obesity because, as well as causing obvious physical changes, it can lead to a number of serious and potentially life-threatening conditions, such as type 2 diabetes, heart disease and some types of cancer like breast cancer. It may also affect the quality of life and lead to psychological problems such as depression and low self-esteem.

The best way to treat obesity is to eat a healthy, reduced-calorie diet, eat slowly and avoid situations where to overeat. In addition, sport should be practised regularly.

Adapted from: NHS Choices June 15th, 2016
<https://healthunlocked.com>

Y. Comprehension

(08 pts)

1. The text is.....

a. a web article

b. a newspaper article

c. an extract from a novel

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

a. One fifth of children are affected by obesity in the UK.....

b. Being obese is due only to a lack of physical activity.....

c. Obesity does not pose a serious public health problem.....

d. Obesity can cause deadly diseases.....

3. Answer the following questions according to the text.

a. What are the causes of obesity?

b. How does obesity affect people's health?

c. What measures should be taken to overcome obesity problem?

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

a. who (§1)

b. It (§2)

B/ Text Exploration

(07 pts)

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

a. includes (§1)

b. evident (§2)

c. kinds (§2)

2. Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example:	to treat	treatment	treated
	to reduce	.....	.....
	.....	.....	threatening
	.....	advertisement	.....

3. Rewrite sentence "B" so that it means the same as sentence "A".

1. A. Children become obese because they consume a lot of fast food.

B. Children consume.....

2. A. Parents feel that the government should reduce junk food advertising.

B. It is high time

4. Fill in the gaps with words from the list given.

inactive - struggling - lack - buy

Obesity experts say parents are.....with a multitude of problems when it comes to their child's weight. They range from aof education about food, limited cooking skills, limited money to..... healthy food, long working hours to easy access to snack food. At the same time, people are increasingly living more lifestyles and therefore burning fewer calories.

Choose only ONE topic

(05 pts)

As a member of an association that fights obesity among children, write an article of about 70-80 words for the school magazine in which you denounce TV ads promoting high-calorie and high-fat products.

- Attractive advertisements of junk food
- Health risks: obesity / overweight / diseases ...
- Role of parents and consumers' associations: pressure to reduce junk food TV ads / promote various types of healthy food
- Obligation for food companies to comply with food regulation standards (reduce sugar, salt, ...)

There are companies whose only concern is making profits. Being a successful businessman, you are invited to attend a conference and deliver a speech of about 70-80 words on the benefits for a company to be socially responsible.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
To Believe	يصدق	Something	شيء	Illegal	غير اخلاقي
Children	الأطفال	Wrong	خاطي	Acts	أعمال
Future	المستقبل	To Apologize	يعتذر	To Build	يبني
The Power	القوة	Cheating	الغش	Society	مجتمع
To Educate	يثقف	Wrong	خاطي	Based On	مبني على
To Change	يغير	Inexcusable	لا يغتفر	Justice	العدالة
Corrupt	فاسد	Under	تحت	Morality	الاخلاق
Society	مجتمع	Circumstances	ظروف	Honesty	بصراحة
To Teach	يعلم	Honest	صادق	Morality	الاخلاق
The Values	القيم	The Only	الوحيد		
Conscientious	بضمير	Way	طريق		
Young	صغير	To Succeed	ينجح		
Leaders	القادة	Internal	داخلي		
To Help	يساعد	Moral	اخلاقي		
To Develop	يطور	Code	رمز		
Awareness	وعي	To Follow	يتبع		
The Ability	القدرة	Rules	القواعد، القوانين		
To Think	يفكر	To Avoid	يتجنب		
Outside	خارج	Trouble	مشكلة		
The Box	الصندوق	Values	قيم		
Responsibility	المسؤولية	To Defeat	يهزم		
Mistake	خطأ	Negative	سلبي		
To Admit	يعترف	Behaviour	سلوك		

الجمهورية الجزائرية الديمقراطية الشعبية
باسم الله الرحمن الرحيم

الديوان الوطني للامتحانات والمسابقات

امتحان بكالوريا التعليم الثانوي

الشعبة: علوم تجريبية، رياضيات، تقني رياضي، تسيير واقتصاد

دورة: 2017

المدة: 02 سا و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتين:

الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

If you believe that children are our future, you have the power to educate them to change a corrupt society. To teach children the values they need to be conscientious young leaders, you have to help them develop awareness and the ability to think outside the box.

Teach your child responsibility. If he has made a mistake, he needs to learn to admit that he did something wrong, and to apologize for it. Teach your child that cheating is wrong and inexcusable under any circumstances. Tell your child that being honest is the only way to succeed.

Make sure your child develops an internal moral code. Do not just make him follow rules because that is the best way to avoid trouble. Your child should be given moral values to be ready to defeat negative behaviour and illegal acts to build a society based on justice, morality, honesty and loyalty.

By D. John & D. Paul (Adapted)
www.wikiHow.com

Z. Comprehension

(08 pts)

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

a. To change a corrupt society, children.....be well-educated.

A) will B) may C) need to

b. When a child his mistake, he becomes a responsible citizen.

A) recognizes B) denies C) ignores

c. Honesty is the unique way to.....

A) be corrupt B) achieve goals C) fail in life

d. Internal moral codes help.....corruption.

A) overcome B) serve C) encourage

2. Reorder the following statements according to their occurrence in the text.

a. Cheating has always been unacceptable.

b. Children obey rules for various reasons.

c. Learning values needs being aware of right and wrong.

d. Children are societies' hope for the time to come.

3. Answer the following questions according to the text.

- How can a child become a good leader?
- Is cheating forgivable? Justify by quoting the text.
- What are the characteristics of the society we want the child to build?

4. The text is.....

- narrative
- prescriptive
- expository

B/ Text Exploration

(07 pts)

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

- ignorance (\$1) =/=.....
- corrupt (\$2) =/=

2. Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example	to educate	education	educational
	.....	.....	corrupt
	to develop	.....	.....
	.....	value	.....

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

1- a. The writer says: "Make sure your child develops an internal moral code. Do not just make your child follow rules."

b. The writer advises us.....

2- a. Your child should be given moral values.

b. You

4. Fill in the gaps with **FOUR** words from the list.

develop - responsible - contribute - unaware - change - citizenship

Teach your child to be a responsible citizen. Good.....is necessary in any flourishing society. If you want your child to..... a corrupt society, then he has to learn that he is not justfor his own little plot of land; he has to look past his own property to help..... to positive change.

(05 pts)

Topic 1:

You are a person who knows the importance of being a responsible citizen in society. Help your generation be aware of that. Address them and write your speech.

- responsibility / necessity
- serious / honest / ethical
- respect / elders
- help / needy
- care / environment
- preserve / public property

Topic 2:

You are a fan of a famous football player, a singer, an actor or an actress.... Would you buy a product just because it is advertised by your star? Explain.

This image shows a blank sheet of white paper with horizontal dashed lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper. A faint watermark is visible diagonally across the page, reading "МОКНТ ЧОУДЯБ".

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Public	عام	Toward	باتجاه	Manner	طريقة
Speakers	مكبرات الصوت	Fostering	رعاية	Supports	بدعم
Often	غالباً	Healthy	صحي	The Lesson	الدرس
Begin	يبدأ	Learning	التعلم	Pedagogical	تربوي
Joke	نكتة	Environment	بيئة	Tool	أداة
Amusing	مسلّي	Ice Breaker	كاسر الجليد	Reduce	خفض
Anecdote	طرفة	To Open	يفتح	Student-Anxiety	قلق الطلاب
Attention	الانتباه	The Floor	الارضية	Diffuse	منتشر
Laugh	يضحك	Free- Ranging	النطاق الحر	Awkward	غير ملائم
he Beginning	البداية	Topic-Oriented	موضوع موجه	Retention	احتفاظ
Audience	الجمهور	Discussion	نقاش	Lecture-Specific	محاضرة
Together	سوا	Relax	يستريح	Information	معلومة
Waiting	انتظار	Enough	كافي	Powers	قوى، السلطات
The Punch	اللكمة	Fully	كامل	Psychologist	الطبيب النفسي
Line	الخط	Engaged	مرتبط	Recommends	يوصي
Focuses	يركز	Misfire	اخذل	Moderation	الاعتدال
Attention	الانتباه	Funny	مضحك	Stand-Up	وقوف، عرض
The Speaker	المتكلم	Consider	يعتبر	Comic	رسوم متحركة
Classroom	قاعة الدراسة	Effective	فعال	Maximum	أقصى
Besides	بجانب	Constructive	بناء	Employed	يعمل
Humour	دعابة	The Context	كفيل	Deliberately	عن عمد
Long	طويل	The Material	المادة		
Way	طريق	Presented	قدم		

دورة: 2017

المدة: 02 س و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتين:

الموضوع الاول

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Public speakers often begin with a joke or an amusing anecdote to get everyone's attention. A good laugh at the beginning helps bring an audience together. Waiting for the punch line focuses attention on the speaker.

In the classroom, besides getting everyone's attention, humour goes a long way toward fostering a healthy learning environment. For one thing, it's an ice breaker. It can help open the floor up to a free-ranging, topic-oriented discussion in which students relax enough to become fully engaged.

Humour can also misfire. It's funny that way. That which you consider funny, others may not. To be effective in the classroom, humour must be constructive. Take care to place jokes and anecdotes within the context of the material being presented, and in a manner that supports the lesson being taught.

As a pedagogical tool, humour can help reduce student-anxiety, diffuse awkward classroom situations, and increase retention of lecture-specific information. Powers, a psychologist, recommends that you "use it in moderation You want to teach well, not be a stand-up comic." For maximum effect, humour should be employed deliberately and be very well thought out.

Adapted from: Peter Connor, Communications Director - Colorado State University

AA. Comprehension

(pts)

(07)

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

- Starting with jokes distracts the audience attention.....
- Getting audience attention is not the only aim of humour.....
- Contextualised jokes and anecdotes make humour effective.....
- Humour is used for fun only.....

2. In which paragraph is it mentioned that humour should not be used excessively?.....

3. Answer the following questions according to the text.

a. How can humour promote a healthy learning environment?

b. Do people think that humour can always be amusing? Justify.

c. List four positive aspects of humour in classroom.

4. Copy the title you think is the most appropriate.

a. Teaching with Humour

b. Humour in Context

c. Teaching Humour

B/ Text Exploration

(08 pts)

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

a. entertaining (§1)

b. rest (§2)

c. on purpose (§4)

2. Ask the questions which the underlined words answer.

a. Waiting for the punch line focuses attention on the speaker.

b. For maximum effect, humour should be employed deliberately.

