الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية **الديوان الوطني للامتحانات والمسابقات**

امتحان بكالوريا التعليم الثانوي **دورة: 2016**

الشعبة: لغات أجنبية

اختبار في مادة: اللغة الإنجليزية **المدة: 03 سا و30 د**

على المترشح أن يختار أحد الموضوعين التاليين:

الموضوع الأول

Part One: Reading. (14 pts)

A/ Comprehension and Interpretation. (07 pts)

Read the text carefully and do the activities.

Corruption has been defined in many different ways, each lacking in some aspect. A few years ago, the question of definition absorbed a large proportion of the time spent on discussions of corruption at conferences and meetings. However, like an elephant, even though it might be difficult to describe, it is generally not difficult to recognise when observed. In most cases, though not **all**, different observers would agree on whether a particular behaviour connotes corruption. Unfortunately, the behaviour is often difficult to observe directly because, typically, acts of corruption do not take place in broad daylight.

The most popular and simplest definition of corruption is that it is the abuse of public power for private benefit. From this definition, it should not be concluded that corruption cannot exist within private sector activities. Especially in large private enterprises, **this phenomenon** clearly exists, as for example, in procurement or even in recruitment. In several cases of corruption, the abuse of public power is not necessarily for one's private benefit or one's party, class, tribe, friends, family, and so on. In fact, in many countries some of the proceeds of corruption go to finance the political parties.

Not all acts of corruption result in the payment of bribes. For example, a public employee who claims to be sick but goes on vacation is abusing **his** public position for personal use. Thus, he is engaging in an act of corruption even though no bribe is paid.

It is important to distinguish bribes from gifts. In many instances, bribes can be disguised as gifts. A bribe implies reciprocity while a gift should not. However, even though the distinction is fundamental, the identification of a bribe may not always be simple.

Adapted from "Corruption Around the World" by Vito Tanzi, May 1998

1. **Choose the general idea of the text.**
   - **a.** The effects of corruption.
   - **b.** The different significations of corruption.
   - **c.** The causes of corruption.

2. **Are these statements true or false? Write T or F next to the letter corresponding to the statement.**
   - **a.** The notion of corruption is still unclear.
   - **b.** Observers would agree on whether a particular behaviour connotes corruption.
   - **c.** Corruption benefits private interest only.
   - **d.** Acts of corruption always lead to bribe payment.

3. **In which paragraph is it mentioned that** corruption is not limited to bribe taking?

4. Answer the following questions according to the text.

a. What is corruption compared to? Why?

b. Can a person be corrupted without getting something in return? Justify.

c. What does reciprocity in corruption imply?

5. Who or what do the underlined words refer to in the text?

a. all (§1) **b.** this phenomenon (§2) **c.** his (§3)

B/ Text Exploration. **(07 pts)**

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

a. attitude (§1) =….. **b.** pretends (§3)=….. **c.** differentiate (§4)=…..

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

	noun	verb	adjective
Example:	**corruption**	**corrupt**	**corrupt**
	.....	engage	.....
	.....	.....	different

3. Connect each pair of sentences with only <u>three</u> link words from the list below. Make changes where necessary.

provided that - unlike - so … that - in order that

a. Corruption is widespread. Many associations launched an international campaign to eradicate the phenomenon.

b. Businessmen will pay their taxes honestly. The economy will prosper.

c. A bribe is an act of corruption. A gift is not an act of corruption.

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

instances – parties – proceeds – exists

/s/	/z/	/iz/

5. Fill in the gaps with only <u>four</u> words from the list below:

unfair – teaching – determines – corrupt – relationships – ethical

Ethics is a set of moral values. It **....(1)....** what is right and what is wrong. It touches all professions: **....(2)....** , journalism, business, medicine etc... It establishes **....(3)....** codes of behaviour for each one of them. These values are essential for better **....(4)....** within society.

Part two: Written Expression. (06 pts)

Choose <u>One</u> of the following topics:

Topic One:

Some people generally relate corruption only to bribery, but this is a mistaken belief.

Write a composition of about 120 to 150 words showing other forms of corruption in which ordinary citizens may be involved.

The following notes may help you:

- being late for work
- bureaucratic abuse
- copyright thefts
- buying goods of suspected origins
- nepotism
- embezzlement

Topic two:

Civilizations are inter-related. They enrich one another in different aspects of life.

Write a composition of about 120 to 150 words developing this idea and illustrating it with examples.

انتهى الموضوع الأول

الموضوع الثاني

Part one: Reading (14 pts)

A/ Comprehension and Interpretation. (07 pts)

Read the text carefully and do the activities.

The migrations of the Saxon and Angle tribes, known as the Germanic people, were most important to the story of the development of the English language. For several centuries, beginning with the third century AD, these large tribal groups migrated out from central and northern Europe into other European parts and the Mediterranean world.

People of the Saxon tribe wandered from the central European homeland in numerous waves, including a series of migrations across the English Channel to the British Isles. These resettlements took place around the fourth and fifth centuries and coincided with migrations of Angle people to **the same region.**

When the Saxons and Angles arrived, they encountered Celtic people who had inhabited the islands for many centuries. Eventually, the culture of the Saxons and the Angles replaced the Celtic languages in the south-eastern regions, and thus emerged a new language, Anglo-Saxon, also known as Old English. **This language** and culture dominated all aspects of life in the region and evolved as its own culture, independent of the Germanic cultures in Europe, although considerable contact continued. Over the next thousand years, many great influences and changes came to the Anglo-Saxon language and culture, particularly by Danish Vikings and then by Normans, invaders from **the continent**, in 1066.

By the fourteenth century, English had become a language that was truly a mixture of different Indo-European languages: Celtic, Angle, Saxon, Danish, and Norman French. Because English was a melting pot of many different languages, **it** still has one of the largest vocabularies of any language in the world.

Adapted from The Ancient World History Workbook (Volume one)

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

A- Germanic tribes moved to ...

a) northern Europe **b**) central Europe **c**) various European regions

B- The native inhabitants of the British Isles were ...

a) the Saxons **b**) the Celts **c**) the Angles

C- Old English is a mixture of ..... languages.

a) Celtic and Saxon **b**) Celtic and Angle **c)** Saxon and Angle

2- Fill in the following table with information from the text.

The Angles and the Saxons migrated...	from	to	Time of resettlement	mixed with

3- Answer the following questions according to the text.

a. Which European people migrated to the British Isles?

b. Did the Anglo-Saxon tribes lose contact with other Germanic ones?

c. What has made English one of the richest languages in the world?

4- Give a title to the text.

5- Who or what do the underlined words refer to in the text?

a. the same region (§2) **b**. this language (§3) **c**. the continent (§3) **d**. it (§4)