



على المترشح أن يختار أحد الموضوعين الآتين:
الموضوع الأول

Part One: Reading
A/ Comprehension

(14 points)
(07 points)

Read the text carefully then do the following activities.

Between class, homework and extracurriculars, high school students spend much of their lives at school. Anna, a high school student, explained, “I will describe it as something I do almost every single day. I naturally think about school at all times.”

This time is supposed to give students the confidence and skills they need to succeed after graduating. But, feedback paints a different picture of what high school is really like —one that centers on stress. Just how stressed are they? According to a recent Yale study, almost 75% of them feel negatively about school. When researchers asked students to describe how they felt at school, their answers had a clear trend: most are disengaged, missing out on opportunities for meaningful learning and connection. They most frequently reported feeling stressed, bored and tired.

Students consistently mention academics such as coursework, assignments and exams as a key source of pressure. The problem is not only having too much work —it is that while also feeling that the work may not actually be supporting learning. Daniella, a student, explained, “I wish teachers understood the amount of work that we end up getting, and how it does not really help us for real life.” This academic pressure can be particularly intense for those taking on other responsibilities outside of school, like working or caring for family members.

Adapted from xqsuperschool.org

1. Identify the type of the text.

The text is a ... a) magazine article b) web article c) speech

2. Say whether the following statements are True or False and correct the false one (s).

- a) Students consider attending school as a regular habit.
- b) Education should provide students with the skills need in the future.
- c) Most students felt satisfied and motivated about their school experience.
- d) Students believe that academics serve their needs in reality.

3. Identify the paragraph in which each of the following ideas is mentioned.

- a) For students, tension results from excessive and pointless schoolwork.
- b) High school students lead busy schedules balancing many things all at once.

4. Answer the following questions according to the text.

- a) Are high school students obliged to overthink about school?
- b) How does research describe students' feelings about school?
- c) Who is mostly affected by academic pressure and anxiety?
- d) Do you think that a lot of schoolwork can be stressful? Justify.

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

- a) it (§1) b) them (§2) c) that (§3)

B/ Text Exploration

(07 points)

1. Find words in the text whose definitions follow.

- a) activities outside of curriculum such as clubs, sports etc. (§1)
- b) emotional pressure suffered by human beings. (§2)
- c) to assist or aid someone in achieving a task or solving a problem. (§3)

2. Divide the following words into roots and affixes.

disengaged _ meaningful _ responsibilities

Prefix	Root	Suffix

3. Complete sentence B so that it means the same as sentence A. Make changes where necessary.

- a) Daniella said, "I hope teachers are aware of the amount of work that we end up getting."
- b) Daniella hoped that
- a) If I were you, I would engage in more extracurricular activities.
- b) It's high time you
- a) Students will not get rid of stress as long as they do not seek help from others.
- b) Unless

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

opportunity _ academic _ connect _ students

1 st Syllable	2 nd Syllable	3 rd Syllable

5. Fill in the gaps with only four (4) words from the list given.

passion _ emotional _ educators _ stress _ successfully _ support

Coping with stress at school is crucial for students' academic performance. Schools should1..... meaningful engaged learning –one that activates student2..... around topics that matter. By investing in social and3..... learning methods, educators can teach students how to deal with4..... at school.

Part Two: Written Expression

(06 points)

Choose ONE of the following topics:

Topic One:

The overwhelming load of schoolwork can potentially increase pressure leading to heightened levels of stress among students, which hinder their learning and success. Write an expository article of about 120 words for your school magazine in which you discuss the detrimental impact of excessive schoolwork and the need for ways to promote a healthier learning environment.

Impacts: having little time for relaxation/ hobbies / socialisation
more depression / negative vibes/ drugs / suicidal thoughts
sleep disruption / fatigue / burnout

Measures: implementing reasonable homework / studying in groups
educating students / time management techniques
providing counseling services / support students
engaging in extracurricular activities / sports ...

Topic Two:

Spreading misleading news and siding with the oppressor rather than championing the cause of the oppressed, Western journalists and media have clearly betrayed the principles of truth and justice becoming unethically complicit in the brutal targeting and murder of innocent Palestinians in Gaza. Write a speech of about 120 words in which you denounce this unprofessional and criminal act against humanity.

انتهى الموضوع الأول

الموضوع الثاني

Part One: Reading

(14 points)

A/ Comprehension

(07 points)

Read the text carefully then do the following activities.

Great civilisations are not murdered. Instead, they take their own lives. So concluded the historian Arnold Toynbee, exploring the rise and demise of 28 different civilisations. He argued civilisations are often responsible for their own decline. Yet, their self-destruction is usually assisted by several factors.