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

joke - laughter - students - effective

one syllable	two syllables	three syllables

4. Fill in the gaps with only FOUR words from the list below:

Lesson - school - mean - literature - funny - say

Humour doesn't have to quick wit. Teachers can bake laughs into their plans by incorporating materials like silly word problems, political cartoons or satirical

(05 pts)

Topic 1:

The following notes may help you:

- ice breaking to start lessons
- increasing motivation
- creating safe atmosphere
- building positive behaviour
- promoting better engagement and participation

Business ethics are moral principles that guide the way business should work. Write a composition of about 70 to 80 words on this topic.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

شرح مفردات النص

الکلمة	شرحها	الکلمة	شرحها	الکلمة	شرحها
Everyone	الجميع	Unethical	غير اخلاقي		
To Agree	يوافق	Identify	تعريف		
Business	اعمال	Duty	مهمة		
Managers	المديرين	Profit	ربح		
Understand	يفهم	The Firm	الشركة		
Finance	تمويل	Third	ثالث		
Marketing	تسويق	Further	اصافي		
Necessary	ضروري	Law	قانون		
To Study	يدرس	To Insist	يصر		
Ethics	اخلاق	Point	هدف		
Answer	جواب	Childhood	الطفولة		
The Negative	السلبى	School	المدرسة		
Base	قاعدة	Motivation	التحفيز		
Rationales	المبررات	Good	جيد		
Simply	ببساطة	Behaviour	سلوك		
Reason	السبب	Reward	جائزة		
Ethical	اخلاقي	Interest	فائدة		
Profit	ربح	Need	حاجة		
Legally	قانونيا	To Act	يمثل		
Concerned	المعني	Selfishly	بأنانية		
Money	المال	Forget	ينسى		
Jail	السجن	Obligation	التزام		
Recognize	يعرف				

الجمهورية الجزائرية الديمقراطية الشعبية
باسم الله الرحمن الرحيم

الديوان الوطني للامتحانات والمسابقات
امتحان بكالوريا التعليم الثانوي
الشعبة: آداب وفلسفة

دورة: 2017

المدة: 02 س و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Everyone agrees that business managers must understand finance and marketing. But is it necessary for them to study ethics?

Managers who answer in the negative generally base their thinking on one of three rationales. They may simply say that they have no reason to be ethical. They see why they should make a profit, and most agreed they should do so legally. But why should they be concerned about ethics as long as they are making money and staying out of jail?

Other managers recognize that they should not be unethical but identify their ethical duty through making a legal profit for the firm.

A third group of managers affirmed that ethical duty goes further than what is required by law. But they still insist that there is no point in studying ethics. Character is formed in childhood, not at school.

As for motivation, good behaviour often brings a reward, but not every time. If it were always in one's interest to be good, there would be no need for ethics. We could simply act selfishly and forget about obligation

Adapted from: John Hooker Carnegie Mellon University, April 2003

BB. Comprehension

(pts)

1. The text is...

- a. a report b. a magazine article c. a survey d. a letter

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

- a. The knowledge of finance and marketing is unnecessary for business managers.....
b. All managers believe that ethics is unimportant in business.....
c. According to some managers, ethics should be acquired at an early age.....
d. Making profit does not require ethics for some managers.....

3. Answer the following questions according to the text.

a. Is there a general agreement on how to handle business with ethics? Justify.

b. How do some managers see their responsibility towards ethics?

c. Does behaving correctly in business necessarily ensure a reward?

4. Copy the title you think is the most appropriate.

a. Finance and Marketing

b. Why Business Ethics?

c. The Respect of Ethics

B/ Text Exploration

(08 pts)

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

a. loss (§2) ≠

b. unlawful (§3) ≠

c. sanction (§5) ≠

2. Divide the following words into roots and affixes.

unethical - selfishly - obligation - greedy

Prefix	Root	Suffix(es)

3. Ask questions which the underlined words answer.

a. Good behaviour often brings a reward.

b. Business managers must understand finance and marketing.

4. Fill in the gaps with **FOUR** words from the list.

transparent - challenges - strategies - existing - bribery - honest.

Over the past decade, MENA governments have made vigorous efforts to prevent
... of their own public officials. These reforms have included various to prevent
corruption in the public sector, addressing integrity of public servants, more effective
administrative procedures and rules. They have also included, in some countries
modifications to the framework.

Part two: Written expression

(05 pts)

Choose only ONE topic

Topic 1:

All business managers are supposed to be ethical in their practices. Write a composition of about 70 to 80 words using the following notes:

- positive attitudes / prosperity
- commitment / honesty / integrity / fairness
- awareness / fight corruption
- not be greedy / selfish

شرح مفردات النص

شرحها	الكلمة	شرحها	الكلمة	شرحها	الكلمة
مبنى	Building	عدن	Eden	سامر	Sumer
ادوات	Tools	متطور	Developed	كلاسيكي	Classical
مهارات	Skills	الاول	The First	اوقات	Times
تقنيات	Techniques	عال	High	يتكون	Consists
محراث	The Plow	الحضارة	Civilization	اقل	The Lower
النحت	The Sculpture	التاريخ	The History	نصف	Half
الحجر	Stone	بشر، رجل	Man	مماثل	Identical
نقش	Engraving	أقرب وقت	The Earliest	عصري	Modern
ترصيع	Inlay	السومريون	Sumerians	العراق	Iraq
نشأت	Originated	النظام	System	مناخ	Climate
ملحوظ	Remarkable	الري	Irrigation	لأقصى حد	Extremely
مادة	Material	تجاوز	Overflow	ساخن	Hot
تكنولوجية	Technological	الانهار	Rivers	جاف	Dry
تقدم	Progress	ماء	Water	تربة	Soil
افكار	Ideas	الحقول	Fields	قاحل	Arid
قيم	Values	بجانب	Besides	غير منتج	Unproductive
يدمج	To Compile	مخبوز	Baked	بالرغم من	Despite
قوانين	Laws	الطين	Clay	طبيعي	Natural
بشدة	Deeply	مناجل	Sickles	عيوب	Drawbacks
واعي	Conscious	القدور	Pots	السومريون	Sumerians
روح	Spirit	لوحات	Plates	ابداي	Creative
الري	Irrigation	جرار	Jars	الفكر	Intellect
تتجلى	Manifested	طوب	Bricks	حديقة	Garden

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الأول

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Sumer known in classical times as Babylonia consists of the lower half of Mesopotamia, identical with modern Iraq. Its climate is extremely hot and dry, and its soil is arid and unproductive.

Despite natural drawbacks, Sumerians with their creative intellect, turned Sumer into a Garden of Eden and developed the first high civilization in the history of man. The earliest Sumerians developed a system of irrigation using the overflow of the Tigris and Euphrates rivers to water their fields. Besides they baked the river clay for making sickles, pots, plates, jars and also bricks used in building. Additionally, they devised tools, skills and techniques as the plow, the sculpture in stone, engraving and inlay. They originated a system of writing on clay later called cuneiform.

Sumerians were remarkable not only for their material and technological progress, but also for their ideas, ideals and values. They were the first to compile laws as the Sumerian was deeply conscious of his personal rights. There was a spirit of co-operation among individuals shown through the irrigation process in which communal effort and organization were manifested.

Whatever is said about the Sumerians one can never be grateful enough for their contributions to modern life.

Adapted from: "The Sumerians" by Samuel Noah Kramer, University of Chicago Press, 1963.

CC. Comprehension

(07

pts)

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

A- The soil of Sumer is.....

a. salted

b. fertile

c. sterile

B- The Sumerians developed irrigation using.....

a. rainfall water

b. river flood

c. sea water

C- Cuneiform is a.....

a. system of irrigation

b. system of writing

c. code of laws

D- The Sumerian's spirit of co-operation was manifested through ...

a. his consciousness of his rights

b. irrigation process

c. his technological progress

2. Fill in the following table with information from the text.

Sumer	Achievements
-------	--------------

Place	Climate	Soil	Agriculture	Building	Writing
.....					

3. Answer the following questions according to the text.

a- What helped the Sumerians develop the first high civilization in the history of mankind?

b- How were sickles, pots, plates and jars made in Sumer?

c- Why did Sumerians compile laws?

d- Why should we be grateful to Sumerians for their contributions to modern life?

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

a- their (§2)

b- which (§3)

5. Copy the title you think is the most appropriate.....

a- Life in Mesopotamia

b- The Garden of Eden

c- The Ingenuity of the Sumerians

B/ Text Exploration

(08 pts)

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

a- advantages ≠ (§2)

b- unaware ≠ (§3)

c- obligations ≠ (§3)

2. Divide the following words into roots and affixes.

classical - originated - organization - additionally

Prefix	Root	Suffix(es)
.....		
.....		
.....		
.....		

3. Combine each pair of sentences with one of the connectors provided. Make changes where necessary.

so ... that - although - so that - provided that

a. The soil was arid. Sumerians developed a sophisticated agriculture.

b. Sumerians were conscious of their rights. They compiled law.

c. Sumerians baked clay. They made bricks.

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

materials - rights - sculpture - manifested

شرح مفردات النص

الكلمة	شرحها	الكلمة	شرحها	الكلمة	شرحها
Child	طفل	Fraud	احتيال	Experiment	تجربة
Abductions	اختطاف	To Remove	يزيل	Easily	بسهولة
Kidnappings	اختطاف	Include	يتضمن	Risks	المخاطر
The Increase	الزيادة	Cases	حالات		
Almost	تقريبا	Return	الرجوع		
Reported	ابلاغ	Ransom	فدية		
Cases	حالات	Recorded	مسجل		
The Past	الماضي	Police	الشرطة		
Thus	هكذا	Victim	ضحية		
The Abduction	الاختطاف	The Figures	الاشكال، الشخصيات		
People	الناس	Both	على حد سواء		
Parents	آباء	Successful	ناجح		
Rose	ازدهر، وردة	Attempted	حاول		
Twice	مرتين	Crime	جريمة		
Fast	سريع	The Charity	جمعية خيرية		
Parental	أبوي	Together	سويا		
Abductions	اختطاف	Rates	معدلات		
During	أثناء	Suggest	يقترح		
Parents	آباء	Chief	رئيس		
Kidnapped	اختطف	Executive	تنفيذ		
Defined	يعرف	Important	مهم		
The Use	الاستخدام	Stranger	غريب		
To Force	يجبر	Danger	خطر		

على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الثاني

Part One: Reading

(15 pts)

Read the text carefully then do the following activities:

Child abductions and kidnappings are on the increase, with almost 900 reported cases in the past year alone. Thus, the abduction of children by people other than their parents rose twice as fast as parental abductions.

During 2013-14, 158 children were abducted by parents, 401 children were abducted by people other than their parents, and 321 children were kidnapped. Kidnappings, which are defined by the use of force or fraud to remove a child, include cases such as children taken in return for a ransom. One-fifth of all kidnappings recorded by police involve a child victim. The figures include both successful and attempted crime. However, the charity Parents and Abducted Children Together (PACT) believes that many cases of attempted abduction and kidnapping involving children are never recorded by police, and the true rates of offending may be four times higher than police figures suggest.

Claude Knights, chief executive of the charity "Kids cape", said the figures were an important reminder to parents about the need to talk to children about so-called "stranger danger". An experiment carried out by the charity found that most children could be easily convinced to follow a stranger, even where parents felt they had talked to them about the risks involved.

Adapted: Hannah Fearn. "The Independent" Sunday, 22 Feb, 2015

DD. Comprehension

(07

pts)

1. Are these statements true or false? Write T or F next to the letter corresponding to the statement and correct the false one(s).

a. No cases of parental abductions are reported.

b. Kidnapping children does not always involve the use of force.

c. The police figures suggest the exact rates of child kidnappings.

d. Parental advice doesn't always prevent child kidnappings.

2. In which paragraph is it mentioned that some children are kidnapped for an amount of money demanded?

3. Answer the following questions according to the text.

a. Has the phenomenon of child abductions and kidnappings slowed down? Justify.

b. Are children abducted by strangers only? Justify.

c. How do kidnappings differ from abductions?

d. What is recommended to prevent this phenomenon from getting worse?

