



التَّارِيخُ: 2024/05/13
المُدَّة: 03 سَاعَاتٍ وَ30 د

المادَّة: اللُّغَةُ الْإِنْجِلِيزِيَّةُ
المستوى: 3 لغات أجنبية

امتحان البكالوريا التجريبي

على المترشح أن يختار أحد الموضوعين الآتين:

الموضوع الأول:

PART ONE: READING:(14pts)

Read the text carefully then do the activities

Ancient Egypt was a narrow strip of land along the Nile River. Each year, the river flooded its banks, leaving behind a fertile fringe of soil they called “the Black Land” while the desert all around the Nile valley was called “the Red Land”. It was **where** the Ancient Egyptians built their homes.

The people of ancient Egypt highly valued family life. Although women were expected to obey their fathers and husbands, they were equal to men in many ways. They had the legal right to participate in business deals, own land, and were expected to represent themselves in court cases. Women even faced the same penalties as men. Throughout the Egyptian history, some of the wives and mothers of pharaohs were the “real” ruling power in the government, though **they** ruled unknowingly to common people. Queen Hatshepsut was the only woman who ruled outright by declaring herself pharaoh. Nevertheless, Egyptian wives and mothers were greatly respected in this society.

Young boys learned trade or craft from their fathers or an artisan. Young girls worked and received their training at home with their mothers. Those who could afford it, sent **their** sons, from about the age of seven, to schools to study religion, reading, writing and arithmetic. Even though there is no evidence of school for girls, some were home-taught to read and write and **some** even became doctors.

Children were expected to look after their elderly parents. Upon their parents’ death, the sons inherited the land while the daughters inherited the household goods such as furniture and jewellery. If there was no son in the family, there was nothing preventing the daughter from inheriting the land. There is even evidence of some women inheriting entire nomes.

Adapted from: Splendors of Ancient Egypt: An Educational Guide to Egypt

* a nome: each of the thirty-six territorial and administrative division of ancient Egypt.

A/ Comprehension (7pts)

1. Write the letter which correspond to the right answer. (0.5pt)

The text is extracted from: a) a website b) a book c) a newspaper

2. Are the following sentences “True” or “False”? Correct the false one. (2pts)

- a- The Nile river overflowed all the desert of Egypt.
- b- Egyptian women were judged in court unlike men.
- c- Some of the them were secretly involved in the political life.
- d- Not all the children could go to schools in Ancient Egypt.

3. Identify the paragraph in which the following idea is mentioned. (0.5pt)

- a- Egyptian women were well considered among their society.

4. Answer the following questions according to the text. (3pts)

- a- Did the Egyptian build their homes on the fertile land? Justify.
- b- How were girls different from boys in Ancient Egypt?
- c- When could a daughter get possession of her dead parents' land?

5. Who/ what do the underlined words refer to in the text? (1pt)

- a. where (§1)..... b. they (§2) c. their (§3) d. some (§3).....

B. Text Exploration (7pts)

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

- a. dried up (§1) ≠..... b. disregarded (§2) ≠..... c. refuse (§2) ≠..... d. neglect (§4) ≠.....

2. Divide the following words into roots and affixes. (1pt)

disrespect - unexpectable - inherited - declaring

Prefix	Root	Suffix
.....		

3. Complete sentence(b) so that it means the same as sentence (a). (2pts)

- 1. a. Even though the Nile was sometimes dangerous, it enriched the soil and provided protection.
b. Despite
- 2. a. I regret not having lived in ancient Egypt. It was fascinating.
b. I wish.....
- 3. a. He wanted to know why the Egyptians had buried the pharaohs in pyramids.
b. He asked the archeologist, “.....?”
- 4. a. We can understand the mysteries of some civilizations if we study them well.
b. Unless

4. Ask question about the underlined words. (1pt)

- a. The Egyptians used Hieroglyphics in order to record their history.
- b. The Egyptian civilization made a great improvement in agriculture

5. Reorder the following sentences to get a coherent passage. (1pt)

- a. they did not keep these inventions for themselves.
- b. This enrichment is often the result of contacts of various kinds.
- c. and achieved important scientific successes on their own,
- d. History shows that the civilizations enrich one another.
- e. For example, though ancient Egyptians had invented many things

6. Classify the following words according to the pronunciation of “ ed”. (1pt)

flooded - faced - caused - reached

/ t /	/ d /	/ id /

PART TWO: WRITTEN EXPRESSION (6pts)

Choose ONE of the following topics:

Topic One: No one can deny the fact that Islamic civilization contributed largely in the improvement of the women's life and status. Write an article of about 100 to 120 words to your school magazine in which you highlight the contribution of Islam in the emancipation of women.

Make the best use of the following notes:

- Before Islam: newly born girls buried /denied of basic rights /kidnapped and sold /considered as slaves
- After the coming of Islam: the right to choose a husband / to possess properties/ to work in commerce / to participate in political life / to take decisions in family affairs, etc.....

Topic Two: Some people think that learning foreign languages is useless and a waste of time. Write an opinion article of about 100 to 120 words for the local newspaper to state the benefits of learning foreign languages.

