

اختبار في مادة الإنجليزية

Read the passage carefully then do the activities

Ancient Greece homeland of the Greek civilization that flourished c.800-300bc.it spread by Greek settlement across the Mediterranean (1050-500 bc)and then across Asia to north –western India through the conquests of Alexander the great in the 4th century bc.Until c.500bc its main centres were the Greek cities on the western coast of Asia and the larger island of the Aegean Sea ; from 600 bc onward it was the mainland city of Athens that was the hub of the Greek world. In these two focal points of Greek civilization there developed democracy and philosophy, athletics, the theatre, tragedy and comedy, ideas of freedom and autonomy, and the practice of politics.

This civilization arose within the framework of a basic social unit, the polis (literally”city”),which was not so much a town or city state as a citizen-community. It becomes accessible to us when writings survive from it, first in the epic poems of Homer (written probably in the mid-8th century bc)and the religious and practical poetry of Hesiod (dating fom the late 8th century bc).The polis arose in Greece in the 8th century bc and was certainly established by 735bc. By 800-750 bc, Greeks had also invented an alphabet and begun to be literate. However, both of these fundamental changes occurred late in the history of Greek as a language and of Greek-speakers as settlers in Greece. Their earlier history goes back another 1,000years or so, and is known only through archaeology.

PART ONE : Reading and Interpreting

1. Choose the title that you think is the most appropriate .

- b - The conquests of Alexander the Great .
- c - Democracy in Ancient Greece .
- a - The Greek civilization .

2. Say whether the following statements are true or false according to the text .

- a - The Greek civilization spread through the conquests of Alexander the Great .
- b - Athens was not an important city in the Greek world .
- c - Democracy was practiced by the Greeks .
- d - The Greek did not know writing .

3. Answer the following questions according to the text .

- a -What was the most important Greek city ?
- b - How did the Greeks call a city ?

4. What do the underlined words refer to in the text ?

- a - its main centres ... (§1)
- b - This civilization arose.... (§2)

5. Match words and their definitions .

Words	Definitions
archaeology	- the central and most important part of a particular place or activity
civilization	- a state of human society that is very developed and organized .
hub	- that can be reached , entered , used , seen , ...etc
accessible	- the study if cultures of the past , and of periods of history by examining the remains of buildings and objects found in the ground .

6. Complete the following chart .

Verb	Noun	Adj	Adv
develop	.....	.....
.....	civilization	.....
.....	.....	.....	practically

7. Give the opposite of these words keeping the same root .

certainly - practical - accessible - literate

8. Link the following pairs of sentences using the given connectors .

a - The Romans were conquerors . They learned a lot from the Greek heritage (though)

b - The Greeks conquered Egypt . They built a great library there (who)

9. Spot the mistake in each sentence and correct it .

a - Much different dynasties ruled Egypt aver almost 3000 years .

b - Greeks travelers borrowed cultured & scientific ideas from Ancient Egypt .

10. Classify the following words according to the pronunciation of the final “ ed”

ruled - established - provided - invented - worshipped - occurred

/ d /	/ t /	/ id /

Section Three : Written expression

Choose ONE of the following topics .

Topic one : You have read a text about the Ancient Egyptian civilization .

- Write a summary of this text .

Topic Two : Write a composition in which you compare the life style in our modern civilization with that of the past .

The First Test of English

Class : 3 LPH

Full Name:.....

Exercise 1:

Join the pair of sentences using the conjunction in brackets. Make any necessary changes.

1/ I spent all my money. I went home (when)

.....

2/ I gave him a ring. I arrived to London (as soon as)

.....

3/ He is sad. His richness (in spite of)

.....

4/ The sun was shining. It wasn't very warm (although)

.....

Exercise 2:

There is a mistake in each of the following sentences. Underline it and correct it.

1/ Many time and money is spent on national defence.

.....

2/ Have you already had the lunch ?

.....

3/ I have got a little friends.

.....

4/ A Nile is the longest river in the world.

.....

Exercise 3:

Complete the table below

Verb	Noun	Adjective
Colonize	.....	.....
.....	remark	.....
.....	.....	believable
Transmit	.....	.....

Good Luck

اختبار في مادة الإنجليزية

Read the passage carefully then do the activities

The theft of intellectual property has become as serious for society as the theft of physical property .Not only has the problem grown in size – now accounting for \$600 billion per year in counterfeit goods worldwide – but also in the range of products and the geographic scope .

Almost every successful product – pharmaceuticals , toys , spare parts for cars and aircraft , software , entertainment products , clothes , cosmetics and fashion accessories – is being copied . All regions are now both production and consumption areas and almost no country is unaffected by **the problem** .