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

a. cases (§1)

b. their (§1)

c. them (§3)

5. Give the general idea of the text.

B/ Text Exploration

(08 pts)

1. Find in the text words whose definitions follow:

a. that relates to the father and/or the mother (§1)

b. statistics made from a report (§2)

c. organization that provides support and assistance (§3)

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

	Noun	Verb	Adjective
Example	abduction	abduct	abducted
	.....	.....	inclusive
	safety	.....	.....
	.....	offend	.....

3. Connect each pair of sentences with one of the words given. Make changes where necessary.

or - although - as a result - in order to

a. Children are deceitfully convinced. Children are easily kidnapped.

b. Kidnappers are severely punished. Child abductions rates are still on the increase.

حلول البكالوريا

- حل بكالوريا 2021 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 حل بكالوريا 2021 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 حل بكالوريا 2021 شعبة آداب وفلسفة موضوع 1
 حل بكالوريا 2021 شعبة آداب وفلسفة موضوع 2
 حل بكالوريا 2021 شعبة لغات أجنبية موضوع 1
 حل بكالوريا 2021 شعبة لغات أجنبية موضوع 2
 حل بكالوريا 2020 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 حل بكالوريا 2021 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 حل بكالوريا 2020 شعبة آداب وفلسفة موضوع 1
 حل بكالوريا 2020 شعبة آداب وفلسفة موضوع 2
 حل بكالوريا 2020 شعبة لغات أجنبية موضوع 1
 حل بكالوريا 2020 شعبة لغات أجنبية موضوع 1
 حل بكالوريا 2019 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 حل بكالوريا 2019 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 حل بكالوريا 2019 شعبة آداب وفلسفة موضوع 1
 حل بكالوريا 2019 شعبة آداب وفلسفة موضوع 2
 حل بكالوريا 2019 شعبة لغات أجنبية موضوع 1
 حل بكالوريا 2019 شعبة لغات أجنبية موضوع 2
 حل بكالوريا 2018 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 حل بكالوريا 2018 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 حل بكالوريا 2018 شعبة آداب وفلسفة موضوع 1
 حل بكالوريا 2018 شعبة آداب وفلسفة موضوع 2
 حل بكالوريا 2018 شعبة لغات أجنبية موضوع 1
 حل بكالوريا 2018 شعبة لغات أجنبية موضوع 2
 حل بكالوريا 2017 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 1
 حل بكالوريا 2017 شعبة علوم تجريبية، تسيير واقتصاد، تقني رياضي، رياضيات موضوع 2
 حل بكالوريا 2017 شعبة آداب وفلسفة موضوع 1
 حل بكالوريا 2017 شعبة آداب وفلسفة موضوع 2
 حل بكالوريا 2017 شعبة لغات أجنبية موضوع 1
 حل بكالوريا 2017 شعبة لغات أجنبية موضوع 2

العلامة		عناصر الإجابة												
مجموعة	مجزأة	الموضوع الأول (Healthy food)												
15 pts		Part one: Reading												
08 pts		A- Comprehension												
02	0.5x4	1) True or False a) true b) false c) false d) false												
02	1x2	2) Paragraph identification a. § 2 b. § 3												
03	1 1 1	3) Answering questions a) A healthful eating plan and regular physical activity. b) Using the elevator less and using the stairs more, parking farther from rather than closer to your destination, gardening, or golfing without a cart. (0.25 for each item) c) Because no food contains all the nutrients and substances the body needs or to provide the body with all the nutrients and substances it needs or to achieve the balance that best ensures good health.												
1	0.5x2	4) Cohesive markers: a) that weight (§1) → healthy weight b) their (§2) → some people												
07 pts		B- Text exploration												
1.5	0.5x3	1) Lexis: a) obese (§1) = overweight b) advantages (§2) = benefits c) guarantees (§3) = ensures												
1.5	0.5x3	2) Morphology: negative prefixes a) regular ≠ irregular b) active ≠ inactive c) healthy ≠ unhealthy												
2	0.5x4	3) Verbs forms depends, uses or will use, is governed, have/ will have												
2	0.5x4	4) Sentence ordering 1 - b 2- d 3 - a 4 - c (0,5 for opening sentence and 0,5 for each correct link)												
05 pts		Part two : Written expression												
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>Common streams</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	Common streams	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
Common streams	1	1	2	1	5									

عناصر الإجابة
الموضوع الثاني (Ethics at Work)

Part one: Reading
A- Comprehension

1) Choosing the right completion.

- a) Human relationships. b) Unethical practices. c) Affects work quality

2) Ordering ideas: -b -c -a

3) Answering questions

- a) Discrimination, fraud, theft and harassment. (0.25 for each item)
b) Because it enhances your productivity by making it easier for you to communicate and work with others in the workplace. Or because it improves productivity and makes communication easier between each other at work.
c) Yes, it is. It can open doors to workers for new responsibilities at work, possibly leading to promotions and pay raise.

4) The title: Ethics at the Workplace.

B- Text exploration

- 1) Opposites:** a-worst §1 ≠ best b- suspicion §2 ≠ trust c- reduction §3 ≠ raise

2) Chart completion

Verbs	Nouns	Adjectives
E.g. corrupt	Corruption	Corrupt
To defraud	Fraud/fraudster/fraudulence	Fraudulent
To communicate	Communication	Communicative/ Communicable
To value	Value/ Valuation/ Valuer/ Valuables	Valuable/ Valueless

(accept any other correct form)

3) Combining sentences

- a) Some workers respect their company's code of conduct; as a result, they generally get promotions.
b) Provided that the manager and the workers trust each other, the company's productivity will increase.
- The company's productivity will increase provided that the manager and the workers trust each other

4) Gap fill

- 1-professional 2-consequences 3- obey 4- involved

Part two : Written expression: for both topics

Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score
Common streams	1	1	2	1	5

العلامة		عناصر الإجابة													
مجموعة	مجزأة	الموضوع الأول (Maya Civilization)													
15 pts		Part one: Reading													
07 pts		A- Comprehension													
1.5	0.5	1) a) true													
	0.5	b) true													
	0.5	c) false													
03	1	2) a) No, they didn't. "Their territory extended along some southern parts of central America."													
	1	b) Overpopulation, warfare, alien invasion, climate change/droughts.													
	1	c) Climate change → less rain → severe droughts → loss of crops → Mayas abandon their cities													
1.5	0.5x3	3) a) The Mayas b) (some) archaeologists c) Scholars													
1	1	4) c) Reasons for the collapse of the Maya civilization.													
08 pts		B- Text exploration													
1.5	0.5x3	1) Temple = Building used in the worship of a god or gods. Calendar = Chart showing the days, weeks and months of a particular year. Alien = creature from another world, extra-terrestrial.													
1.5	0.5x3	2) <table><tr><th>prefix</th><th>root</th><th>suffix</th></tr><tr><td>dis</td><td>appear</td><td>////////</td></tr><tr><td>over</td><td>populate</td><td>ion</td></tr><tr><td>////</td><td>centre</td><td>al</td></tr></table>		prefix	root	suffix	dis	appear	////////	over	populate	ion	////	centre	al
prefix	root	suffix													
dis	appear	////////													
over	populate	ion													
////	centre	al													
3	1x3	(accept populate without 'e' and centre without 'e') 3) 1. b- The jungle covered some Mayan temples. 2. b- The archaeologist declared that the Maya civilization had collapsed or collapsed because of climate change. 3. b- Before the Mayans mysteriously disappeared, they had flourished all over central America													
2	0.5x4	4) c - a - d - b. (0.5 for opening sentence and 0.5 for each correct link)													
05 pts		Part two : Written expression The following grid is used for scoring both topics <table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L & PH</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>		Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L & PH	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score										
L & PH	1	1	2	1	5										

العلامة		عناصر الإجابة												
مجموع	مجزأة	الموضوع الثاني (Ethics in sport)												
15 pts		Part one: Reading												
07 pts		A- Comprehension												
02	0.5x4	1) a- true b- false c- false d- true												
01	0.5x 2	2) a) §1 b) §3												
03	1	3) a- when results are determined by corruption and not by fair competition./ when sport is corrupt.												
	1	b- Racketeering , money-laundering, embezzlement, bribery , unclear financial black holes.												
	1	(3 items 1 pt, 2 items 0.75, 1 item 0.5)												
		c- ...people may/will no more trust any other institution.												
01	0.25x4	4) We →fans their →billions its→corruption												
08 pts		B- Text exploration												
1.5	0.5x3	1) a) devastated b) well-known c) fighting												
1.5	0.25x6	2)												
		<table><tr><th>verb</th><th>noun</th><th>adjective</th></tr><tr><td>To compete</td><td>competition</td><td>competitive</td></tr><tr><td>To believe</td><td>Belief / believer</td><td>believable</td></tr><tr><td>To finance</td><td>Finance / financier</td><td>financial</td></tr></table>	verb	noun	adjective	To compete	competition	competitive	To believe	Belief / believer	believable	To finance	Finance / financier	financial
verb	noun	adjective												
To compete	competition	competitive												
To believe	Belief / believer	believable												
To finance	Finance / financier	financial												
		(accept any other correct form)												
03	1	3) a) Although sport has become corrupt, people still love it. OR People still love sport although it has become corrupt.												
	1	b) Fans will have trust in sport as long as it is clean. OR As long as sport is clean, fans will have trust in it.												
	1	c) The world of sport is so corrupt that fans feel disappointed.												
02	0.5x4	4) clean- journalists - message - against												
05 pts		Part two : Written expression: for both topics												
		The following grid is used for scoring both topics												
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L & PH</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L & PH	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
L & PH	1	1	2	1	5									

العلامة			
مجموعة	مجزأة		
15 pts		Part one: Reading	
07 pts		A- Comprehension	
01.5	0.5x3	1) a- trading post b- different civilizations c- human carelessness.	
01	0.25x4	2) 1-b 2-d 3-a 4-c	
03	1	3) a- because it comprises a group of Phoenician, Roman and Byzantine ruins alongside indigenous monuments.	
	1	b- in 531 A.D or after it had been reconquered by the Byzantines or after it had been reconquered by the Byzantines in 531 A.D.	
	1	c- urban development, unregulated tourism, lack of conservation and uncontrolled visitor access. (0.25 for each answer)	
01	0.5x2	4) a- this period = from the 6th century B.C. to the 6th century A.D.	
		b- the latter = the site.	
0.5	0.5	5) Title: Tipaza, an Ancient Strategic Base for Conquerors / Tipaza, a Historical Site. / Tipaza, a World Cultural Heritage Site..... (accept any other suitable title)	
07 pts		B- Text exploration	
01	0.5x2	1) a- temporary ≠ definitive b- rejected ≠ approved	
01.5	0.25x6	2)	
		Verb	Noun
		To conserve	Conservation
		To differ/ differentiate	Difference/ differentiation
		To exchange	Exchange
		Conserved/ conservable/ conservative	Different
		Exchangeable/ exchanged	
01.5	0.5x3	(Accept any other correct form)	
		3) a- Tipaza had such a strategic location that it attracted many conquerors.	
		b- After the Byzantines had invaded Tipaza, it fell into decay. /	
		- Tipaza fell into decay after the Byzantines had invaded it.	
		c- Although the site of Tipaza is classified as a World Heritage Site, little effort is Made to preserve it.	
		- Little effort is made to preserve the site of Tipaza although it is classified as a World Heritage Site.	
02	0.5x4	4)	
		/t/	/d/
		Marked	Conquered/ played
			included
01	0.25x4	5) example - mountainous - military - Rome	
06 pts		Part two : Written expression	
		Criteria	Relevance
		Semantic coherence	Correct use of English
		Excellence (vocab & creativity)	Final score
		L.E	1.5
		1	2
		1.5	6