The Roman Empire, for example, was the victim of many ills including overexpansion, climatic change, environmental degradation and poor leadership. However, it was also brought to its knees when Rome was sacked by the Visigoths and the Vandals. Virtually, all past civilisations have faced this fate just to recover, transform or be left abandoned as a mausoleum for future tourists.

In theory, a civilisation might be less vulnerable to collapse if new technologies can mitigate against such challenges. It is also possible that “collapse” can happen without violent catastrophe. Civilisations may simply fade out of existence – becoming the stuff of history not with a bang but a whimper, for the weapons available during social disorder were rudimentary: swords, arrows and sometimes guns.

Today, societal collapse is a more treacherous prospect. With the proliferation of nuclear or lethal autonomous weapons and biological agents, we may have already reached our civilisational “terminal velocity”. Any collapse risks being permanent. Nuclear war could result in an existential risk: either the extinction of humankind or a permanent catapult back to the Stone Age. Similarly, a changing climate may irreparably damage our ability to return to simple farming practices.

We will only march into collapse if we advance blindly. We are only doomed if we are unwilling to listen to the past.

*Adapted from <https://www.bbc.com>***1. Choose the right answer to complete each statement.**

A. According to historians, the fall of ancient civilisations could be attributed to

- a) self-ruin b) external factors c) both of them

B. Overexpansion, environmental issues and weak leadership the fall of Rome.

- a) facilitated b) hindered c) prevented

C. Civilisations may disappear into the mist of history.

- a) violently b) gradually c) suddenly

D. The spread of nuclear or deadly weaponry can have consequences on humanity.

- a) beneficial b) optimal c) catastrophic

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

- Humankind had better not refuse to learn from history.
- Ineffective governance was a catalyst from the Roman Empire's decline.
- Modern warfare can accelerate the end of the world.
- Technological innovation might strengthen civilisations to last longer.

3. Answer the following questions according to the text.

- Can civilisations be held accountable for their own downfall?
- How have ancient civilisations adapted to their collapse?
- What would happen if a nuclear war starts?
- Do you agree with the writer's conclusion on listening to the past?

4. Give the general idea of the text.**5. Identify the type of discourse.** The text is ... a) narrative b) prescriptive c) expository

B/ Text Exploration

(07 points)

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

deterioration (§2)

fragile (§3)

harm (§4)

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

existence

—

violent

—

lead

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

in order to

—

after

—

so ... that

—

despite

a) Modern civilisation may have gradually started falling. It has supportive technologies.

b) The advent of nuclear weapons is disruptive and perilous. It can lead to the end of the world.

c) Many nations have signed disarmament agreements. They want to maintain world peace.

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

concluded _ faced _ reached _ doomed _

/t/	/d/	/ɪd/

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

a) to the threats that undid our ancestors.

b) Nations may be more technologically advanced now,

c) Our newfound technological abilities even bring more challenges.

d) but this gives little ground to believe that we are immune

Part Two: Written Expression

(06 points)

Choose ONE of the following topics:

Topic One:

Our modern civilisation faces so many menaces (nuclear warfare, climate change...) that it may reach its end as we know it. Most of these threats are the consequence of human activity, greed and negligence. Write a speech of about 120 to 150 words in which you discuss these threats and urge the decision makers worldwide to take action to preserve our modern civilisation.

Threats: nuclear warfare / mass destructive weapons
climate change/ pollution / global warming
Pandemics / diseases ...

Steps: reducing / eliminating nuclear arsenals / promoting peace and stability
investing in renewable energy sources / avoiding fossil fuels, deforestation
using technological innovations wisely / prosperity and growth
raising awareness on sustainable development / equity and equality

Topic Two:

Nowadays, the number of social media influencers has considerably increased. You have noticed that most of your schoolmates have become their followers and imitate them blindly. Write an expository composition of about 80 to 120 words for a local newspaper to raise their awareness about the bad effects social media influencers can have on their cultural identity, behaviours and academic performance.

