

Read the text carefully then do the activities:

PART ONE: Reading

A/ Comprehension

(14pts)

(7pts)

THE MYSTERY OF THE MAYA

The Mayan Indians lived in Mexico for thousands of years before the Spanish arrival in the 1500s. The Maya were an intelligent, culturally rich people whose achievements were many. They had farms, beautiful palaces, and cities with many buildings. The Maya people knew a lot about nature and the world around them. This knowledge helped them to live a better life than most people of that time, because they could use it to make their lives more comfortable and rewarding. Knowledge about tools and farming, for instance, made their work easier and more productive.

In ancient Mexico, there were many small clearings in the forest. In each clearing was a village with fields of corn, beans and other crops around it. A farmer was able to grow crops that produced food for several people. But not every Maya had to be a farmer. Some were cloth makers, builders, or priests.

The Maya believed in many gods, including rain gods, sun gods, and corn gods. The people built large temples to honour the Maya gods. Skilful workers built cities around these temples. It was difficult for them to construct these cities, because they had no horses to carry the heavy stone they used to build with. Workers had to carry all of the buildings materials themselves. Today, many of these ancient Mayan cities and temples are still standing.

Although the cities that the Maya built were beautiful, and the people worked hard to build them, very few of the people lived in them. Usually, only the priests lived in the cities. The other people lived in small villages in the forests. Their houses were much simpler than the elaborate structures in the cities.

Measuring time was important to the Maya, so they developed a system for measuring it accurately. Farmers needed to know when to plant and harvest their crops. Mayan priests made a system to keep track of time. They wrote numbers as dots (...) and bars (/). A dot was one and a bar was five. The Mayan priests studied the Sun, Moon, stars and planets. They made a calendar from what they learned. The year was divided into 18 months of 20 days each with five days left over. The Mayan calendar was far more accurate than the European calendars of the time.

Around the year 800, the Maya left their villages and beautiful cities, never to return. No one knows why this happened. They may have died from an infectious disease. They may have left because the soil could no longer grow crops. Archaeologists are still trying to find the lost secrets of the Maya. They are still one of the greatest mysteries.

1) Circle the letter which corresponds to the right answer:

The text above is: a- descriptive b- narrative ✓ c- argumentative

2) Are these statements true or false? Write T or F next to the letter corresponding to the statement.

- a- The Maya were an illiterate people.
- b- The Maya were monotheist.
- c- The Maya architecture was prosperous.
- d- Most people were unable to live in the cities they built.

6) Answer these questions according to the text:

- a- What are the benefits the Maya derived from their knowledge about nature?
b- Why is the disappearance of the Maya considered as a mystery?

4) In which paragraph is it mentioned that the Maya were interested in Astronomy?

5) What / who do the underlined words refer to in the text?

It (§1) them (§3) their (§4)

B) Text Exploration:

(07 pts)

1) Find in the text words that are closest in meaning to :

- a- things done successfully = (§1) b- build = (§3) c- correct and exact = (§5)

1) Complete the table as shown is the example:

Verb	Noun	Adjective
To know	knowledge	known
.....	infectious
To construct
.....	divided

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

- a) The Mayan priests used to live in cities while the other people lived in small villages.
b) Unlike.....
- a) Workers had to carry all of the building materials themselves.
b) All of the building materials
- a) He said: "Why did the Maya leave their villages?"
b) He wanted to know.....
- a) Life in the Mayan Civilization was so fascinating that I want to live that period.
b) I wish I

4) Give the correct form of the verbs in brackets:

The Maya(to live) in the region that (to be) now eastern and southern Mexico, Guatemala, Belize, El Salvador and western Honduras. They (to thrive) for more than 2000 years before the Europeans (to arrive).

6) Classify these words according to their final "s" pronunciation :

crops – palaces – mysteries – priests.

/S/	/Z/	/IZ/

6) Fill in the gaps with FOUR words from the list below:

done - rapid - learn - collapse - culture - modern

Why did this great civilization fall? The history of humankind has been marked by patterns of growth and1..... . Some declines have been gradual, occurring over centuries. Others have been2....., occurring over the course of a few years. War, drought, natural disaster, disease, overpopulation, economic disruption and external invasion: any of these can bring about the collapse of a civilization. What does this mean for.....3..... civilization? What can we4..... from the past?