العلامة		عناصر الإجابة												
مجموعة	مجزاء	(Topic : corruption in education) الموضوع الثاني												
15 pts		Part one: Reading												
07 pts		A- Comprehension												
02	0.5x4	1) a. F b. F c. T d. T												
01	0.5x2	2) a §1 or §2. b. § 2												
03	1	3) a. The social investment in future citizens fails or the number of incompetent future leaders and professionals increases or society and human life are endangered.												
	1	b. The poor and disadvantaged (women and minorities) / vulnerable members of society.												
	1	c. They lose the opportunity to realise their dreams, and social inequality is maintained.												
0.5	0.25x2	4) a. this (§1) → The young are the first victims of corruption in education.												
		b. their (§2) → vulnerable members of society												
0.5	0.5	5) Corruption in education is harmful for both the young and society. (accept any relevant answer)												
07 pts		B- Text exploration												
1.5	0.5x3	1) a. self- respect §1 =dignity b. occasion §2 = opportunity												
		c. adopt §3 = internalise												
1.5	0.5x3	2)												
		<table border="1"> <thead> <tr> <th>prefix</th> <th>root</th> <th>suffix</th> </tr> </thead> <tbody> <tr> <td>in</td> <td>equal</td> <td>ity</td> </tr> <tr> <td>un</td> <td>able</td> <td>////////</td> </tr> <tr> <td>////////</td> <td>accept</td> <td>ance</td> </tr> </tbody> </table>	prefix	root	suffix	in	equal	ity	un	able	////////	////////	accept	ance
prefix	root	suffix												
in	equal	ity												
un	able	////////												
////////	accept	ance												
1	0.5x2	3) a. Why is corruption in education dangerous?												
		b. How can we fight corruption?												
1	0.25x4	4)												
		<table border="1"> <thead> <tr> <th>/s/</th> <th>/z/</th> <th>/vz/</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>Fails – minorities</td> <td>encourages</td> </tr> </tbody> </table>	/s/	/z/	/vz/	Students	Fails – minorities	encourages						
/s/	/z/	/vz/												
Students	Fails – minorities	encourages												
2	0.5x4	5) 1- b 2- d 3- c 4- a												
		(0.5 for opening sentence. 0.5 each correct link).												
		Part two : Written expression												
		The following grid is used for scoring both topics.												
06 pts		<table border="1"> <thead> <tr> <th>Criteria</th> <th>Relevance</th> <th>Semantic coherence</th> <th>Correct use of English</th> <th>Excellence (vocab & creativity)</th> <th>Final score</th> </tr> </thead> <tbody> <tr> <td>L.E</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> <td>5</td> </tr> </tbody> </table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L.E	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
L.E	1	1	2	1	5									

العلامة		عناصر الإجابة												
مجموعة	مجزأة	(Malnutrition) الموضوع الأول												
15 pts		Part one: Reading												
08 pts		A- Comprehension												
2	0.5 x 4	1) True or False a. true b. true c. false d. false												
1.5	0.75x2	2) Paragraph location a. §3 b. §2												
3	1 x 3	3) Answering questions a. Dr Branca is worried because the levels of obesity and under nutrition are rising in the world. b. Under nutrition, obesity and wasting. c. ...by attending/ organizing / participating in events to eradicate poverty and raise awareness of the problem. (accept any logical answers)												
1.5	0.5x3	4) Reference words a. 52 million under-fives b. 45% of deaths among children under five c. in low and middle income countries.												
07 pts		B- Text exploration												
1.5	0.5x 3	1) Lexis 1. b- Deficiency in quality and quantity of food 2. c- Disease causing a person to gradually become thin and weak 3. a- the state of being conscious of something												
2.5	1.25x2	2) Asking questions a- Why do people become obese? b- What can a low intake of vitamins cause?												
1	0.25x4	3) Sound system <table><tr><td>/t/</td><td>/d/</td><td>/Id/</td></tr><tr><td>linked</td><td>Raised occurred</td><td>Eradicated</td></tr></table>	/t/	/d/	/Id/	linked	Raised occurred	Eradicated						
/t/	/d/	/Id/												
linked	Raised occurred	Eradicated												
2	0.5x4	4) Discourse (ordering sentences) <table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>b</td><td>d</td><td>a</td><td>C</td></tr></table>	1	2	3	4	b	d	a	C				
1	2	3	4											
b	d	a	C											
		N.B. - 0.5 for the opening sentence and 0.5 for each logical pair												
05 pts		Part two : Written expression												
		<table><tr><td>Criteria</td><td>Relevance</td><td>Semantic coherence</td><td>Correct use of English</td><td>Excellence (vocab & creativity)</td><td>Final score</td></tr><tr><td>Common streams</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	Common streams	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
Common streams	1	1	2	1	5									

العلامة		عناصر الإجابة												
مجموعة	مجزأة	الموضوع الثاني (Laundering Money)												
15 pts		Part one: Reading												
08 pts		A- Comprehension												
01.5	0.5x3	1)M.C.Q. a)Money laundering is to (B) hide the illegal origin of gains b)Criminals.....(C) continually operate with new ideas. c)Money laundering..... (A) damages economy.												
02	0.5x4	2)Ordering ideas. c - b - d - a												
03	1.5	3)Answering questions.												
	0.75	a) No, it isn't. Money laundering operations cross both national and international lines.												
	0.75	b) Criminals hide the origin of their illegally gained money by breaking up large amounts of cash into transactions.												
		c)To fight money laundering, governments should bring law enforcement and financial regulatory authorities together with the private sector.												
1.5	0.5x3	4) Cohesive markers.												
		a) them (§1) → The ways (criminals use to obtain money illegally)												
		b) their (§2) → criminals c) the problem (§3) → money laundering												
07 pts		B- Text exploration												
01.5	0.5x3	1)Synonyms.												
		a) to gain (§1)= to obtain b) revenue (§2)= income c) monetary (§3)= financial												
01.5	0.5x3	2)Giving opposites keeping the same root.												
		a) legitimate ≠ illegitimate b) appearance ≠ disappearance												
		c) successful ≠ unsuccessful												
03	1.5x2	3)Combining pairs.												
		a) Governments of different countries will eradicate money laundering provided that they cooperate.												
		-Provided that governments of different countries cooperate, they will eradicate money laundering.												
		b) Criminals use such tricky methods that they manage to disguise the origin of their incomes.												
01	0.25x4	4)Classifying the final /s/.												
		<table><tr><th>/s/</th><th>/z/</th><th>/ɪz/</th></tr><tr><td>amounts</td><td>authorities</td><td>sources</td></tr><tr><td></td><td>smugglers</td><td></td></tr></table>	/s/	/z/	/ɪz/	amounts	authorities	sources		smugglers				
/s/	/z/	/ɪz/												
amounts	authorities	sources												
	smugglers													
05 pts		Part two : Written expression: for both topics												
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>Common streams</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	Common streams	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
Common streams	1	1	2	1	5									

العلامة		عناصر الإجابة												
مجموعة	مجزأة	الموضوع الأول (Education)												
15 pts		Part one: Reading												
07 pts		A- Comprehension												
0.5	0.5	1. a - a newspaper article												
02	0.5x4	2. 1- d 2- a 3- b 4- c												
03	1x3	3. a. No, they don't / No, not all of them/ No. Justification: There are 258 million children and young people around the world with no access to education.												
		b. To help provide for his family.												
		c. The Tanzanian government implemented the Primary Education Development Programme and eliminated public school fees to help the poor attend school.												
1.50	0.5x3	4. a. He (\$1) Chacha /12 year-old boy. b-their (\$2) all children												
		c- there (\$2) Tanzania												
08 pts		B- Text exploration												
01.50	0.5x3	1. a. rural b. increase. c. embraced												
01.75	0.25x7	2.												
		<table><tr><th>prefix</th><th>root</th><th>suffix</th></tr><tr><td>//////////</td><td>enrol</td><td>ment</td></tr><tr><td>un</td><td>educate</td><td>ed</td></tr><tr><td>//////////</td><td>vocation</td><td>al</td></tr></table>	prefix	root	suffix	//////////	enrol	ment	un	educate	ed	//////////	vocation	al
prefix	root	suffix												
//////////	enrol	ment												
un	educate	ed												
//////////	vocation	al												
02.75	0.75	3. 1) -The authorities had better sensitize parents to the importance of education.												
	01	2) -Unless everybody is involved in the subject of education, there will be no positive change.												
		- Unless everybody is involved in the subject of education, there will not (won't) be any positive change.												
	01	3) - Despite his poorness, the young boy succeeded in his studies. (accept poverty)												
		- Despite being poor, the young boy succeeded in his studies.												
		- Despite the fact (that) the young boy was poor, he succeeded in his studies.												
02	0.5x4	4. Gap filling												
		1. most 2. invest 3. their. 4 . general												
		Part two : Written expression												
05 pts		The following grid is used for scoring both topics												
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L & PH</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L & PH	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
L & PH	1	1	2	1	5									

العلامة		عناصر الإجابة													
مجموعة	مجزأة	(Ancient Civilizations) الموضوع الثاني													
15 pts		Part one: Reading													
07 pts		A- Comprehension													
02pts	0.5x4	1. a. F b. F c. T d. F													
01pt	0.5x2	2. a. \$3 b.\$2													
02.5pts	01 0.5 01	3. a) They found thousands of artifacts / tombs. b) Thoth was the ancient God of the moon and wisdom. c) Yes, they did. The tombs contained a wealth of historic treasures.													
01.5pt	0.5x3	4. a.it (\$1) necropolis b.they (\$2) archaeologists c. its (\$3) archaeological site.													
08 pts		B- Text exploration													
01.5pts	0.5x3	1. a-artifacts b-tombs c-jars													
02pts	0.5x4	2.													
		<table><tr><th>Verb</th><th>Noun</th><th>Adjective</th></tr><tr><td>////////</td><td>Belief / believer</td><td>believable</td></tr><tr><td>To invent</td><td>////////////////</td><td>Inventive/inventible/ inventional</td></tr></table>	Verb	Noun	Adjective	////////	Belief / believer	believable	To invent	////////////////	Inventive/inventible/ inventional				
Verb	Noun	Adjective													
////////	Belief / believer	believable													
To invent	////////////////	Inventive/inventible/ inventional													
02,5pts	1.25x2	3. a) After ancient Egyptians had mummified the bodies of the dead, they put the mummies in tombs. - Archaeologists will find more sarcophagi provided that they continue digging on the site. - Provided that archaeologists continue digging on the site, they will find more sarcophagi.													
02pts	0.5x4	4. 1-c 2-a 3-d 4-b N.B. (0.5 for the opening sentence and 0.5 for each logical pair)													
		Part two : Written expression													
		The following grid is used for scoring both topics													
05 pts		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L & PH</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>		Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L & PH	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score										
L & PH	1	1	2	1	5										

