

Level: 3ASL-3ASLLE

School Year : 2011-2012

English Final Exam N°01

1st subject

Part one: Reading Comprehension

Read the text carefully, and answer the questions

The Nile Valley was home to one of the oldest cultures in the world, spanning three thousand years of continuous history. When Egypt fell under a series of foreign occupations after 343 BC, each left an indelible mark on the country's cultural landscape, Egyptian identity evolved in the span of this long period of occupation to accommodate, in principle, two religions, Islam and Christianity; and a new language, Arabic, and its spoken descendant, Egyptian Arabic.

The degree to which Egyptians identify with each layer of Egypt's history in articulating a sense of collective identity can vary.

Questions of identity came to fore in the last century as Egypt sought to free it self from foreign occupation for the first time in two thousand years. Three chief ideologies came to head: ethno- territorial Egyptian nationalism, secular Arab nationalism and pan- Arabism, and Islamism. Egyptian nationalism predates its Arab counterpart by many decades, having roots in the nineteenth century and becoming the dominant mode of expression of Egyptian anti-colonial activists and intellectuals until the early 20th century.

A- Comprehension:

1- Choose a title to the text from the given ones:

- a- The Egyptian religion
- b- The Egyptian culture
- c- The Egyptian identity.

2- Say whether the following statements are "True" or "False":

- a- The Nile valley knew a famous culture.
- b- The only religion in Egypt is Islam.
- c- After two thousand years, Egypt tried to free it self from occupations.

3- Answer the following questions according to the text:

- a- What left its mark on the Egyptian culture?
- b- When did the concept of identity rise in Egypt?

4- What do the underlined words refer to in the text:

- a- Each (\$1)=.....
- b) it self (\$2)=.....

B- Text Exploration:

1- Find in the text words or phrases closest in meaning to:

- a- Colonization (\$1)=.....
- b- Several (\$2)=.....

2- Complete the following chart as shown in the example:

Verb	Noun	Adjective
To produce To believe	Production	Productive Practical

3- Combine the given pairs of sentences using the words in brackets:

- a- The Egyptians were proud of their country. It was an occupied land (Although).
- b- Egypt Knew many occupations. They influence its culture (consequently).

4- Fill in the gap with one word from the words below:

To- but- were- of- a - and

Ancient Egypt developed one....the earliest forms of writing, hieroglyphics....very few people who could read and write. Only a certain group of peopleallowed to train ...be scribes.

5- Classify the verbs below in the chart according to the pronunciation of their final -ed-
stopped- developed- organized- settled- helped- ended

/t/	/d/	/Id/

Part Two: Written Expression:

Write a composition on one of the given topics.

Topic one: Speak about the Egyptian civilization referring

To:

- Its appearance (When/ Where).
- Its achievements.
- Its decline.

Topic two:

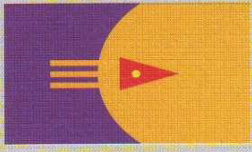
What are the contributions of the Islamic civilization to the modern world? Give concrete examples (Maths, Medicines, Biology....etc).

End

Page 3/3

Good Luck

M/D



Correction of the First Final Exam

1st subject

Level: 3ASL---3ASLLE

School Year: 2011-2012

A- Comprehension:

- 1- C- Egyptian identity.
- 2- a- True b- False c- True
- 3- a- Foreign occupation left their mark
b- The concept of identity rose in Egypt in the last century
- 4- each= occupations it self = Egypt

B- Exploration:

- 1- Colonization= occupation Several= many
- 2- Practice- practice practical
Believe- belief- believable
- 3- Although Egypt was an occupied land, the Egyptians were proud of their country.
- Egypt knew many occupations consequently they influence its culture.
- 4- Ancient Egypt developed one ofbutwere....and

/t/	/d/	/Id/
Developed	Organized	Ended
Helped	Settled	
Stopped		