العلامة		عناصر الإجابة													
مجموع	مجزأة	الموضوع الأول Academic Stress													
0.5	0.5	Part One: Reading (14 points)													
		A/ Comprehension (07 points)													
2	0.5×4	1. <i>Type of the text.</i> ⇒ a web article													
		2. <i>True / False Statements:</i> a) True b) True c) False. They most frequently reported feeling stressed, bored and tired. d) False. It does not really help students for real life.													
1	0.5×2	3. <i>Paragraph identification:</i> a) ⇒ §3 b) ⇒ §1													
		4. <i>Answering questions:</i> a) No, they are not. (It happens naturally.) b) They are disengaged, missing out on opportunities for meaningful learning and connection, stressed, bored and tired. c) It can be intense for those taking on other responsibilities outside of school, like working or caring for family members. d) Accept any logical answer.													
2	0.5×4	5. <i>Cohesive markers:</i> a) it ⇒ school (§1) b) them ⇒ students (§2) c) that ⇒ the amount of work (§3)													
		B/ Text Exploration (07 points)													
1.5	0.5×3	1. <i>Lexis: (Definitions)</i> a) extracurriculars (§1) b) stress (§2) c) help (§3)													
		2. <i>Morphology:(Roots and affixes)</i>													
1.5	0.5×3	<table><tr><th><i>Prefix</i></th><th><i>Root</i></th><th><i>Suffix</i></th></tr><tr><td>dis</td><td>engage</td><td>ed</td></tr><tr><td>//</td><td>mean</td><td>ing-ful</td></tr><tr><td>//</td><td>responsibl (e)</td><td>ity</td></tr></table>		<i>Prefix</i>	<i>Root</i>	<i>Suffix</i>	dis	engage	ed	//	mean	ing-ful	//	responsibl (e)	ity
		<i>Prefix</i>	<i>Root</i>	<i>Suffix</i>											
dis	engage	ed													
//	mean	ing-ful													
//	responsibl (e)	ity													
2	0.75	3. <i>Grammar: (Sentence completion)</i>													
		1-b) Daniella hoped that teachers were aware of the amount of work that they ended up getting													
2	0.5	2-b) It's high time you engaged in more extracurricular activities													
		3-b) Unless Students seek help from others, they will not get rid of stress.													
1	0.25×4	4. <i>Phonology: (Stressed syllable)</i>													
		<table><tr><th><i>1st Syllable</i></th><th><i>2nd Syllable</i></th><th><i>3rd Syllable</i></th></tr><tr><td>students</td><td>connect</td><td>academic - opportunity</td></tr></table>		<i>1st Syllable</i>	<i>2nd Syllable</i>	<i>3rd Syllable</i>	students	connect	academic - opportunity						
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students	connect	academic - opportunity													
1	0.25×4	5. <i>Discourse: (Gap filling)</i>													
		1. support 2. passion 3. emotional 4. stress													
6	⇒	Part Two: Written Expression (06 points)													
		<table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocabulary & creativity)</th><th>Final Score</th></tr><tr><td>FL</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 (vocabulary & creativity)	Final Score	FL	1.5	1	2	1.5	6
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العلامة		عناصر الإجابة													
مجموع	مجزأة	The Collapse of Civilisations الموضوع الثاني													
		Part One: Reading (14 points)													
		A/ Comprehension (07 points)													
2	0.5×4	1. MCQ: A) both of them B) facilitated C) gradually D) catastrophic													
1	0.25×4	2. Ordering ideas: ⇒ b – d – c – a													
		3. Answering questions:													
		a) Yes, they can.													
2	0.5×4	b) Virtually, all past civilisations have faced this fate just to recover, transform or be left abandoned as a mausoleum for future tourists.													
		c) Nuclear war could result in an existential risk: either the extinction of humankind or a permanent catapult back to the Stone Age.													
		d) Accept any logical answer.													
1	1	4. General idea: Studying the fall of ancient civilisations can tell us how much risk we face today / Threats to modern civilisation / The factors contributing to the fall of civilisations ...													
1	1	5. Type of discourse: expository													
		B/ Text Exploration (07 points)													
1.5	0.5×3	1. Lexis: (Synonyms) degradation (§2) vulnerable (§3) damage (§4)													
1.5	0.5×3	2. Morphology:(Opposites) un/non/inexistence – non/un-violent – un/mislead													
		3. Grammar: (Combining sentences)													
	0.75	a) Modern civilisation may have gradually started falling despite supportive technologies. / Despite having supportive technologies, modern civilisation ...													
2	0.5	b) The advent of nuclear weapons is so disruptive and perilous that it can lead to the end of the world.													
	0.75	c) Many nations have signed disarmament agreements in order to maintain world peace. / In order to maintain world peace, many nations have signed disarmament agreements.													
		4. Phonology: (Final “ed” pronunciation)													
1	0.25×4	<table><tr><td>/t/</td><td>/d/</td><td>/id/</td></tr><tr><td>reached - faced</td><td>doomed</td><td>concluded</td></tr></table>		/t/	/d/	/id/	reached - faced	doomed	concluded						
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1	0.25×4	5. Discourse: (Reordering sentences) ⇒ b –d – a- c													
		Part Two: Written Expression (06 points)													
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لا تنسونا من صالح دعائكم _ الأستاذ بن عربة حمودي.															