العلامة		عناصر الإجابة													
مجموعة	مجزأة	الموضوع الأول (Athenians)													
15 pts		Part one: Reading													
07 pts		A- Comprehension													
02	0.5x4	1- A/ c. (abandon) B/ a. (different teachers in various places) C/ a. (personality) D/ b.(moral).													
0.75	0.25x3	2- c - a - b.													
2.75	1	3- a. Yes, it did. The evolution of the Athenian educationincreasing democratization b. ...transmit traditional wisdom.....heroic exploits. c. ...because of the development of professional sports...disciplines.													
01	0.5x2	4- a. The evolution of Athenian education / The evolution. b. letters and numbers													
0.5	0.5	5- The text is... a. Descriptive.													
07 pts		B- Text exploration													
01.5	0.5X3	1- a. evolutionb. literacy c. intellectual													
01.5	0.25x6	2-													
		<table><tr><th>Verb</th><th>Noun</th><th>Adjective</th></tr><tr><td>to evolve</td><td>///</td><td>evolutionary/ evolved /-ing</td></tr><tr><td>///</td><td>value</td><td>valuable /valued /-less</td></tr><tr><td>To differ</td><td>difference</td><td>////</td></tr></table>		Verb	Noun	Adjective	to evolve	///	evolutionary/ evolved /-ing	///	value	valuable /valued /-less	To differ	difference	////
Verb	Noun	Adjective													
to evolve	///	evolutionary/ evolved /-ing													
///	value	valuable /valued /-less													
To differ	difference	////													
02	1x2	3- a. After Athens had renounced military oriented education, the Athenian society moved forward. - The Athenian society moved forward after Athens had renounced military oriented education b. Although the teachers were preoccupied with other subjects, the moral aspect was not neglected. - The moral aspect was not neglected although the teachers were preoccupied with other subjects.													
01	0.25x4	4-													
		<table><tr><th>/t/</th><th>/d/</th><th>/id/</th></tr><tr><td>Renounced</td><td>privileged – used</td><td>neglected</td></tr></table>		/t/	/d/	/id/	Renounced	privileged – used	neglected						
/t/	/d/	/id/													
Renounced	privileged – used	neglected													
01	0.25x4	5- c - a - d - b. (NB: 0.25 for topic sentence.0.25 for each logical pair.)													
06 pts		Part two : Written expression													
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L.E</td><td>1.5</td><td>1</td><td>2</td><td>1.5</td><td>6</td></tr></table>		Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L.E	1.5	1	2	1.5	6
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score										
L.E	1.5	1	2	1.5	6										

العلامة		عناصر الإجابة													
مجموعة	مجزأة	(Whistleblowing) الموضوع الثاني													
15 pts		Part one: Reading													
07 pts		A- Comprehension													
02	0.5x4	1- a- true b- true c- false d- true													
01	0.5x2	2- a- § 5 b- § 3													
	0.5	3- a-No, it isn't.													
		b-The benefits of whistleblowing are :													
02.5	1	-It enables organisations to access hard-to- reach Information that can help leaders to minimize a wide range of risks. It has a preventive impact.													
	1	-It benefits organisations through significant loss savings.													
		c-We can protect whistle-blowers by passing stricter anti-corruption and whistleblowing protection laws.													
0.75	0.25x3	4- a-This (§1) : whistleblowing b- Those (§3) : organisations													
		c-such a system(§5): stricter anti- corruption and whistle-blower protection laws.													
0.75	0.75	5- The suggested title :													
		- The Benefits of Whistleblowing (Accept any logical possibility)													
07 pts		B- Text exploration													
1.5	0.5x3	1- Lexis: a-minimize b- benefits c- compliance													
		2- Morphology.													
1.5	0.25x6	<table><tr><th>prefix</th><th>root</th><th>suffix</th></tr><tr><td>im</td><td>moral</td><td>////////</td></tr><tr><td>////////</td><td>prevent</td><td>ive</td></tr><tr><td>////////</td><td>comply</td><td>ance</td></tr></table>		prefix	root	suffix	im	moral	////////	////////	prevent	ive	////////	comply	ance
prefix	root	suffix													
im	moral	////////													
////////	prevent	ive													
////////	comply	ance													
		3- a- Despite the necessity of whistleblowing, a lot of companies are not in favour of it.													
2	1x2	-Despite being necessary, a lot of companies are not in favour of whistleblowing.													
		-A lot of companies are not in favour of whistleblowing despite its necessity.													
		b-Unless companies apply whistleblowing rules, they will suffer great financial losses.													
		-Companies will suffer great financial losses unless they apply whistle blowing rules.													
01	0.25x4	4-													
		<table><tr><th>1st syllable</th><th>2 nd syllable</th><th>3 rd syllable</th></tr><tr><td>Minimize</td><td>Authorities / Protect</td><td>Information</td></tr></table>		1st syllable	2 nd syllable	3 rd syllable	Minimize	Authorities / Protect	Information						
1st syllable	2 nd syllable	3 rd syllable													
Minimize	Authorities / Protect	Information													
01	0.25x4	5- 1 . Denounce 2. Public 3. Their4. Law													
		Part two : Written expression													
		The following grid is used for scoring both topics.													
06 pts		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L.E</td><td>1.5</td><td>1</td><td>2</td><td>1.5</td><td>6</td></tr></table>		Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L.E	1.5	1	2	1.5	6
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score										
L.E	1.5	1	2	1.5	6										

العلامة		عناصر الإجابة					
مجموعة	مجزأة	(Cheating, deception, and other forms) الموضوع الأول					
15 pts		Part one: Reading					
08 pts		A- Comprehension					
2.5		1. True or False					
	0.5x2	a. False (...widespread in business, sports, schools, and other arenas.)					
	0.5x2	b. False (...costly for businesses and society.)					
	0.5	c. True					
1.5		2. Reordering Ideas					
	0.5x3	c. Ordinary people may have the desire to cheat.					
		a. Cheaters don't feel they are dishonest.					
		Cheaters go beyond morals when cheating					
3		3. Answering questions					
	1x3	a. No, they don't. Focus on extreme cases of cheating /They pay less attention on "ordinary unethical behaviour".					
		b. They experience a conflict between their desire to maintain a positive self- image and to advance their self-interest.					
		c. They re-interpret as an honest mistake.					
1		4. Reference Words					
	0.5x2	a. Stealing from one's employer, or cheating on exams					
		b. the point					
07 pts		B- Text exploration					
1.5	0.5x3	1. Lexis a. less b. costly c. maintain					
1.5	0.25x6	2.Dividing words into roots and affixes					
		Word	Prefix	Root	Suffix		
		unethical	un	ethic	al		
		researchers	re	search	er-s		
2	1x2	3. Combining pairs					
		a- Unless people are reminded of moral standards, they will cheat.					
		Or: People will cheat unless they are reminded of moral standards.					
		b-Some employees may deceive their bosses in order to earn more money unethically.					
		Or: In order to earn more money unethically, some employees may deceive their bosses.					
2	0.5x4	4.Reordering sentences					
		1	2	3	4		
		d	b	c	a		
		N.B. - 0.5 for the opening sentence & 0.5 for each logical pair					
05 pts		Part two : Written expression					
		Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score
		Common streams	1	1	2	1	5

2019

العلامة		عناصر الإجابة												
مجموعة	مجزأة	الموضوع الثاني												
15 pts		Part one: Reading												
08 pts		A- Comprehension												
02	0.5x4	1. a-F b-F c-T d-T												
01	0.5x2	2. a- (§ 1) b- (§ 3)												
3.5	1	3. a- unsafe – insecure – hard – risky – tragic (accept any relevant answer)												
1.5	1.5	b- Because of illegal situation / attitude of Europeans / hostility of host countries/ they are unwanted, intimidated, exploited & risk abuses and death. (Fullmark for more than 3 items – 01 pt. for 2/3 items – 0.5 for 1 item)												
1	1	c- To have a prosperous future / better living conditions (live, prosper, bring up children...) (accept any relevant answer formulated in candidates' own words)												
1.5	0.5x3	4. a- criminal gangs b- frightened men, women, children c- innocent people/men, women												
07 pts		B- Text exploration												
2	0.5x4	1. a- rescued b- abuse c- intimidated d- prosper												
1.5	0.25x6	2.												
		<table><tr><th>Verb</th><th>Noun</th><th>Adjective</th></tr><tr><td>To tolerate</td><td>Tolerance</td><td>/</td></tr><tr><td>To abuse</td><td>/</td><td>Abusive, abused, abusable</td></tr><tr><td>/</td><td>Exploitation, exploit, exploiter</td><td>Exploitable, exploited, exploitative</td></tr></table>	Verb	Noun	Adjective	To tolerate	Tolerance	/	To abuse	/	Abusive, abused, abusable	/	Exploitation, exploit, exploiter	Exploitable, exploited, exploitative
Verb	Noun	Adjective												
To tolerate	Tolerance	/												
To abuse	/	Abusive, abused, abusable												
/	Exploitation, exploit, exploiter	Exploitable, exploited, exploitative												
2	1x2	3. a- Criminal traffickers are exploiting and mistreating migrants. b- Despite youths' awareness of the dangers, they take risks. or: Despite the fact that youths are aware of the dangers, they take risks. or: Despite being aware of the dangers, youths take risks.												
1.5	0.5x3	4. B ₁ : (Quite fed up! about to leave for Europe) B ₂ : (In the company of other youngsters) B ₃ : (Why not? I know it's risky, but I have to) (Accept any relevant answer that fits with and makes sense)												
05 pts		Part two : Written expression: for both topics												
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>Common streams</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	Common streams	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
Common streams	1	1	2	1	5									

العلامة		عناصر الإجابة													
مجموعة	مجزأة	الموضوع الأول (Inca Civilization)													
15 pts		Part one: Reading													
07 pts		A- Comprehension													
2	0.5x4	1. True/False a-T / b-T / c-F / d-F.													
1	0.25x4	2. Order of ideas <table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>c</td><td>a</td><td>d</td><td>b</td></tr></table>		1	2	3	4	c	a	d	b				
1	2	3	4												
c	a	d	b												
2.5	0.5	3. Answering comprehension questions a- Yes, it did / yes.													
1	1	b- The emperor / Sapa Inca / the Sapa Inca													
1	1	c-by destroying their temples and taking their gold and silver wealth. or: The Spanish destroyed their temples and took.....													
1.5	0.5x3	4. Cohesive devices a.its (§1) : the empire.													
		b. they (§2) : the Sapa Inca and the nobles. c. their (§4) : the Incas.													
08 pts		B- Text exploration													
1.5	0.5x3	1. Words which match the given definitions: a. conquer b. privileges c. vanished.													
1.5	0.25x6	2. Morphology <table><tr><th>Verb</th><th>Noun</th><th>Adjective</th></tr><tr><td>to extend</td><td>extension / extent</td><td>///</td></tr><tr><td>///</td><td>conquest / conqueror</td><td>conquered / conquerable</td></tr><tr><td>to govern</td><td>///</td><td>Governmental /-ing /-ed /-able</td></tr></table>		Verb	Noun	Adjective	to extend	extension / extent	///	///	conquest / conqueror	conquered / conquerable	to govern	///	Governmental /-ing /-ed /-able
Verb	Noun	Adjective													
to extend	extension / extent	///													
///	conquest / conqueror	conquered / conquerable													
to govern	///	Governmental /-ing /-ed /-able													
3	0.75x4	3. Grammar 1. had conquered 2.was 3.took 4.led													
2	0.5x4	4.Cloze passage 1.origins 2.started 3.express 4.basis													
05 pts		Part two: Written expression The following grid is used for scoring both topics <table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L & PH</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>		Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L & PH	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score										
L & PH	1	1	2	1	5										

