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EBBIRAS ENNACERI SECONDARY SCHOOL *CLASS: 3L.PH*

The pre-BAC Exam *Timing: 2h*

Part I: Reading *(15pts)*

A- *Comprehension* *(7pts)*

Read the text carefully than do the activities:

The earliest representations of culture in Anatolia "todays Turkey" were Stone Age artifacts. The remnants of Bronze Age civilizations such as the Hattian, Akkadian, Assyrian, and Hittite peoples provide us with many examples of the daily lives of its citizens and their trade. After the fall of the Hittites, the new states of Phrygia and Lydia stood strong on the western coast as Greek civilization began to flourish. **They**, and all the rest of Anatolia were relatively soon after incorporated into the Achaemenid Persian Empire.

As Persia grew in strength, their system of local government in Anatolia allowed many port cities to grow and to become wealthy. All of Anatolia got divided into various satrapies, ruled by satraps (governors) appointed by the central Persian rulers. The first state that was called Armenia, **which** included parts of eastern Turkey beginning in the 6th century BC, which became the Satrapy of Armenia under Achaemenid rule. In the 5th century BC, Darius I built the Royal Road, which linked the principal city of Susa with the west Anatolian city of Sardis.

In the earliest 5th century BC, some of the Ionian cities under Persian rule revolted, which culminated into the Ionian Revolt. This revolt laid the direct uplead for the Greco-Persian Wars, which turned to be one of the most crucial wars in European history. After Achaemenid Persian rule, the Greek Alexander the Great finally wrested control of the whole region from Persia in successive battles, proving victorious over the Persian Darius III. After Alexander's death, **his** conquests were split amongst several of his trusted generals, but were under constant threat of invasion from both the Gauls and other powerful rulers in Pergamon, Pontus, and Egypt. The Seleucid Empire, the largest of Alexander's territories, and which included Anatolia, became involved in a disastrous war with Rome culminating in the battles of Thermopylae and Magnesia. The resulting Treaty of Apamea in (188 BC) saw the Seleucids retreat from Anatolia.

Roman control of Anatolia was strengthened by a 'hands off' approach by Rome, allowing local control to govern effectively and providing military protection. In the early 4th century, Constantine the Great established a new administrative centre at Constantinople, and by the end of the 4th century the Roman empire split into two parts, the Eastern part (Romania) with Constantinople as its capital, referred to by historians as the Byzantine Empire from the original name, Byzantium.

Adapted from << the history of Turkish civilizations "Wikipedia.org">>

1. **Are these statements true or false? Write "T" or "F" next to the sentence letter.**

a) Phrygia and Lydia were not incorporated into the Persian Empire like all the other states of Anatolia.
b) The royal road linked the principal city of Susa with the west Anatolian city of Sardis.
c) Constantinople became the capital of the Byzantine Empire.
d) Darius III defeated the Great Alexander.

2. **What or who do the underlined words refer to in the text?**

They §1 which §2 his §3

3. **Match each title with its corresponding paragraph.**

Paragraph title	Paragraph number
Turkey "Anatolia" is ruled by the Byzantine Empire	§ 1
The Greek defeated Persia, then retreated in front of Rome	§ 2
After the decay of many civilizations Anatolia became under Persian rule	§ 3
Division of Anatolia to small parts under the Persian Empire	§ 4

4. **Answer the following questions according to the text**

a) What is the cause of the Greco-Persian wars?
b) What characterizes the Anatolian lands after the death of Alexander the Great?

5. **Give a title to the text.**

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B- ***Text Exploration*** *(8pts)*

1. **Find in the text words that are closest in meaning to the following.**
   Prosper =…… (§1) diverse =…… (§2) rebellion=…… (§3) ripped=…… (§4)

2. **Ask the questions that the underlined words answer**

a) France killed 1.5million Algerian martyrs during the war of liberation.
b) The wars of liberation brought dignity to the colonized countries.
c) Lot of conquests targeted the North of Africa

3. **Give the correct form of the verbs between brackets**

a) Baba Aruj **(to make)** long voyages before he **(to rescue)** the Algerian fleet.
b) If you **(to search)** in the history any nation, you **(to find)** lot of secrets.
c) It's high time students **(to know)** their history.

4. **Classify the following words according to the pronunciation of the final "ed".**
   Incorporated – strengthened – involved – linked

/t/	/d/	/id/

Ex5.Fill in each gap with one word from the list:(sacrifice – religious – predecessors –gladiatorial)

The Romans were influenced by their……1…… in Italy,the Etruscans,in many ways.For example,in the use of animal……2…… for divining the future,the use of the symbolic fasces and organizing……3……games.The Etruscans associated these contest with the rites of death and so they had a certain ……4…… significance.

Part II: Written expression (5pts)
Choose ONE of the following topics.

Topic one: Algeria was the cradle of many ancient civilizations. Use the following notes to write a composition of about 120 to 150 words about the different eras that your country witnessed

*4000 and 8000 years ago, the Berber culture
*The Phoenicians came, trading along the coast
*Romans, conquered the Berbers by 24 AD
*The 8th century the Umayyads had conquered all of North Africa, including Algeria.
*16th century Algeria came under the control of the Ottoman Empire
*19th century Algeria was conquered by the French colonizer.