انتهى الموضوع الأول.



الموضوع الثاني:

Read the text carefully then do the activities

Exam anxiety is a common phenomenon that involves feelings of tension or uneasiness that occur before, during, or after an exam. Some people experience feelings of anxiety around exams and find it helpful in some ways, as it can be motivating and create the pressure that is needed to stay focused on studying. However, in some cases, anxiety can become so intense that **it** leads to disruptive symptoms that ultimately lead to a negative impact on one's performance. In these cases, it is important for students to attend to their symptoms and find a way to cope effectively, so that **their** schooling does not suffer any further.

As a first step, it is important to determine whether the anxiety is "true" test anxiety, or is due to a lack of adequate preparation. The student will need to ensure that he/ she spends enough time studying, has adequate study strategies, attends class regularly, and understands the class material. If these issues have been addressed and he/she still continues to experience intense symptoms of anxiety, then it is likely that he/she is suffering from true (or classic) test anxiety, and will need to target his/her particular symptoms directly.

Although anxiety can affect each person in different ways, there are several symptoms that are quite common. Some of **these** are emotional, which include feelings of fear, disappointment, anger, depression, or helplessness. Other symptoms are more behavioural, ranging from fidgeting or pacing to substance abuse or other self-destructive behaviours. There are also physiological symptoms, which include fast heartbeat, feelings of nausea, headaches, light-headedness, sweating, and other disruptions in bodily functions.

Some of the strategies for coping with exam anxiety are quite practical and relatively easy to implement, such as avoiding caffeine, arriving early to the exam, avoiding people who speak negatively, meeting with the teacher to discuss class material, getting a good night sleep, and reading exam directions. Students will also need to ensure that they are practicing good time management skills and managing their stress on a daily basis through exercise, good nutrition, social support, enjoyable activities, and balance in their lives.

There are many other strategies that can be used to interrupt this cycle, such as breathing deeply, relaxing tense muscles, repeating positive and reassuring statements to oneself, and visualizing oneself doing well.

By Ken Dickson, AU Counsellor

PART ONE: READING: (14pts)

A. Comprehension: (7pts)

1. Are the following sentences "True" or "False"? (2pts)

- Anxiety can sometimes be efficient during exams.
- The only cause of exam anxiety is not getting ready well and efficiently for the exam.
- Anxiety has just some psychological effects on people.
- Life organization is a good way to deal with exam anxiety.

2. Read the text and put the following sentences in the order they appear in the text. (1.5pt)

- Exams unreadiness can be reason for anxiety.
- Healthy living way can help in preventing exam anxiety.
- An intense anxiety may have negative effects on the student's work.
- Some harmful behaviours can indicate anxiety.
- Being self-confident and optimistic can help to overcome exam anxiety.
- Anxiety has many signs that are shared by most people.

3. Answer the following questions according to the text. (2.5pts)

- How can exam anxiety be positive?
- How do we know that a student has a true test anxiety?
- Has a healthy food consumption a role in dealing with anxiety? Justify from the text.

4. Who/ what do the underlined words refer to in the text? (0.75pt)

- a. It (§1) b. their (§1) c. these (§3).....

5. Identify the type of discourse: (0.25 pt)

The text is : a. narrative b. argumentative c. expository .

B. Text Exploration:(7pts)

1. Find in the text words closest in meaning to the following. (1pt)

- a. pay attention to (§1)=..... b. sufficient (§2) = c. disturbances (§3)=..... d. execute (§4)=.....

2. Give the opposites of the following words keeping the same root: (1pt)

involved - obey - effectively - practical

3. Combine the pairs of sentences using the connectors provided. Make the necessary changes. (1.5 pt)
provided that - while - so.....that - after

- a. The student didn't do well in the exam. He was stressed.
b. He can cope with exam anxiety. He follows some useful strategies.
c. Girls like studying foreign languages. Boys like studying Math.

4. Give the correct form of the verbs in brackets. (1.5 pt)

- a. It's high time the authorities (to fight) illiteracy in rural areas.
b. She (to find) a good job easily if she had finished her university studies.
c. He couldn't go to study abroad until the government (to offer) him a scholarship.

5. Fill the gaps with only 4 words from the list given. (1pt)

progress - provides - system - teaches - essential - schools

Education is a long process that not only.....1..... us with basic skills such as literacy and numeracy, but is also.....2..... in shaping our future lives. From the moment we enter kindergarten as small children, and as we.....3..... through primary and secondary.....4.....,we are laying the foundations for the life ahead of us. So, we must discipline ourselves to work hard so that we can pass exams and gain the qualifications we will need to secure a good job.

5. Classify the following words according to the stressed syllable. (1pt)

practical - strategic - preparation - security

First syllable	Second syllable	Third syllable

PART TWO: Written Expression (06pts)

Choose ONE of the following topics:

Topic One: Nowadays, a lot of youngsters are not interested in formal education (going to school to study).

Write a composition of about 100 to 120 words in which you state the main reasons behind this issue.

The following notes may help.