Intellectual property theft has become a sophisticated industry using high technology , the internet , the networks and know-how of organized crime .Counterfeiting and piracy are more profitable than narcotics but without the risks ; they are becoming the number one crime of the 21st century . Combating **them** has become a priority for society and not just for intellectual property right holders .

PART ONE : Reading and Interpreting (15 points)

1. Choose the general idea of the text .

- a - Software industry .
- b - Intellectual piracy .
- c - The internet age .

2. Answer the following questions according to the text .

- a - List three products copied by counterfeits .
- b - What is the difference between counterfeiting and narcotics ? .

3. What do the underlined words refer to in the text ?

- a -affected by **the problem** (§2)
- b - Combating **them** (§3)

4. Are the following statements true or false ?

- a - The theft of intellectual property has grown both in size and the range of products .
- b - Only a few successful products are being copied . .
- c - Almost all countries are affected by counterfeiting .
- d - Fighting counterfeiting and piracy is not the responsibility of society .

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

- a) stealing (§1)
- b) forged (§2)
- c) possession (§3)
- d) drugs (§3)

6. Give the opposite of the following words keeping the same root

Words	Opposites
successful	
honest	
hopeful	
mature	

7. Join the following pairs of sentences using the appropriate connector .

sothat - provided that - suchthat

- a) I don't mind if you go out for lunch . You're back for the meeting at two .
b) It was a cloudy night . I couldn't see much .
b) The road was wet and slippery . There were many accidents .

8. Spot the mistake in each sentence and correct it .

- a - I don't speak Spanish . I wish I speak Spanish .
b - You'd better don't drive too fast .

9. Mark the stressed syllable in each of the following words .

/ eərəʊdɪnæmɪks / - / æntɪks / - / məkænɪks / - / mæθəmətɪks /

10. Reorder the following words to make a coherent sentence .

use - property - to - counterfeiters - high - steal - technology - intellectual .

PART TWO : Written expression (05pts)

Choose ONE of the following topics .

Either topic one : Write a composition of about 100 words about the following topic :

What should be done to combat counterfeiting?

The following notes will help you :

- People must boycott fake products .
- Companies should reduce the price of their brands .
- The government must pass stringent laws to fight imitation .

Or topic Two :

What are the consequences of counterfeiting in Algeria

I / Read the text then do the activities.

Text:

One of the earliest civilizations with written evidence is that of the Sumerians. Arriving in the Tigris-Euphrates valley from Central Asia in approximately 3500 BC, the Sumerians pervaded the existing settlements of the Ubaidians, of whom little is known, in southern Mesopotamia. Taking control of the land and its resources, these individuals developed a complex civilization that would live on to influence later civilizations.

Within the southern section of Mesopotamia, which came to be known as Sumer, regional city-states developed. Each of these city-states was ruled by a king. Because Sumer was a region of numerous city-states, tension and conflict among the states was frequent. Often, these conflicts arose over rights to water and land, and it was common for one city-state to attempt to gain complete control over a neighboring one. Such internal dissension allowed for the region to be conquered by King Sargon of Akkad. In 2000 BC, the area was invaded and came under Babylonian control.

Taken from the

Internet

1- Choose the most suitable title for the text.

- a / The Sumerian Civilization.
- b / The Babylonian Civilization.
- c / Sumerian economy.

2- Answer the following questions according to the text.

- a / When did the Sumerian Civilization start?
- b / Why was tension and conflict frequent in Sumer?
- c / Who invaded Sumer in 2000BC?

3- Say whether the statements are True or False according to the text.

- a / The Sumerian Civilization is a modern civilization.
- b / Conflicts in Sumer were about water and land.
- c / Later the Babylonians dominated Sumer.

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

- a / Its.....§1
- b / one.....§2

5- Find in the text synonyms to the following words.

- a / ancient =
- b / emerged =

6- Find in the text opposites to the following words.

- a / much ≠
- b / simple ≠

7- Express condition using "providing that" in the following:

- a) We will discover the truth about them.
- b) We read a lot about ancient civilizations.

8- Put the verbs between brackets into their correct forms.

- a / I wish I (to live) in ancient times.
- b / It's time you (to learn) about the history of Algeria.

II / Fill in the blanks with one word from the list. allowed

allowed - agriculture - region - was plotted out .

The economy that sustained the people of Sumer relied on1.....and trade. To support agriculture, the surrounding land of each city-state2.....into individual tracts which were then irrigated through a system of canals and dams. The irrigation of the land3.....for crops such as wheat and barley to flourish in this4.....

I / Read the text then do the activities.

Text:

Rome was founded by an agrarian Italic peoples living south of the Tiber river. They were a tribal people and the social logic of tribal organization dominated Roman society in both its early and late histories. The date of the founding of Rome is uncertain, but archaeologists date its founding to around 753 BC, although it probably existed as a small village long before then. As the Romans steadily developed their city, its government, and its culture, they imitated the neighboring civilization to the north.

