

Test

Timing: 2 hours

Date: 07/01/2011

Academic year: 10/11

Level: 2nd year baccalaureate

1st semester

Morocco has renewed its commitment to fight illiteracy, with educational programs aimed at adult students. Sociologist, Jamila Berdai, said that these programs have helped adults change their lives, especially elderly women, who have shown great willingness to learn to read and write to change their everyday lives. "These women are becoming more autonomous and have more confidence in themselves," Berdai said. "They're managing to have a great effect on their households."

At the age of 62, Haja Tamou Jbilou decided to sign up for the literacy program in her district of Rabat. After the death of her husband and the marriage of her four daughters, there was no one left to help her. "I couldn't even make a phone call," she said. "If I wanted to speak to one of my girls, I had to disturb my neighbors. When I got a letter from the bank or water or electricity bill, I felt so ignorant." After two years of literacy lessons, Jbilou can read and write and take charge of her life.

Kebour Belfaracha, 53, started lessons a year ago, following encouragement from one of his two children. He had never thought about taking this step, and believed he would never manage to learn. After the first few weeks, he got a taste for the literacy lessons. "Now I can read. The world has changed around me. I'm starting to read signs and notices. I now have a little time to master the Quran," he said.

Many young women share their desire to flee illiteracy. Hayat Maaouni, a 22-year-old housewife, has been taking lessons in a school close to the home of her employers who have shown great understanding. Previously, she had been working for a family who refused to offer any help. For years, she dreamt of returning to school. She spent just one year at school, due to the distance between her country home and the nearest school. "I can see my dream becoming a reality," she said, her eyes twinkling with enthusiasm. "I hope to complete the course, if circumstances allow. I do not want my future children to have an illiterate mother."

Adapted from www.maghrebia.com

I. COMPREHENSION (15pts)

A. Circle the best title for the text: (1pt)

1. The benefits of literacy classes.
2. The drawbacks of literacy classes.
3. The solutions to literacy classes.

B. Are these sentences true or false? Justify your answer. (3pts)

1. Literacy programs have been more beneficial for elderly women.

.....

2. Belfaracha signed up for a literacy class thanks to his two children.

.....

3. Hayat Maanouni's employers have helped her join literacy lessons.

.....

C. Answer these questions: (3pts)

1. Why have elderly women benefited from literacy classes?

.....

2. Why did Hajja Tamou Jbilou decide to join literacy circles?

.....

3. What does Hayat Maanouni do?

.....

D. Complete these sentences: (3pts)

1. Hajja Tamou's neighbours helped her.....

2. Hayat Maanouni was forced to leave school because.....

.....

3. Belfaracha admired his literacy lessons after.....

E. Find in the text words or expressions which approximately mean the same as: (3pts)

1. readiness (paragraph 1):
2. independent (paragraph 1):
3. to escape (paragraph 4):

F. What do the underlined words refer to? (2pts)

1. Her husband (paragraph 2):
2. This step (paragraph 3):

II. LANGUAGE

A- Fill in the blank with the right word from the box. (2pts)

truant – indigenous – fright – compulsory – renewable – indigence – audacity

1. It is absolutely unjust that some people are extremely rich while the majority suffers from
2. The kangaroo isto Australia.

B- Fill in the gaps with the appropriate words from the list. (2pts)

(resources – attend – awareness – status – empower – achieve – achievements – rate)

The best way towomen and improve theiris to educate them and help them become financially independent. It's also useful to raise theirabout their significant role in society. This will make them more confident and motivate them to make greatthat will participate in the development of their society.

C- Fill in the blanks with the appropriate form of the words in the list. (4pts)

manage govern improve power responsible partner law feminine

1. They worked inwith a foreign company.
2. It is notto use drugs. Drug users always end up in prison.
3. NGOs aim at theof women in social and political fields.
4. I believe that there will be ain women's social status in the future.

D- Give the correct form of the verbs in brackets. (2pts)

1. Before he went to the interview, he (read)two articles about the company.
2. By 2020, the population of the developing countries (increase)enormously.
3. He regretted (miss)that wonderful party.
4. She didn't hear the phone. She must (be)asleep.

E- Rewrite these sentences using the words given. (2pts)

1. Schools are far from students in rural areas. Students drop out of school. (Therefore)
2. Developing countries make great efforts. They want to keep up with the rapid growth of the developed ones. (so that)

F- What does each sentence express? (3pts)

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|--|-----------------------------|
| 1. Would you mind giving me a hand with this, please? | a. cause |
| 2. What are you driving at? | b. purpose |
| 3. Due to illiteracy, one can't live decently. | c. asking for clarification |
| 4. I haven't grasped what this word means. | d. request |
| 5. Women study to participate in the social advancement. | e. lack of understanding |
| 6. She is a bit low. Hence, she is no mood to joke. | f. Certainty |
| | g. effect |

III. WRITING (10pts)

*Educate a boy, you educate a man
Educate a girl, you educate a generation.*

Write a three paragraph essay to discuss this saying talking about the importance of education. Support your ideas with arguments.