- lack of enthusiasm and motivation
- availability of leisure and facilities (TV – Internet – sport infrastructures)
- inadequate/ boring programs
- poverty / necessity to work at an early age
- a lack of future job opportunities
- suggest other reasons

Topic Two: Some people think that bribery is the best and easiest way to get what they want. Are you for or against such practice? Write an opinion article of about 100 to 120 words in your personal blog stating your reasons.

God bless you

انتهى الموضوع الثاني.

Correction of the Mock Exam LG.E 2023 – 2024

Subject n° 1

Detailed Answers	Scale Marks
Part One: Reading	(14 pts)
A/Comprehension:	(7pts)
1) -Choosing the right answer: The text is extracted from: (b) a book	0.5 pt
2) -True or false sentences and correction of the false ones: a) False: The Nile river flooded its banks leaving behind it a fertile fringe of soil. b) False: Women faced the same penalties as men c) True d) True	2 pts 0.5 each
3) - Paragraph Identification: a) 2 nd §	0.5 pt
4) - Answering questions: a) No they didn't. Justification:the desert all around the Nile valley was called "the Red Land" and it was where the Egyptians built their homes. b) The girls were different from the boys in the way that boys learned trade or craft from their fathers or an artisan whereas the girls worked and received their training at home with their mothers. Some boys were sent to schools to study religion, reading, writing and arithmetic while some girls were home taught. c) A daughter could get possession of her parents' land if there was no boy in the family.	3 pts 1 each
5) - Cohesive markers: a)- where (§1): the Red Land b) - they (§2): wives and mothers c)- their (§3): those who could afford it d)- some (§3): girls	1pt 0.25 each
B/Text Exploration:	(7 pts)
1) - Opposites: a)-dried up ≠ flooded b)- disregarded ≠ valued or respected c)-refuse ≠ obey d)- neglect ≠ look after	1pt 0.25 each
2) - Chart completion:	1pt 0.25 each

prefix	root	suffix	
dis	respect		
un	expect	able	
	inherit declare	ed ing	

3) - **Completing Sentences:**

1- Despite **being sometimes dangerous / its danger** , the Nile enriched the soil.....

2- I wish I **had lived** in ancient Egypt.

3- He asked the archeologist," Why did the Egyptians bury the pharaohs in pyramids?"

4- Unless we **study** the mysteries of some civilizations well, we **can not understand** them.

4) - **Asking Question:**

a)- What did the Egyptians use Hieroglyphics for? or Why did the Egyptians use Hieroglyphics?

b)- What did the Egyptians make in agriculture?

5) -**Sentence ordering:**

- The right order is: **1: (d) - 2 : (b) - 3 : (e) - 4 : (c) - 5 : (a)**

6) - **Words Classification: Final "ed"**

- / t / : **faced - reached**

- / d / : **caused**

- / ed / : **flooded**

Part Two: Written Expression:

Criteria	relevance	Semantic coherence	Correct use of English	Excellence (vocabulary and creativity)	Final score
	1.5pt	1pt	2pts	1.5pt	6pts

2pts
0.5 each

1 pt
0.5 each

1pt
0.25 each

1pt
0.25 each

(6pts)

Subject n° 2

Detailed Answers	Scale Marks
Part One: Reading	(14 pts)
A/Comprehension:	(7pts)
3) -True or false sentences and correction of the false ones: a) True b) False c) False d) True	2 pts 0.5 each
2) - Order of Sentences: c - a - f - d - b - e	1.5 pt 0.25 each
3)-Answering questions: d) Exam anxiety can be positive when it creates the pressure that is needed to stay focused on studying. e) We know that a student has a true test anxiety if he spends enough time studying, has adequate study strategies, attend class regularly, and understand class material but still continues to experience intense symptoms of anxiety. f) Yes it has. Justification:managing their stress on daily basis through exercise and good nutrition.	2.5pts a)-b) 1pt each c) 0.5 pt
4) -Cohesive markers: a)- it (§1): anxiety b) - their (§1): students c)- these (§3): symptoms	0.75 pt 0.25 each
5) – Choosing the Right Answer: The text is : c) expository	0.25 pt
B/Text Exploration:	(7 pts)
1) - Synonyms: a)-pay attention to = attend to disturbances= disruptions b)- sufficient = adequate d)- execute = implement c)-	1pt 0.25 each
2) - Morphology: Opposites uninvolved - disobey - ineffective / noneffective - impractical	1pt 0.25 each
3) - Combining Sentences: a)- The student was so stressed that he didn't do well in the exam.	1.5pts 0.5 each

c)- Girls like studying foreign languages **while** like studying math.

a)- It's high time**fought**.....

b)- She **would have found**.....if she had finished.....

c)- He couldn't gountil the government **had offered** him

1: provides - 2: essential - 3: progress - 4: schools

- First syllable: **practical**

- Second syllable: **security** - **strategic**

-Third syllable: **preparation**

Criteria	relevance	Semantic coherence	Correct use of English	Excellence (vocabulary and creativity)	Final score
	1.5pt	1pt	2pts	1.5pt	6pts

(6pts)