In early Roman society, the father exercised incredible authority over the family. The father could sell his children into slavery (or could kill them if he could justify it). This arbitrary power was limited: before a father sold or killed his children, he was required to consult with the family and with the public. While the father was not allowed to kill or sell his wife, he was allowed to divorce her; this was allowed, however, only in the most extreme circumstances.

Taken from the Internet

1- Choose the most suitable title for the text.

- a / Roman trade.
- b / The Roman Civilization.
- c / Roman government.

2- Answer the following questions according to the text.

- a / Who founded Rome?
- b / When was Rome established?
- c / What could a father do in early Roman society?

3- Say whether the statements are True or False according to the text.

- a / Rome might exist as a small village before 753BC.
- b / The Romans followed the neighboring civilization to develop their own.
- c / In early Roman society, the father had no authorities over his family.

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

- a / it.....§1
- b / he.....§2

5- Find in the text synonyms to the following words.

- a / was established =
- b / asked =

6- Find in the text opposites to the following words.

- a / buy ≠
- b / early ≠

7- Express condition using “providing that” in the following:

- a) You study history at university
- b) You will know all ancient civilizations

8- Put the verbs between brackets into their correct forms.

- a / I wish I (to visit) Timgad ,last holidays.
- b / It’s time you (to learn) about the history of Algeria.

II / Fill in the blanks with one word from the list.

The patricians - period - population - Influence .

As Rome grew in power and.....1....., wealth began to accumulate in the hands of a few people. While we know little of the social structure of the very early Romans, by a very early.....2..... in the city's history, society was divided up into two groups: the patricians and the plebeians.3.....were the wealthiest members of society; they controlled most of the wealth, trade, power, and the military. The plebeians were the majority of the.....4.....; they were mainly small farmers, hard laborers, and craftspeople.

The First term Exam

SECTION ONE : READING COMPREHENSION -(7pts)

Advertising

Most companies all over the world work hard to promote their goods to sell them. Political parties, cultural and religious also use advertising. In newspapers and magazines, many pages are full of advertisements. There are also advertisements, usually called commercials, on radio and television.

Advertisements in newspapers and magazines are expensive and only the largest companies can afford them. Small companies such as travel agencies advertise in a few lines only in small ads columns. Shops and business, and individual wanting to buy or sell second-hand household goods advertise in local papers.

The wealthiest companies buy advertising time on television. Some advertisements are like very brief episodes of a story.

Other ways of advertising include displaying large posters along roads, or small posters given to people in the streets. Many companies now advertise on the internet. All advertisements must be legal, decent and truthful.

Many people are against advertising, partly because it adds to the cost of product. People also say that the influence of advertising is too great, and that the children especially want every product they see advertised.

From oxford guide to british and American Culture.

Oxford University Press.1999

1. How many sentences are there in the above passage ?
2. Are these statements true, False, Not Mentioned ?

Statements	T	F	N
a. Advertising is used only by cultural associations.			
b. Small companies cannot afford advertising in newspapers and magazines.			
c. The cost of advertising time on television is \$ 200.			

3. What do the underlined words refer to?

- a- to promote their goods. (§1)
- b- Can afford them (§2)
- c- Because it adds (§4)

4. Answer the following questions according to the text .

- a- why do companies refer to advertisements ?
- b- How can children be influenced by advertising ?

5. Match words and their definitions .

WORDS	DEFINITIONS
1. commercials	a. to have enough money for a specified purpose .
2. to afford	b. a printed publication usually issued daily or weekly
3. newspaper	c. broadcast advertisements

SECTION TWO : LANGUAGE PRACTICE (8pts)

1. Which adjectives can be derived from these nouns ?

NOUNS	ADJECTIVES
a) <i>wealth</i>
b) <i>product</i>
c) <i>culture</i>

2. Cross the odd one out :

<i>a. radio</i>	<i>Advertisement</i>	<i>Television</i>	<i>The internet</i>
<i>b. against</i>	<i>Smallest</i>	<i>Wealthiest</i>	<i>Largest</i>
<i>c. regularly</i>	<i>Usually</i>	<i>especially</i>	<i>Frequently</i>

3. Fill in the gaps with one word so that the text makes sense:

complaining a defective product or about a bad behaviour is never easy. Most don't like making scenes. However, when you buy a ,it is important to know yourCertain rights may be different one state another.