PART TWO: WRITTEN EXPRESSION. (6pts)

Choose only one topic.

Topic one: Some people think that the Islamic civilization brought little if not nothing to humanity. Using the following notes, write a composition of about 120 to 150 words convincing these people that this idea is not true.

The Islamic civilization brought many benefits to humanity.....

- bring back dignity to mankind
- establish principles of equality/ democracy
- formulate theories/ write referential medical books
- put the ideal way of governing.

Topic two: Counterfeiting is one of the malpractices we are facing today. What is counterfeiting? What are its effects on our life and country? Write a composition of about 120 to 150 words.

PART ONE : Reading

(14pts)

Read the text carefully then do the activities.

A/ Comprehension:

(7pts)

The role of education is crucial in fighting against corruption and preventing it. Laws and regulations are not sufficiently efficient unless educated citizens are involved in such an effort.

However, anti-corruption education does not work in isolation. The environment in which children grow up plays a decisive role in shaping their attitudes. Ethics education must be part of a broader effort to improve governance and reduce corruption. Within the framework, children must have an appropriate and conducive learning environment that values integrity.

Thus, in order to be credible, anti-corruption teaching must relate to the daily lives of the students and address real life dilemmas, conflicts of interests and corruption cases.

Several civil society organizations around the world have played an important role in making anti-corruption education a reality. Though they have approached the topic from different angles, including moral or value education, human rights and civic education, they all have set up a common goal: strengthening young people's attitudes and demands for accountability, and ultimately, to build trust in government and the public sector.

Adapted from TI International Secretariat.

1) Write the letter which corresponds to the right answer a, b or c:

The text is about :

- a- the causes and effects of corruption
- b- the importance of education in corruption prevention
- c- The role of civil society organizations in preventing corruption

2) Are these statements true or false according to the text? Write T or F next to the letter corresponding to the statement.

- a- Laws and regulations are not enough to combat corruption.
- b- Education alone can prevent corruption.
- c- Anti-corruption education is not a reality but just a project.
- d- Many organizations want to make young people strong and courageous.

3) Answer these questions according to the text:

- a- How can any society win the war against corruption?
- b- In your opinion, why is educating young people important?

4) Reorder the following ideas according to their occurrence in the text:

- a- Anti-corruption organizations have one objective.
- b- Anti-corruption education has to be linked to everyday situations.
- c- Probity and honesty must be taught since infancy.

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

it (§1) their (§2) the topic (§3)

6) Give a suitable title to the text.**B/ Text Exploration:**

(7pts)

1) Find in the text words whose definitions follow:

- a- rules made by authority (§1)
- b- moral principles that govern a person's or group's behavior (§2)
- c- situations in which a person has to choose between two undesirable options (§3)

2) Divide the following words into their roots and affixes.

word	prefix	root	suffix
governance
anti-corruption
strengthening

3) Combine the pairs of sentences using the connectors provided. Make the necessary changes.

such.....that – despite – as long as

- a- We must eradicate corruption. Every citizen should contribute.
- b- Anti-corruption education is so important. It can not be ignored.
- c- Anti-corruption laws are implemented by the government. They are not the best solution.

4) Ask questions that the underlined words answer:

- a- In order to be credible, anti-corruption education must relate to daily lives.
- b- Children should receive anti-corruption education.

5) Classify these words according to their stressed syllable:

civic – regulations – accountability – address

1st syllable stressed	2 nd syllable stressed	3 rd syllable stressed	4 th syllable stressed

6) Complete the following dialogue:

- A:
- B: I think that corruption is more destructive in the world of business.
- A:
- B: No, I don't think so. It concerns both the poor and the rich.
- A: Do you think that it is possible to stop it?
- B:
- A:
- B: We ought to develop a high sense of responsibility and awareness among society members.

PART TWO: Written Expression

(6pts)

Choose **ONE** of the following topics:

Topic one: In addition to anti-corruption education, what should the government do to stop corruption? Write a composition of about 120 to 150 words.

Topic two: Using the notes below? Write a composition of about 120 to 150 words on the objectives of education.

- * broaden one's knowledge
- * provide skilful workforce
- * create good citizens
- * raise people's awareness
- * establish contact with other societies