العلامة		عناصر الإجابة												
مجموعة	مجزأة	الموضوع الثاني (Education)												
15 pts		Part one: Reading												
07 pts		A Comprehension												
1	0.5x2	1. A → c B → a												
1	1	2. \$1												
3	1x3	3. a) Because of test scores, our perceived performances against other countries and other factors. b) No / No, he is not / She is not. - Students can access online tutorials, and more to assist them. Or: - Students can also get help and tutoring at any time, whether from the teachers via email or online collaboration. Or: - They can connect with students at other schools and do collaborative work with them. c) Parents can go to a class website and see what their child is working on. - They can contact teachers via email and web sites. - They can check their child's attendance and grades through online systems.												
1.5	0.5x3	4. a) technology b) students c) parents												
0.5	0.5	5. c) argumentative												
08 pts		B- Text exploration												
1.5	0.5x3	1. 1 → b 2 → c 3 → a												
1.5	0.25x6	2.												
		<table><tr><th>Verb</th><th>Noun</th><th>Adjective</th></tr><tr><td>to achieve</td><td>/</td><td>achievable achieved</td></tr><tr><td>/</td><td>access / accessibility accessor</td><td>accessible</td></tr><tr><td>to succeed</td><td>Success/ successfulness</td><td>/</td></tr></table>	Verb	Noun	Adjective	to achieve	/	achievable achieved	/	access / accessibility accessor	accessible	to succeed	Success/ successfulness	/
Verb	Noun	Adjective												
to achieve	/	achievable achieved												
/	access / accessibility accessor	accessible												
to succeed	Success/ successfulness	/												
3	1x3	3. a) Some parents have such busy schedules that they can't help their child with homework. b) Unless students have access to technology, their test scores won't / will not improve. c) The teacher provides help in the classroom while technology assists learning at any time. or: While the teacher provides help in the classroom, technology assists learning at any time.												
2	0.5x4	4. d – a – c – b N.B. (0.5 for the opening sentence & 0.5 for each logical pair)												
05 pts		Part two: Written expression The following grid is used for scoring both topics												
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L & PH</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L & PH	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
L & PH	1	1	2	1	5									

العلامة		عناصر الإجابة												
مجموعه	مجازة	الموضوع الأول (Fighting corruption)												
15 pts		Part one: Reading												
07 pts		A- Comprehension												
2	0.5x4	1.MCQ 1- a 2- a 3- b 4- b												
0.5	0.25x2	2. Paragraph identification a→ § 2 b→ § 3												
3	1	3.Answering comprehension questions a- to obtain certain advantages. b-Government institutions, politicians, and bureaucrats c- awareness campaigns led by the media, nationwide integrity workshops, introduction of appropriate legislation, powerful and integral auditing system (0.50 if the answer is just : educating and involving the public.)												
1	0.5x2	4. Cohesive devices a. <u>who</u> (§1) ...civil servants. b. <u>this</u> (§4) ... educating and involving the public.												
0.5	0.5	5.Type of discourse c. Expository												
07 pts		B- Text exploration												
1	0.5x2	1.Opposites a. (§1)....advantages b. (§3)....unlawful												
1.5	0.25x6	2. Morphology												
		<table><tr><th>Verb</th><th>noun</th><th>adjective</th></tr><tr><td>///</td><td>Assumption / assuming</td><td>Assumptive / assumed / assumable</td></tr><tr><td>to involve</td><td>involvement</td><td>///</td></tr><tr><td>To legislate</td><td>///</td><td>Legislative / legislated</td></tr></table>	Verb	noun	adjective	///	Assumption / assuming	Assumptive / assumed / assumable	to involve	involvement	///	To legislate	///	Legislative / legislated
Verb	noun	adjective												
///	Assumption / assuming	Assumptive / assumed / assumable												
to involve	involvement	///												
To legislate	///	Legislative / legislated												
1.5	0.75x2	3. Grammar												
		1.Corruption is such a widespread problem that all parts of society must fight it.												
		2.Despite the government's efforts to eradicate corruption, it is still prevalent in ...												
		Or: Despite the efforts made by the government to eradicate corruption, it is still...												
1	0.25x4	4.Silent letters honesty, campaign, while, fight												
2	0.5x4	5. b - d - a - c												
		N.B. (0.5 for opening sentence & 0.5 for each logical pair)												
06 pts		Part two : Written expression												
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L.E</td><td>1.5</td><td>1</td><td>2</td><td>1.5</td><td>6</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L.E	1.5	1	2	1.5	6
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
L.E	1.5	1	2	1.5	6									

العلامة		عناصر الإجابة																
مجموعة	مجزأة	(School Violence) الموضوع الثاني																
15 pts		Part one: Reading																
07 pts		A- Comprehension																
02	0.5x4	1- a. T b. T c. T d. F																
0.5	0.25x2	2- a. §1 b. §2																
03		3- Answering comprehension questions																
	01	a. ability to learn/ build relationships/ grow up as fully-fledged adults and parents.																
	01	b. All stakeholders/ the school, the children, the parents and the entire community.																
	01	c. develops learners' intellectual capacities / prepares them to contribute, as future citizens, in the development of their societies./ Promotes the values of good citizenship./ forms and creates workforce. (Do accept any relevant answer)																
01	0.5	4- a. They §2: school bullying and unsafe school environment.																
0.5	0.5	b. Them §3 : the prevailing social norms / social norms / norms.																
	0.5	5. b) School Violence																
07 pts		B- Text exploration																
1.5	0.5x3	1. a. destructive §1= devastating																
		b. progress §2= development/ prosperity																
		c. main §3= major																
1	0.25x4	2.																
		<table><tr><th>Prefix</th><th>Root</th><th>Suffix</th></tr><tr><td>mis</td><td>treat</td><td>ment</td></tr><tr><td>in</td><td>controvert</td><td>ible</td></tr><tr><td>/</td><td>attend</td><td>ance</td></tr><tr><td>un</td><td>safe</td><td>/</td></tr></table>	Prefix	Root	Suffix	mis	treat	ment	in	controvert	ible	/	attend	ance	un	safe	/	
Prefix	Root	Suffix																
mis	treat	ment																
in	controvert	ible																
/	attend	ance																
un	safe	/																
1.5	0.5x3	3.																
		1/b- Unless the education system addresses the problem, violence will prevail.																
		2/b- It's high time stakeholders worked together to put an end to violence.																
		3/b- Children drop out because (as/since/for) they are permanently bullied at school.																
1	0.25x4	4. everywhere – psychological – right – know																
2	0.5x4	5. b - d - a - c																
		N.B. (0.5 for opening sentence & 0.5 for each logical pair)																
		Part two : Written expression																
06 pts		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L.E</td><td>1.5</td><td>1</td><td>2</td><td>1.5</td><td>6</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L.E	1.5	1	2	1.5	6				
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score													
L.E	1.5	1	2	1.5	6													

العلامة		عناصر الإجابة													
مجموعة	مجزأة	الموضوع الأول (Corruption)													
15 pts		Part one: Reading													
08 pts		A- Comprehension													
2	0.5 x 4	1. a. T b. T c. F d. T													
1	1	2. In §3													
4	1.5	3.a- (insidious) disease. Because it has a wide range of damaging effects on societies. (other examples of effects on society are accepted)													
	1.5	b- Undermines democracy and the rule of law, leads to violations of human rights, distorts markets, erodes the quality of life and allows organized crime, terrorism and other threats to human security to flourish.													
	1	c- Honesty, respect for the rule of law, accountability and transparency in promoting development and making the world a better place for all.													
1	1	4. b. expository													
07 pts		B- Text exploration													
1.5	0.5x 3	1. a- erodes (§1) b- hurts (§2) c- trust (§3)													
1.5	0.5x 3	2.													
		<table><tr><th>prefix</th><th>root</th><th>suffix</th></tr><tr><td>inter</td><td>nation</td><td>al</td></tr><tr><td>under</td><td>perform</td><td>ance</td></tr><tr><td>in</td><td>equal</td><td>ity</td></tr></table>		prefix	root	suffix	inter	nation	al	under	perform	ance	in	equal	ity
prefix	root	suffix													
inter	nation	al													
under	perform	ance													
in	equal	ity													
2	0.5x4	3. a. redoubled b. would contribute c. are / will become													
2	0.5x4	4. 1- d 2- c 3- a 4- b													
05 pts		Part two : Written expression													
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>Common streams</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>		Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	Common streams	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score										
Common streams	1	1	2	1	5										

الموضوع الثاني (Advertisers spend billions of dollars)

عناصر الإجابة

الموضوع الثاني (Advertisers spend billions of dollars)

العلامة

مجموعة

15 pts

08 pts

2

0.5x4

1

0.5x2

4

0.5

1x2

0.5+1

1

0.5x2

07 pts

1.5

0.5x3

1.5

0.5x3

2

1x2

2

0.5x4

05 pts

Part one: Reading

A- Comprehension

True or False

a- True b- False c- False d- True

2- Locating paragraphs

a- §3 b- §1

3- Answering questions

a- No, they are not.

b- Because of: - the money they spend themselves - the influence they have on their parents spending - the money they will spend when they grow up. (Accept two reasons)

c- Yes, (0.5) I do because over consumption causes pollution that threatens the planet. (1pt)
No (0.5), if people reduce their consumption and governments work together and take necessary measures. (1pt) (Accept any logical answer.)

4- Reference words

a- children/they b- the cost

B- Text exploration

1-Synonyms

a- Counterfeit/false b- influence c- banned

2- Roots and affixes

Words	Prefixes	Roots	Suffixes
insecurity	in	secure	ity
encouraging	en	courage	ing
restricted	/	restrict	ed

3- Transformation

1.B- Both Internet and TV advertisements/ads should be banned.

2.B- Because of (people's) over consumption of products, the environment is devastated.