4. Reorder the words to make a coherent sentence .

selling / their / difficulteis / some / have / companies / in / products

5. Complete the sentences using the right prepositions .

- a) *We were surprised the way he behaved .*
- b) *The best to sit in all times is a book .*
- c) *They were shcked what he said .*

SECTION THREE : Written Expression Choose one of following topics .(5pts)

Topics 01 : This is a conversation between a salesman and a customer . Complete what the customer says .

Salesman : Can I help you ?

Customer :

Salesman : What size do you wear ?

Customer :.....

Salesman : I'm afraid we only have it in blue .

Customer :

Salesman : £ 23.99 .

Customer :

Salesman : Shall I gift wrap it for you ?

Customer :

Salesman : Bye, Have a nice day .

Topic 02

Some people think that television has a beneficial effects on its spectatogs . Others think it has a very bad effects espacially on young people what is your opinion ?

Give your arguments .

I / Read the text then do the activities.

Text:

The Indus Civilization is among the world's earliest civilizations, contemporary to the Bronze Age civilizations of Mesopotamia and Ancient Egypt. It peaked around 2500 BC in the western part of South Asia, declined during the mid-2nd millennium BC and was forgotten until its rediscovery in the 1920s by R.D. Banerjee.

The Indus civilization is still poorly understood. Its very existence was forgotten until the 20th century. Its writing system remains undeciphered. Among the Indus civilization's mysteries are fundamental questions, including its means of subsistence and the causes for its sudden disappearance beginning around 1900 BCE. We do not know what language the people spoke. We do not know what they called themselves. All of these facts stand in stark contrast to what is known about its contemporaries, Mesopotamia and ancient Egypt.

Taken from the

Internet

1- Choose the most suitable title for the text.

- a / The Indus people.
- b / Mesopotamia.
- c / The Indus Civilization.

2- Answer the following questions according to the text.

- a / When did the Indus Civilization emerge?
- b / Who rediscovered the Indus Civilization?
- c / What was the language spoken by The Indus people?

3- Say whether the statements are True or False according to the text.

- a / The Indus Civilization is a modern civilization.
- b / It was forgotten until the 20th century.
- c / Historians don't have much information about this civilization.

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

- a / Its.....\$2
- b / they.....\$2

5- Find from the text synonyms to the following words.

- a / ancient =
- b / began =

6- Find from the text opposites to the following words.

- a / deciphered ≠
- b / similarity ≠

7- Match the two sentences in order to express concession in the following:

a) Ancient civilizations disappeared centuries ago. Their architectural character is still remaining in the modern world.

8- Put the verbs between brackets into their correct forms.

- a / After they (to build) a strong city, they (to establish) a law for the government.
- b / The Indus Civilization trade (to be) successful until it declined.

II / Fill in the blanks with one word from the list.

civilizations - deciphered - travel - Arabian Sea

The Indus people used camels, oxen and elephants to... 1.....over land. They had carts with wooden wheels. They had ships, with one mast, probably used to sail around the.....2..... Seals with a pictographic script, which has not as yet been.....3....., were found at the Indus Valley sites. Similar seals were found in Mesopotamia, which seems to indicate possible trade between these two4.....

Test 3

1. Fill in the gaps with one of the following words:

Powerful - on - free - leads - its - impact - out - well

What is Transparency International? It is a civil society organisation that the fight against corruption. It brings people together in a worldwide coalition to end the devastating of corruption men, women and children around the world. mission is to create change towards a world of corruption.

2. Which adjectives can be derived from these nouns?

<i>Nouns</i>	<i>Adjectives</i>
<i>tragedy</i>
<i>mystery</i>
<i>taste</i>

3. Classify the following words according to the stressed syllable:

resist-about-particular-humanity-activities-violence-plantation-demography

<i>1st syllable</i>	<i>2nd syllable</i>	<i>3rd syllable</i>

4. Cross the odd one out:(x)

- a. preserve - improve - contribute - destroy.*
- b. trade - commerce - research - business.*
- c. corruption - loyalty - trust - honesty.*

5. Find the opposite of the following words keeping the same root:

<i>Words</i>	<i>Opposites</i>
<i>to embark</i>
<i>reverence</i>
<i>attention</i>
<i>legibility</i>

The People's Democratic Republic of Algeria-

First Term Examination

Third Year Literary Streams

Duration: 2 hours

Exam of English

Part One (15pts)

Read the text carefully then do the activities.

