



1/3	الصفحة	الامتحان التجريبي للسنة الثانية بكالوريا - الموسم الدراسي 2009 - 2010
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2	المعامل :	مدة الإنجاز: 2	المادة : اللغة الانجليزية	الشعبة : علوم	النيابة : عين السبع الحي المحمدي
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Morocco has renewed its commitment to fight illiteracy, with educational programmes aimed at adult students. Sociologist, Jamila Berdai, said that these programmes 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 age 62, Hajja Tamou Jbilou decided to sign up for the literacy programme 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 neighbours. 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.

Kebbour 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 Qur'un," 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 will allow. I do not want my future children to have an illiterate mother." (373 words)

Adapted from [www.magharebia.com](http://www.magharebia.com)

Answer on this sheet and Base your answers on the Text

**I. COMPREHENSION:**

(15 points)

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

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

**B. Are these sentences True or False? Justify your answer. (3 pts)**

1. Literacy programmes have been more beneficial for elderly women.  
.....
2. Belfaracha signed up for a literacy class thanks to his two children.  
.....



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

.....

**C. Answer these questions: (3 pts)**

1. Why have elderly women benefitted from literacy classes? .....

.....

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

.....

3. What does Hayat Maaouni do? .....

.....

**D. Complete these sentences: (3 pts)**

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

2. Hayat Maaouni 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: (3 pts)**

1. Readiness (paragraph 1): .....

2. Independent (paragraph 1): .....

3. To escape (paragraph 4): .....

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

1. Her husband (paragraph 2): .....

2. This step (paragraph 3): .....

**II. LANGUAGE: (15 points)**

**A. Rewrite these sentences as suggested: (3 pts)**

1. Ahmed should phone his parents from time to time.

Ahmed's parents .....

2. She can't see very well.

She wishes .....

3. "Why don't you take some rest?"

They advised me .....

**B. Write the verbs between brackets in the correct form: (3 pts)**

By the year 2012, Morocco (**make**) ..... a lot of efforts in (**sustain**) ..... its development. If it (**do**) ..... so for the last few years, it would have achieved more noticeable progress.

**C. Circle the appropriate answer: (1 pt)**

1. To combat gender gap, we should (**break down/ break up/ break out**) negative stereotypes.

2. This is the girl (**who/ whose/ whom**) father was appointed a prime minister.

**D. Give the correct form of the words between brackets: (2 pts)**

1. Population (**grow**)..... is an obstacle to development.

2. Aids is an (**cure**) ..... disease.



**E. What words go together to form collocations? (2 pts)**

- |            |                   |
|------------|-------------------|
| 1. General | a. talented.      |
|            | b. determination. |
| 2. Highly  | c. assembly.      |
|            | d. school.        |

**F. Match each expression with its appropriate function: (4 pts)**

- |   |                        |
|---|------------------------|
| 1. It seems to me that brain drain is a dangerous phenomenon. | <b>A. DEFINING.</b>    |
| 2. Citizenship means the state of being a citizen.            | <b>B. POSSIBILITY.</b> |
| 3. It was my fault, I broke your IPod.                        | <b>C. OPINION.</b>     |
| 4. He may have spent a wonderful holiday in Spain.            | <b>D. APOLOGIZING.</b> |

**III. WRITING: (10 points)**

**Despite the amazing technological achievements, the world is experiencing an age of different catastrophes, either man-made or natural. Write an article for your local magazine about the causes of these catastrophes.**

**Suggest some solutions. (about 200 words)**

These ideas may help you:

- ✓ What catastrophes does the world suffer from? (wars, epidemics, floods, earthquakes, tornados, etc)
- ✓ What are the causes of these catastrophes? (people's unawareness, ignorance, short sightedness, pollution)
- ✓ What solutions do you suggest? (sensitising people, conducting campaigns, creating NGOs, establishing peace)