4- Gap Filling

1/ children 2/ unethical 3/ advertising 4/ evaluate

Part two : Written expression: for both topics

Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score
Common streams	1	1	2	1	5

العلامة		عناصر الإجابة												
مجموعة	مجزأة	الموضوع الأول (The Indu Civ)												
15 pts		Part one: Reading												
07 pts		A- Comprehension												
2	0.75 0.25x2 0.75	1- a. F (0.25) The Indus civilization was not discovereduntil 1924. (0.50) b. T c. T d. F The Indus culture reached a fairly high level.												
1	0.5x2	2- a. §1 b. §3												
3	1	3-a. The Indus civilization rose in the valley of the Indus River in modern Pakistan.												
	1	b. The Indians shared some developments such as complex irrigation and drainage systems and the art of writing.												
1	0.5x2	c. The Indus civilization achievements are: -complex irrigation and drainage systems - the art of writing -public buildings -palaces -baths -large granaries and art works. (accept two achievements).												
1	0.25x4	4- a. The valley of the Indus River (modern Pakistan) b. The Indians c. large cities d. the residents of the Indus												
08 pts		B- Text exploration												
1.5	0.5x3	1- Opposites a. ancient b. complex c. high												
2.5	1.25x2	2-Asking questions a) What did the Indus people develop? b) Who built public buildings and palaces?												
2	0.5x4	3- 'ed' pronunciation <table><tr><td>/t/</td><td>/d/</td><td>/ld/</td></tr><tr><td>Developed</td><td>Considered/ emerged</td><td>Located</td></tr></table>	/t/	/d/	/ld/	Developed	Considered/ emerged	Located						
/t/	/d/	/ld/												
Developed	Considered/ emerged	Located												
2	0.5x4	4- 1. first 2. land 3. now 4. started												
05 pts		Part two : Written expression The following grid is used for scoring both topics <table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L & PH</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L & PH	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
L & PH	1	1	2	1	5									

عناصر الإجابة
الموضوع الثاني (If you want)

Part one: Reading

A- Comprehension

1. An article
2. a- T
b- F (0.25) –bring significant positive results in the development of a young mind
-a positive outlook amidst any anxieties, battles and problems in life. (0.50)
c- F It creates special parent-child bond.
d- T
3.
 - a. They captivate the imagination of young minds; enhance their creativity and reasoning skills.
 - b. Fairy tales are important to family relationships because they create a parent-child bond. (When parents read stories to their children.)
 - c. aspects of fairy tales: Children learn from the characters in the stories / this helps them connect the situation with their own lives / learn how to have a positive outlook amidst any anxieties, battles and problems in life / They teach them critical thinking skills. (0.5 for each aspect)
4. a-fairy tales b-children
c-children learn from the characters in the stories/ Learning from the characters in the stories

B- Text exploration

1. a-essential b-captivate c-fantasy
- 2.

Prefix	Root	Suffix
/	Critic	Al
Un	Real	/
/	Develop	Ment

3. a-Moral lessons are portrayed by fairy tales.
b- I wish my parents had read me fairy tales.
c- Unlike girls, who read fairy tales, boys watch Mangas. / OR Unlike boys, who watch Mangas, girls read fairy tales.
4. 1-violence 2-aggressive 3-have 4- programmes

Part two : Written expression

The following grid is used for scoring both topics

Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score
L & PH	1	1	2	1	5

العلامة		عناصر الإجابة													
مجموعه	محرقة	الموضوع الأول (Islamic Civilization)													
15 pts		Part one: Reading													
07 pts		A- Comprehension													
2	0.75	1- a: F - Islamic Civilization ... science and technology / The translation of most Islamic works..... had a great impact upon the European Renaissance.													
	0.75	b: F - The 12th century of Muslim works.													
	0.25x2	c: T d: T													
0.5	0.25x2	2- a: §2 b: §3													
3	1x3	3- a- through the translation of most Islamic works into Latin. b- Political conditions. c- By working within a predominantly Greek framework,													
0.5	0.25x2	4- a-which: many hundreds of translations of Muslim works b-its: Greek science.													
1	1	5- Islamic contributions to the western world and humanity. (accept any other correct answer).													
07 pts		B- Text exploration													
1	0.5x2	1- a-translation b-alter													
1.5	0.25x6	2-													
		<table><tr><th>Verb</th><th>Noun</th><th>Adjective</th></tr><tr><td>To civilize</td><td>/</td><td>Civilized, civilizable, civilizational</td></tr><tr><td>To intensify</td><td>Intensification, intensifier, intensity</td><td>/</td></tr><tr><td>/</td><td>Influence, influenceability</td><td>Influenceable, influenced, influencing, influential.</td></tr></table>		Verb	Noun	Adjective	To civilize	/	Civilized, civilizable, civilizational	To intensify	Intensification, intensifier, intensity	/	/	Influence, influenceability	Influenceable, influenced, influencing, influential.
Verb	Noun	Adjective													
To civilize	/	Civilized, civilizable, civilizational													
To intensify	Intensification, intensifier, intensity	/													
/	Influence, influenceability	Influenceable, influenced, influencing, influential.													
1.5	0.75x2	3-a: Muslim translators preserved Greek scientific texts. Unless Muslims translated Greek works, western scholars couldn't study Greek science.													
1	0.25x4	4-													
		<table><tr><th>1th syllable</th><th>2nd syllable</th><th>3rd syllable</th><th>4th syllable</th></tr><tr><td>Latin</td><td>Polittical</td><td>revolution</td><td>civilization</td></tr></table>		1th syllable	2nd syllable	3rd syllable	4th syllable	Latin	Polittical	revolution	civilization				
1th syllable	2nd syllable	3rd syllable	4th syllable												
Latin	Polittical	revolution	civilization												
2	0.5x4	5- 1- contact 2- Indian 3- philosophy 4- developed													
06 pts		Part two : Written expression													
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L.E</td><td>1.5</td><td>1</td><td>2</td><td>1.5</td><td>6</td></tr></table>		Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L.E	1.5	1	2	1.5	6
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score										
L.E	1.5	1	2	1.5	6										

العلامة		عناصر الإجابة الموضوع التالي (Brain Drain)													
مجموعة	مجازة														
15 pts		Part one: Reading													
07 pts		A- Comprehension													
02	0.75	1.a- F is the action of having highly skilled and educated people leaving....													
	0.25x2	b- T c- T													
0.75	0.75	d- F Many people believe that immigrationa different perspective.													
3.25	0.25x3	2. 1- b 2- c 3- a													
	0.75	3. a- Intellectuals leave their countries because they are seeking higher wages and Better working conditions.													
	0.75	b- Push factors are those that force people to leave the country because of the bad living conditions, whereas pull factors are those that facilitate life and attract intellectuals to other countries. (showing contrast between the two)													
	0.75	c-It reduces the number of dynamic and creative people./With more entrepreneurs taking their investments abroad, developing countries are missing an opportunity of wealth creation.													
	1	d-Yes, because it is a personal choice that must be understood and respected/they have the right to look for better opportunities.... No, it has negative impact on economy/ reduces chances for development,													
0.50	0.25x2	4. a- this = brain drain b-their = dynamic and creative people													
0.50	0.5	5. Title: Brain Drain / Causes & Effects of Brain Drain / Brain Drain a Third World Phenomenon./													
07 pts		B- Text exploration													
1	0.5x2	B/ Text Exploration													
		a-host ≠ (\$1) sending b- joblessness (\$3) employment													
1.5	0.5x3	2.													
		<table><tr><th>Verbs</th><th>Nouns</th><th>Adjectives</th></tr><tr><td>To free</td><td>Freedom</td><td>Free/ Freed</td></tr><tr><td>To prosper</td><td>Prosperity</td><td>Prosperous</td></tr><tr><td>To believe</td><td>Belief/ Believer</td><td>Believable</td></tr></table>		Verbs	Nouns	Adjectives	To free	Freedom	Free/ Freed	To prosper	Prosperity	Prosperous	To believe	Belief/ Believer	Believable
Verbs	Nouns	Adjectives													
To free	Freedom	Free/ Freed													
To prosper	Prosperity	Prosperous													
To believe	Belief/ Believer	Believable													
1.5	0.5x3	3. a- Highly educated people are heading towards Europe so that they can get higher wages. a- Intellectuals will not leave provided that the sending countries improve the socio-economic situation./OR Provided that the sending countries improve the socio-economic situation, intellectuals won't leave.													
		b- Brain drain has such a negative impact on the developing countries that it reduces the creativity for their evolution.													
1	0.25x4	4.													
		<table><tr><th>One syllable</th><th>Two syllable</th><th>Three syllable</th><th>Four syllables</th></tr><tr><td>Brain</td><td>Social</td><td>Prosperous</td><td>Phenomenon</td></tr></table>		One syllable	Two syllable	Three syllable	Four syllables	Brain	Social	Prosperous	Phenomenon				
One syllable	Two syllable	Three syllable	Four syllables												
Brain	Social	Prosperous	Phenomenon												
2	0.5x4	5. 1-homeland 2- various 3- avoid d- situations													
06 pts		Part two : Written expression													
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>LE</td><td>1.5</td><td>1</td><td>2</td><td>1.5</td><td>6</td></tr></table>		Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	LE	1.5	1	2	1.5	6
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score										
LE	1.5	1	2	1.5	6										

العلامة		عناصر الإجابة												
مجموعة	مجزأة	الموضوع الأول (Obesity.....)												
15 pts		Part one: Reading												
08 pts		A- Comprehension												
1	1	1. a- a web article												
2	0.5 x4	2. a- T / b-F / c-F / d-T												
4	1	3. a- bad eating habits and inactivity (or eating excessive amounts of cheap, high-calorie food , spending a lot of time sitting down at desks, on sofas or in cars.)												
	1.5	b- by generating serious and deadly diseases (or causing obvious physical changes, serious and potentially life-threatening conditions, diabetes, heart disease and some types of cancer, psychological problems such as depression and low self-esteem.)												
	1.5	c- eat a healthy, reduced-calorie diet / eat slowly / avoid situations where to overeat / sport should be practised regularly												
1	0.5x2	4. a. who (§1)..... person b- It (§2)..... obesity												
07 pts		B- Text exploration												
1.5	0.5x3	1. a-involves b-obvious c-types												
1.5	0.25x6	2.												
		<table><tr><th>Verb</th><th>Noun</th><th>Adjective</th></tr><tr><td>To reduce</td><td>Reduction/ reducer/ reducing</td><td>Reducible / reduced/ reductive</td></tr><tr><td>To threaten</td><td>Threat</td><td>Threatening</td></tr><tr><td>To advertise</td><td>Advertisement</td><td>advertised</td></tr></table>	Verb	Noun	Adjective	To reduce	Reduction/ reducer/ reducing	Reducible / reduced/ reductive	To threaten	Threat	Threatening	To advertise	Advertisement	advertised
Verb	Noun	Adjective												
To reduce	Reduction/ reducer/ reducing	Reducible / reduced/ reductive												
To threaten	Threat	Threatening												
To advertise	Advertisement	advertised												
2	1	3.1. b- Children consume a lot of fast food; as a result, they become obese. Accept any other correct connectors.												
	1	2. b-It's high time the government reduced junk food advertising.												
2	0.5x4	4. 1- struggling 2-lack 3-buy 4-inactive												
05 pts		Part two : Written expression												
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>Common streams</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	Common streams	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
Common streams	1	1	2	1	5									

العلامة		عناصر الإجابة (If you believe) الموضوع الثاني	
مجموعة	مجازة		
15 pts		Part one: Reading	
08 pts		A. Comprehension	
2 pts	0.5x4	1. MCQ a.... (C) b.... (A) c.... (B) d.... (A)	
2 pts	0.5x4	2. Reordering sentences	
		1	2
		d	c
		3	4
		a	b
3.5 pts	0.75x2	3. Answering questions	
	0.5x2	a. A child becomes a good leader when he develops awareness and the ability to think outside the box.	
	0.25x4	b. No, it is not. "Teach your child that cheating is wrong and inexcusable under any circumstances."	
0.5 pt	0.5	c.... justice, morality, honesty and loyalty.	
		4. Type of discourse	
		b. prescriptive	
07 pts		B- Text exploration	
1 pt	0.5x2	1. Opposites	
		a. (§1)... awareness b.(§2)... honest	
1.5 pt	0.25x6	2. Morphology	
		Verb	Noun
		to corrupt	corruption / corrupt / corruptness
		/	development / developer
		to value	/
			developed / developing / developmental / developable
			valued / valueless / valuable
2.5 pts	1.5	(Accept other possible answers.)	
	1	3. Grammar	
		b1. The writer advises us to make sure our child develops an internal moral code and not to just make our child follow rules.	
		b2. You should give your child moral values. (Accept other possible answers.)	
2 pts	0.5x4	4. Cloze passage	
		1. citizenship 2. change 3. responsible 4. Contribute	
05 pts		Part two : Written expression: for both topics	
		Criteria	Relevance
		Semantic coherence	Correct use of English
		Excellence (vocab & creativity)	Final score
		Common streams	1
			1
			2
			1
			5