Text

Numidia (202 BC - 25 BC) was an ancient Berber kingdom in North Africa and is no longer in existence today . It was located on the eastern border of modern day Algeria , bordered by the Roman province of Mauritania (western border of modern Algeria) to the west , the Roman province of Africa (modern day Tunisia) to the east , the Mediterranean sea to the North and the Sahara Desert to the south . Its earliest inhabitants, the Numidians , were divided into tribes and clans and were racially indistinguishable from the other Berber inhabitants of early North Africa. From the 6th century BC , points along the coast were occupied by the Carthaginians , **who** by the 3rd century BC had expanded into the interior as far as Thevesta (Tébessa)

The name of Numidia was first applied by Polybius and other historians during the 3rd century BC to indicate the territory west of Carthage , including the Entire Maghreb as far as the river Mulucha (Muluya) , about 100 miles west of Oran . The Numidians were conceived of as two great tribal groups: the Massyli in eastern Numidia , and the Massaesyli in the west . The Numidians were semi-nomadic Berber tribes who lived in Numidia , in Algeria , east of Constantine and in part of Tunisia and Morocco . The Numidians were one of the earliest natives to trade with the settlers of Carthage .

The inhabitants remained semi-nomadic until the reign of Massinisa , the chief of the Massyli tribe living near Cirta (Constantine) . During the second Punic War **he** was initially an ally of Carthage , but he went over to the Roman side in 206 BC and was given further territory extending as far as the Mulucha River . For nearly 50 years Massinisa retained the support of Rome as he tried to turn the Numidian pastoralists into peasant farmers . He also seized much Carthaginian territory and probably hoped to rule all North Africa .

“Taken from the Internet”

1. Is the text : a- Expository b- Narrative c- Prescriptive (1pt)

2. Are the following sentences True or False according to the text? (2pts)

- a- Numidia still exist in modern Algeria .
- b - The earliest inhabitants of Numidia were Berbers.
- c - The Numidians were wanderer tribes who live in Numidia.
- d- Massinisa ruled all North Africa.

3. Answer the following questions according to the text. (2pts)

- a- Which places were occupied by the Carthaginians?
- b- Where is the Muluya River situated?

4. In wich paragraph it is mentioned that ‘ the Numidians made business with the Carthaginians ‘ (1pt)

5. What do the underlined words refer to in the text? (1pt)

- a- who.....§1
- b- he.....§3

6. Find in the text words that are closest in meaning to the following. (1pt)

a- small communities =.....§1

b- to govern =.....§3

7. Find in the text opposites to the following words. (1pt)

a- recognizable ≠ §1

b- modern ≠§1

8. Complete the following table (1.5pt)

Verb	Noun	Adjective
.....	existence	.....
.....	.....	applied
to locate	.....	.....

9. Combine the following sentences using the connector in brackets. (1pt)

a- 1/ We learn more about Algeria. 2/ We will discover our history. (providing that)

b- 1/Thousands of Carthaginians escaped to Numidia . 2/Carthage was destroyed . (after)

10. Ask questions on the underlined words. (1.5pt)

a- After Massinissa's death the Romans divided the kingdom .

1

2

3

11. Fill in each gap with one word from the list. (1pt)

Words : commander - educated - Massinissa - Carthaginian

... ..1.....was the son of king Gala (or Gaïa) of the Massylians, and was2.....in Carthage - a kind way to say that he was in fact a hostage. When he was almost thirty years old, he served as.....3..... of a Numidian cavalry unit in the4.....army in Iberia.

12. Say whether the pronunciation of the auxiliary “ to be “ is weak or strong . (1pt)

a - Was Masinissa Roman ?

b - No , he wasn't .

Part Two (5 pts)

Choose one of the following topics.

Topic One

* Your English pen pal , who is a student at Oxford High School , wants to get information about the ancient city of Timgad . He wants to write an article on this subject for the School Journal . Write him / her a letter giving him/her information about Timgad .

- The following notes will help you :

- Timgad (anciently called Thamugadi) or Thamugadis)
- The Aures Mountains , south of Constantine , south east of Batna .
- Founded by the Roman emperor Trajan in 100 A.D.
- Known as the Numidian Pompeii .
- The ruins date from the 2nd century , they include the remains of the Ach of Trajan ; a Forum ; a library and the theatre having the seating capacity of nearly 4000.
- Timgad suffered from the invasions of the Vandals and the Byzantines .
- Excavations for the City begun in 1881 . It was designed a UNESCO World Heritage site in 1982 .

Topic Two

* Speak about The Ancient Egyptian Civilization.