Topic two: The Islamic civilization brought a lot to humanity in almost all fields. Write a composition of about 120 to150 words about the achievements of the Islamic world illustrating with some known inventions and inventors

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الموضـــــوع الثانى

Part I: Reading ***(15pts)***

B- *Comprehension* *(7pts)*

Read the text carefully than do the activities:

Academic dishonesty is endemic in all levels of education. In the United States, studies show that 20% of students started cheating in the first grade. Similarly, other studies reveal that currently in the U.S., 56% of middle school students and 70% of high school students have cheated.

The first scholarly studies in the 1960s of academic dishonesty in higher education found that nationally in the U.S., somewhere between 50%-70% of college students had cheated at least once. While nationally, these rates of cheating in the U.S. remain stable today, there are large disparities between different schools, depending on the size, selectivity, and anti-cheating policies of the school. Generally, the smaller and more selective the college, the less cheating occurs there. For instance, the number of students **who** have engaged in academic dishonesty at small elite liberal arts colleges can be as low as 15%-20%, while cheating at large public universities can be as high as 75%. Moreover, researchers have found that students who attend a school with an honour code are less likely to cheat than students at schools with other ways of enforcing academic integrity. As for graduate education, a recent study found that 56% of MBA students admitted cheating, along with 54% of graduate students in engineering, 48% in education, and 45% in law.

Cheating in high schools is growing in the United States at an exponential rate. There is also a great difference in students' perceptions and the realty of their own ethical behaviour. In a 2008 survey of 30,000 students in high school carried out by the Josephson Institute for Youth Ethics, 62 percent of students polled said they "copied another's homework two or more times in the past year.". Yet, on the same survey, 92 percent said they were "satisfied with their personal ethics and character." Hence, there is generally a discrepancy between actual behaviour and self-image of high school students' character.

While research on academic dishonesty in other countries is less extensive, anecdotal evidence suggests cheating could be even more common in countries like Japan.

A typology of academic misconduct has been devised by Perry (2010). Perry's typology presents a two dimensional model of academic misconduct with one dimension measuring the degree to **which** rules are understood and the other dimension measuring how closely these rules are followed. According to the typology only those students who understand the rules but fail to adhere to the rules are classified as 'cheats'.

Adapted from "academic dishonesty" Wikipedia.org

1. **What type of discourse is the reading passage? Choose the right answer**
   a- expository b- narrative c- descriptive
2. **Are these statements true or false? Write "T" or "F" next to the sentence letter.**

a) Pupils at the first grade in the USA do not cheat.
b) Cheating in high schools is increasing tremendously.
c) Unreliable proofs claim that cheating is more common in Japan.
d) The large number of students encourages the climate of cheating.

3. **What or who do the underlined words refer to in the text?**
   Who (§2) which (§5)
4. **In which paragraph is it mentioned that:**

a) The students who comprehend the regulations but can't succeed to stick to them are considered as cheats
b) More than half of students in high schools copied their homework at least twice the year before

5. **Answer the following questions according to the text:**

a) Explain how does the rate of cheating change from one school to an other
b) What is the percentage of the pupils who have cheated in the middle and high school respectively?

6. **Give a title to the text**

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B- ***Text Exploration*** *(8pts)*

1. **Find in the text words that are opposites of the following:**
   Differently≠…… §1 displeased≠…… §3 rare≠…… §4

2. **Complete the following table as shown in the example**

Verbs	Nouns	Adjectives
To educate	Education	Educated / educational
To think	……	……
……	……	Successful

3. **Rewrite sentences (b) so that it means the same as (a)**

a) Authorities must fight plagiarism so to protect property.
b) It's high time……
a) Careers cannot be chosen by students alone.
b) Students……
a) She wondered what she would choose as future studies
b) She wondered: ……
a) I regret not studying in a private school
b) I wish……

4. **Fill in the gaps with:** known – different – success- competence
   Having a diploma doesn't mean having..... to apply it in the field. That's how the concepts of knowledge, know-how and interpersonal skills have immerged. And …(1)… is not related only to studies. The world has …(2)… so many revolutionary inventors who were judged as incompetent. So don't stop knocking on …(3)… doors and try to find your own way to succeed.

5. **Classify the following words according to the stressed syllable**
   Prosperity – immigration – administration – ethics

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

Part II: Written expression (5pts)
Choose ONE of the following topics.

Topic one: Islam taught the world so many concepts, unfortunately few of us obey fully to its guidance. One of these lessons "Don't cheat". In about 130 words write a public statement to your friends talking about cheating in academic field.

The following notes may help you: cheating is prohibited in all the religions/ cheating can get you a statue but it will not bring you respect/ if you will find who will show you how to answer are you going to find who will do your job instead of you……..

Topic two: Abdelhamid Ibn Baddis attached great hopes on the Algerian youth. Write a composition of about 120 to 150 words explain who can teaching ethics be the best way to stop corruption and all the misconduct of any people.



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