العلامة		عناصر الإجابة												
مجموعة	مجزأة	الموضوع الأول (Public speakers)												
15 pts		Part one: Reading												
07 pts		A- Comprehension												
2 pts	0.5×4	1- a: F b: T c: T d: F.												
1 pt	1	2- §4												
3 pts	1×3	3- a. It can help open the floor up to a free-ranging, topic-oriented discussion in which students relax enough to become fully engaged. b. no, they don't. / no. It's funny that way. That which you consider funny, others may not. c. - helps bring an audience together or focuses attention on the speaker. - fostering healthy a learning environment - ice breaker or It can help open the floor up to a free-ranging ... - supports the lesson being taught - pedagogical tool - help reduce anxiety - diffuse awkward classroom situations - increase retention of lecture-specific information												
1 pt	1	4. a. Teaching with Humour												
08 pts		B- Text exploration												
1.5 pts	0.5×3	1- a: amusing b: relax c: deliberately												
2.5 pts	1.25×2	2- a. What focuses attention on the speaker? b. Why should humour be employed deliberately? Or What should humour be employed deliberately for?												
2 pts	0.5×4	3- <table><tr><th>one syllable</th><th>two syllables</th><th>three syllables</th></tr><tr><td>joke</td><td>laughter - students</td><td>effective</td></tr></table>	one syllable	two syllables	three syllables	joke	laughter - students	effective						
one syllable	two syllables	three syllables												
joke	laughter - students	effective												
2 pts	0.5×4	4 -1- mean 2- lesson 3-funny 4- literature												
05 pts		Part two : Written expression The following grid is used for scoring both topics <table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L & PH</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L & PH	1	1	2	1	5
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score									
L & PH	1	1	2	1	5									

العلامة		عناصر الإجابة															
مجموعة	مجزأة	الموضوع الثاني (Everyone agrees)															
15 pts		Part one: Reading															
07 pts		A- Comprehension															
1 pt	01 pt	1- b – a magazine article															
2 pts	0.5x4	2- a → F b → T c → T d → T															
3 pts	1x3	3- a-Yes, there is. / Yes. - Most agreed they should do so legally. But why should they be concerned about ethics as long as they are making money and staying out of jail? b- Some managers identify their responsibility (duty) towards ethics through making legal profit.(or through making a legal profit for the firm.) c- No / No, it does not															
1 pt	1 pt	4-Title: b. Why Business Ethics?															
08 pts		B- Text exploration															
1.5 pt	0,5x3	1- Opposites: 1-a- profit b- legal c- reward															
2 pts	0.5 x4	2- Morphology :															
		<table><tr><th>Prefix</th><th>Root</th><th>Suffix(es)</th></tr><tr><td>un</td><td>ethic</td><td>al</td></tr><tr><td>////////</td><td>self</td><td>ish ly</td></tr><tr><td>////////</td><td>oblig(e)</td><td>ation</td></tr><tr><td>////////</td><td>greed</td><td>y</td></tr></table>	Prefix	Root	Suffix(es)	un	ethic	al	////////	self	ish ly	////////	oblig(e)	ation	////////	greed	y
Prefix	Root	Suffix(es)															
un	ethic	al															
////////	self	ish ly															
////////	oblig(e)	ation															
////////	greed	y															
2.5 pts	1.25x2	3- Syntax: a) What does a good behaviour bring? b) Who must understand finance and marketing?															
2 pts	0.5 x4	4) 1- bribery 2- strategies 3- transparent 4- existing															
05 pts		Part two : Written expression The following grid is used for scoring both topics															
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L & PH</td><td>1</td><td>1</td><td>2</td><td>1</td><td>5</td></tr></table>	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L & PH	1	1	2	1	5			
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score												
L & PH	1	1	2	1	5												

العلامة		عناصر الإجابة																					
مجموعة	مجزأة	(Sumer known) الموضوع الأول																					
15 pts		Part one: Reading																					
07 pts		A- Comprehension																					
2 pts	0.5x4	1.A. c. sterile B- b. river flood C- b. a system of writing D- b. irrigation process																					
1.5 pts	0.25x6	2.																					
		<table><tr><th colspan="3">Sumer</th><th colspan="3">Achievements</th></tr><tr><th>Plane</th><th>Climate</th><th>Soil</th><th>Agriculture</th><th>Building</th><th>Writing</th></tr><tr><td>Modern Iraq/ babylonia/ lower half of mesopotamia</td><td>Hot and dry</td><td>Arid and unproductive</td><td>Irrigation system</td><td>Baked bricks</td><td>cuneiform</td></tr></table>				Sumer			Achievements			Plane	Climate	Soil	Agriculture	Building	Writing	Modern Iraq/ babylonia/ lower half of mesopotamia	Hot and dry	Arid and unproductive	Irrigation system	Baked bricks	cuneiform
Sumer			Achievements																				
Plane	Climate	Soil	Agriculture	Building	Writing																		
Modern Iraq/ babylonia/ lower half of mesopotamia	Hot and dry	Arid and unproductive	Irrigation system	Baked bricks	cuneiform																		
2 pts	0.5x4	3. a. their creative intellect b. by baking the rivers' clay c. because they were deeply conscious of their rights d. any answer related to achievements (law, writing, irrigation ...). or any other logical answer																					
1 pt	0.5x2	4. a. Sumerians' / of the Sumerians (§2) b- irrigation process (§3)																					
0.5 pt	0.5	5. The title: The Ingenuity of the Sumerians																					
07 pts		B- Text exploration																					
0.75 pts	0.25x3	1. a- drawbacks (§2) b- conscious (§3) c- rights (§3)																					
1 pt	1	2.																					
		<table><tr><th>Prefix</th><th>Root</th><th>Suffix(es)</th></tr><tr><td>/////</td><td>Class</td><td>Ical</td></tr><tr><td>/////</td><td>Origin</td><td>Ated</td></tr><tr><td>/////</td><td>Organiz</td><td>Ation</td></tr><tr><td>/////</td><td>Add</td><td>Itionally</td></tr></table>				Prefix	Root	Suffix(es)	/////	Class	Ical	/////	Origin	Ated	/////	Organiz	Ation	/////	Add	Itionally			
Prefix	Root	Suffix(es)																					
/////	Class	Ical																					
/////	Origin	Ated																					
/////	Organiz	Ation																					
/////	Add	Itionally																					
		0.5 pt: 4 correct roots 0.5 pt : any correct suffixes																					
3.25 pts	1	3. a. Although the soil was arid, Sumerians developed a sophisticated agriculture.																					
	1.25	b. Sumerians were so conscious of their rights that they compiled law.																					
	1	c. They baked clay so that they could make bricks.																					
1 pt	0.25x4	4.																					
		<table><tr><th>One syllable</th><th>Two syllables</th><th>Three syllables</th><th>Four syllables</th></tr><tr><td>Rights</td><td>Sculpture</td><td>Materials</td><td>Manifested</td></tr></table>				One syllable	Two syllables	Three syllables	Four syllables	Rights	Sculpture	Materials	Manifested										
One syllable	Two syllables	Three syllables	Four syllables																				
Rights	Sculpture	Materials	Manifested																				
1 pt	0.25x4	5. 1. dry 2. banks 3. constructed 4. control																					
06 pts		Part two : Written expression																					
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L.E</td><td>1.5</td><td>1</td><td>2</td><td>1.5</td><td>6</td></tr></table>				Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L.E	1.5	1	2	1.5	6						
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score																		
L.E	1.5	1	2	1.5	6																		

العلامة		عناصر الإجابة															
مجموعة	مجزأة	(Child abductions) الموضوع الثاني															
15 pts		Part one: Reading															
07 pts		A- Comprehension															
2 pts	0.5×4	1- a. False (the abduction of children by people other than their parents or children were abducted by parents) b. True c. False (many cases of attempted by police. or the true rates of offending police figures suggest) d. True															
0.5 pt 3 pts	0.50	2- Paragraph 2															
	0.25	3- a. No / No, it hasn't.															
	0.50	Child abductions and kidnappings are on the increase. (the candidate can illustrate by figures from §1 and §2)															
	0.25	b. No / No, they are not. (they are abducted by parents)															
	0.50	c. unlike abductions, kidnappings include a ransom. (or "Kidnappings, which defined ... for a ransom")															
0.75 pt	0.75	d. The need to talk to children about so-called "stranger danger" (sensitizing them)															
	0.25x3	4. a. Child abductions and kidnappings are on the increase (§1)															
0.75 pt		b. children's (§1) c. children (§3)															
	0.75	5. General idea: Child abductions and kidnappings are on the increase.															
07 pts		B- Text exploration															
1.5 pts	0.5×3	1- a: parental b: figures c: charity															
1.5 pts	0.25×6	2-															
		<table><tr><th>Noun</th><th>Verb</th><th>Adjective</th></tr><tr><td>inclusion</td><td>include</td><td>////</td></tr><tr><td>////</td><td>save</td><td>safe / saved</td></tr><tr><td>offence (se) /</td><td>////</td><td>offensive / offended/ offending</td></tr></table>		Noun	Verb	Adjective	inclusion	include	////	////	save	safe / saved	offence (se) /	////	offensive / offended/ offending		
Noun	Verb	Adjective															
inclusion	include	////															
////	save	safe / saved															
offence (se) /	////	offensive / offended/ offending															
2 pts	0.5	3- a. Children are deceitfully convinced; as a result, they are easily kidnapped.															
	0.75	b. Although kidnappers are severely punished, child abductions rates are still on the increase.															
	0.75	c. Parents communicate with their children in order not to be deceived..															
1 pt	0.25×4	4-															
		<table><tr><th>1st syllable</th><th>2nd syllable</th><th>3rd syllable</th></tr><tr><td>charity</td><td>abduction successful</td><td>information</td></tr></table>		1 st syllable	2 nd syllable	3 rd syllable	charity	abduction successful	information								
1 st syllable	2 nd syllable	3 rd syllable															
charity	abduction successful	information															
1 pt	0.25×4	5- 1.c 2.a 3.b 4.d															
06 pts		Part two : Written expression															
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocab & creativity)</th><th>Final score</th></tr><tr><td>L.E</td><td>1.5</td><td>1</td><td>2</td><td>1.5</td><td>6</td></tr></table>				Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score	L.E	1.5	1	2	1.5	6
Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocab & creativity)	Final score												
L.E	1.5	1	2	1.5	6												

من إصداراتنا



ISBN 978-9931-833-42-0



9 789931 833420

formation
Cours.dz
للتنوير والتوجيه

999 DA

مدير التوزيع : 0551.19.31.35

cours.dz

édition cours.dz — منشورات كورس دز

9 حي هوريك باني الزوار / مقارنك محطة الطرايون 49