Key

1- The text is : b- Narrative	1pt
2- True or False: a- False b- True c- True d- False	(0.5×4) 2pts
3- The answers: a- Points along the coast were occupied by the Carthaginians. b- The Muluya River is situated about 100miles west of Oran.	(1×2) 2pts
4- The idea is mentioned in: § 2	1pt
5- Reference words: a- who→ Carthaginians .....§1 b- he → Massinissa .....§3	(0.5×2) 1pt
6- Synonyms a- Small communities = tribes/ clans. b- to govern = to rule.	(0.5×2) 1pts
7- Opposites: a- recognizable ≠ indistinguishable b- modern ≠ ancient	(0.5×2) 1pt
8- Table: a- to exist / existence / existent,existing. b- to apply / appliance, application / applied. c- to locate / location / located.	(0.25×4) 1.5pt
9- Sentences: a- Providing that we read more about Algeria, we will discover our history. b- After Carthage was destroyed, thousands of Carthaginians escaped to Numidia.	(0.5×2) 1pt
10- Questions: 1- When did the Romans divide the kingdom? 2- What did the Romans do after Massinissa's death? 3- What did the Romans divide after Massinissa's death?	(0.5×3) 1.5pt
11. Gap filling: 1- Massinissa 2- educated 3- commander 4- Carthaginians	(0.25×4) 1pt
12- Strong and weak form: a- Weak form. b- Strong form.	(0.5×2) 1pt
Written Expression	5pts

Ancient Civilizations

PART ONE: READING

(14 pts)

Read the passage carefully then do the activities.

A. COMPREHENSION

(07pts)

Ancient Babylon

Babylon was the name of the main centre of agriculture in the region known as Mesopotamia. The city of Babylon was considered the holy city of the state Babylonia. Babylonia was comprised of two territories Sumer and Akkad. The Sumerians were an ancient group of people that were known for having one of the earliest forms of writing called *cuneiform*.

Hammurabi, the first king of the actual Babylonian Empire, once again made Babylon the capital of the Empire in the region. Though the date of rule for Hammurabi is unknown, it is believed that he inherited the throne from his father, Sin-muballit, in 1792 B.C. and remained on the throne till his death in 1750 B.C. At this time, the kingdom of Babylonia extended through nearly the entire Mesopotamian region. Hammurabi was a successful ruler since he was able to take all of the cities and territories south and north of Babylonia under his rule. However, King Hammurabi was most famous for comprising a set of laws for the people of Babylon to follow. These laws were known as the Code of Hammurabi.

Some historians believe Babylon was the first modern Metropolis. It was the biggest city in the region and became the home of many faithful followers of Hammurabi. This wasn't just because Hammurabi believed in being a fair ruler, but it was also because Babylon became the centre of agriculture in the Middle East and beyond. Hammurabi helped to develop a process for irrigation that would ensure the crops of the Fertile Crescent. The people depended on the land for food, so successful irrigation methods were quite important to the success of the crops in this otherwise arid region.

Once Hammurabi died, the city of Babylon was ruled by Nabopolassar in the 7th century B.C. He was the first to begin the process of returning Babylon to the empire it had been in the days of Hammurabi. Despite the efforts of Nabopolassar to make Babylon a true empire again, he was unable to achieve that glory. It was his son, Nebuchadnezzar II who would actually make Babylon into a more popular and prosperous empire. He started this process by making Babylon beautiful, so he created the Hanging Gardens of Babylon which is now considered one of the Seven Wonders of the World. After Nebuchadnezzar II had died, Babylon became a part of the Persian Empire under the rule of Cyrus. This lasted until the ultimate takeover by the most famous Macedonian King, Alexander the Great. Alexander's rule extended into the East, making his empire the largest unified empire the world has ever seen.

Today, the few remaining structures from the empirical period of Babylonian rule exist. Located along the East bank of the Euphrates River, which is where the main part of the city of Babylon was located, sit three remaining structures. Throughout the years, war-torn Iraq has all but destroyed what remains of one of the most intriguing and developed empires the world has ever seen.

1. Circle the letter (a, b or c) that best completes statements A, and B.

A. The text is... a) argumentative. b) narrative. c) prescriptive.

B. The aim of the passage is to... a) teach a moral lesson. b) describe a course of events. c) entertain.

2. Are the following statements true or false? Quote from the text to justify your choice about the false ones.

a. Babylon consisted of two territories: Sumer and Akkad.

- b. King Hammurabi ruled Babylonia less than 40 years.
- c. Nabopolassar succeeded in making Babylon a true empire.
- d. Babylon was beautiful thanks to its Hanging Gardens.

3. Answer the following questions according to the text.

- a. What made King Hammurabi a successful ruler?
- b. What is meant by the Code of Hammurabi?
- c. Where was the main part of the city of Babylon located?

B. TEXT EXPLORATION

(07pts)

1. Find words, phrases, or expressions in the text whose definitions follow.

- (§.1) a. connected with god, sacred
- b. made larger (§.2)
- c. make sure (§.3)
- d. flourishing, thriving (§.4)

2. Find words, phrases, or expressions in the text that are opposite in meaning to the following words.

- a. latest (§.1)
- b. fertile (§.3)
- c. could (§.4)
- d. least (§.5)

3. Divide the following words into roots and affixes.

- a. kingdom b. historian c. successful d. unable

4. Ask questions that the underlined words answer.

- a. The city of Babylon was considered the holy city of the state Babylonia.
- b. Nabopolassar ruled Babylon in the 7th century B.C.
- c. Alexander's rule extended into the East.

5. Join the following pairs of sentences using the connectors given in brackets and make any necessary changes.

- a. Hammurabi died. Nabopolassar ruled the city of Babylon. (after)
- b. Nabopolassar made great efforts to make Babylon a true empire. He was unable to achieve that glory. (although)
- c. The English speak too fast. She doesn't understand them. (so...that)
- d. They bought the present. They went to the party. (as soon as)

6. Underline the silent letters in the following words.

- knew talked honesty night

7. Complete the following Dialogue.

A:.....

B: This time I have decided to visit Greece.

A: Why Greece in particular?

B:.....

A: *But there are plenty of historical places in Algeria.*

B:.....

A: *Yes, you can go to.....*

B: *Well let's check on the net, compare and see which place is worth visiting!*

PART TWO: Written Expression

(6 pts)

Choose one of the following topics.

Topic 1. Use the following notes to write a short paragraph of about 120 to 180 words on the following topic.

Most of the ancient civilizations fell because of some reasons:

- wars
- drought
- natural disasters ...

Topic 2. Compared with your ancestors' life style, yours has changed in different ways. Write a paragraph of 120 to 180 words telling about the changes that have occurred in your life style.

K.Baghoussi

Business and Ethics

Part 1. Reading

(14pts)

Read the following text carefully then do the activities.

a) Comprehension

(7pts)

Anti-Corruption Education

Education is central in preventing corruption. Even clear laws and regulations and well-designed institutions will not be able to prevent corruption, unless citizens actively demand accountability from government and institutions.

The attitudes and expectations of citizens are crucial in building a responsive public administration. Therefore fostering attitudes that do not tolerate corruption is at the core of Transparency International's (TI's) work. Ethics education for young people can help break the cycle of corruption, as today's youth will be potential leaders of tomorrow.

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 this 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 organisations 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 demand for accountability, and ultimately, to build trust in government and the public sector.

1. Are the following statements true, false or not mentioned?

- a) The citizens' role is very important to stop corruption.
- b) TI's work is becoming more difficult.
- c) Anti-corruption education depends on the environment.

d) Anti-corruption education concerns more the adults.

2. Answer the following questions according to the text.

- a) What are the conditions that help the anti-corruption education to succeed?
- b) According to you, what's anti-corruption education?

3. What does the first sentence of paragraph 4 express? Replace 'Thus' by another word.

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

- a) their (§ 3)
- b) the topic (§4)

(7 pts)

b) Text exploration

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

- a) most important (§1)
- b) stop (§2)

2. Find in the text words that are opposite in meaning to the following

- a) augment (§3)
- b) dream (§4)

3. Which nouns can be derived from these words?

- a) employ
- b) free
- c) reduce
- d) legal

4. Supply the correct form of the verbs in brackets.

- a) He won't have any problems with his boss as long as his work (to do) correctly.
- b) I wish I (to accept) his bribe. (but I take the bribe)
- c) Corruption (must/fight) by every citizen.

5. Combine these pairs of sentences using the given connectors.

- a) He was put in prison. He was caught embezzling his employees. (because of)
- b) People trust her a lot. She is an honest woman. (such ...)
- c) You don't like to have problems. You refuse to buy a counterfeit product. (you'd better ...)

6. Classify the following words according to the pronunciation of their final –S.

- a) chances
- b) citizens
- c) ethics
- d) cases

/ S /	/ Z /	/ IZ /

7. Fill in the gaps so that the passage makes sense.

Piracy is an practice. It is not only to imitate other people's property but also and illegal to do so. I with people approve counterfeiting. It is neither beneficial for the nor for the economy of a country.

Part 2. Written Expression:

(6pts)

Choose one of the following topics.

Topic 1.

You are a president of a youth association. You are giving a speech to children explaining how to have ethical behaviour. Imagine your speech. The following words might help you:

Wrong - right - honest - loyal - trusty - faithful - doing legal things - advice - helpful - responsible - devoted - dedicated

You bought a genuine expensive pair of sport shoes ‘NIKE’. Later, you discovered that it was a counterfeit product. You went to see the shopkeeper and had a discussion with him / her
Imagine the conversation.

Mrs. Louznadji

Schools, Different and Alike

Part I: Reading

(14pts)

Read the text carefully then do the activities.

A/ Comprehension

(7pts)

Schools and universities existed in Britain long before the government began to take interest in education. There were ‘public’ schools where the sons of upper and upper-middle classes were educated to take up positions in the higher ranks of the army, in business and politics. In fact, those were private schools for the privileged. Only very rich families could afford to pay for the studies, because the fees were very high. They were free from state control and most of them were boarding. It goes without saying that education there was of a high quality; the discipline was very strict. When the pupils from these schools finished their education, they formed the ruling elite, retaining the distinctive habits and vocabulary which they had learnt at school.

Some of the many changes that have taken place in British education in the second half of the twentieth century simply reflect the wider social process of increased egalitarianism; education and its possibilities for social advancement came within everybody’s reach.

Before 1965, most children in the country had to take an exam at about the age of eleven, at the end of their primary schooling. If they passed that exam, they went to a grammar school where they were taught academic subjects to prepare them for university, the professions, management jobs and other highly skilled jobs. If they failed, they went to modern school. Many people argue that it was wrong for a person’s life to be decided at so young an age. The children who went to ‘secondary moderns’ tended to be seen as ‘failures’.

Over the next decade, the division into grammar schools and secondary modern schools was changed. These days, most eleven-year olds all go to the same local school. These schools are known as co-educational comprehensive schools. In such schools, children of school age (5-16) study three core subjects within their curriculum: English, Maths and Science and seven foundational ones: Technology, History, Geography, Music, Art, Physical Education and a Foreign Language.

1/ Read and choose the letter that best completes each statement.

- I. In Great Britain, public schools are schools.
a- private b- free c- state
- II. Children who attended public schools became.....
a- educators b- governors c- skilled workers
- III. Today, boys and girls attend.....schools.
a- different b- the same c- state

2/ Read and answer the following questions.

- Who had the right to study in public schools in Britain?
- Were there any changes in the British educational system after 1950? If so, mention them.
- What did children study at a grammar school?

➤ In which paragraph is the right to education for every British person mentioned?

3/ What do the underlined words refer to in the text?

- a) those (§1) b) there (§1) c) they (§1)
 c) which (§1) d) their (§3) e) their (§4)

4/ Choose the idea that best summarizes the text.

- a. In Great Britain, the present schools differ from those of the past.
 b. Standards at schools are watched by the British government.
 c. In Britain, education lasts eleven years.

5/ Give a suitable title to the text.

B/ Text Exploration

(7pts)

1/ Find in the text the words whose definitions follow.

- I. (§1): receiving lodging during the school term.
 II. (§3): to happen usually.
 III. (§4): being attended by both boys and girls.
 IV. (§2): the belief that all people are equal.

2/ Form words adding the right affix (prefix/suffix)

Verb	Noun	Adjective
study	.....	.....
.....	division	.....
prepare	.....	.....
.....	.....	foundational

3/ Give the right form to the verbs in brackets.

Nowadays, education (have) a lot to (gain) from the use of technologies which can (allow) unlimited access to knowledge, (facilitate) understanding and (stimulate) imagination.

4/ Rephrase the following sentences.

- I would not go abroad to study if I weren't given the opportunity.
 Unless.....
 ➤ If Tom had visited the bookshop, he would have bought many novels.
 Unless.....
 ➤ Jane read the advertisement in the newspaper, so she applied for the job.
 If.....
 ➤ We don't visit the town library so often because we live far away.
 If.....

5/ Classify the following words according to the pronunciation of their vowels.

university – boarding – these – ruling – half – twentieth – taught – before

/ɑ:/	/i:/	/u:/	/ɜ:/	/ɔ:/

6/ Reorder the sentences below to have a coherent passage. One sentence is irrelevant and must be left out.

- a. It makes your mind work better.
 b. There is nothing magical in books at all.
 c. Good books challenge and excite your mind.

- d. Reading has long been regarded as the best means to acquire culture.
- e. that they influence your personal life.
- f. Thus, they contribute to the development of your moral and intellectual faculties, i.e. the development of your culture.
- g. They depict characters that are so true to life

Part I: Written Expression

(6pts)

Choose one of the following topics.

Topic (1): You attended a lecture about education in India. Below are your notes. Use them to summarize the lecture to your classmates.

<i>Education in India</i>
<ul style="list-style-type: none">▪ <i>Independence: Aug. 15, 1947</i>▪ <i>Primary schools 12,843 – colleges 636 – univ.17</i>▪ <i>Literacy 14%</i>▪ <i>Total education expenditure: 570 million rupees</i>▪ <i>Edu. Census 1996</i>▪ <i>600,000 primary schools</i>▪ <i>Literacy for age groups 6-11: 94%</i>▪ <i>211 univ. – 7000 colleges – 3.5 million students</i>▪ <i>Overall literacy: 52.11%</i>▪ <i>Education expenditure 200,000 million rupees</i>

Topic (2): What would you do to improve our educational system if you were the Minister of Education?

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