

Test N° 3
 Timing: 2 hours
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 Level: 2nd Year Baccalaureate SVT

Name:
 Class:
 Final Mark / 40

Literacy on the rise in Morocco

By Siham Ali for Magharebia in Rabat – 26/10/11

Literacy classes have changed the lives of many Moroccans. Zohra Omari, a 45 year-old mother of four, said she found it hard to imagine how she could have lived for forty years without being able to read or write. Once her children grew up, a gulf opened up between them because of her illiteracy. That was until her husband suggested that she should go to literacy classes. Initially, she thought it a strange idea.



“Sitting there at a school desk when I was going on forty seemed impossible to me. All the same, I decided to take up the challenge. Five years on, I can read and write well. My children have given me a lot of support at home and have helped me practice, too” she said. “Now I've decided to take on French.”

There are five million people just like Zohra who have learned to read and write over the past eight years. The number of people receiving literacy classes has risen substantially over recent years, from 286,000 in the 2002-2003 season to nearly 700,000 during the 2010-11 season. As a result, the illiteracy level in Morocco has dropped from 43% in 2004 to around 30% in 2010, according to the government. Women make up 83% of those benefiting from literacy programmes. The majority of them come from rural areas.

The director of the anti-illiteracy campaign, Habib Nadir, said that authorities have been able to meet the challenge in terms of numbers over recent years. The state's target is to bring the level down to 20% in 2015 before completely eradicating the problem by 2020, according to him.

Work has also been done on the quality of programmes, particularly the design of course books, to meet the needs of those enrolled on the programmes, along with the introduction of national schemes to evaluate and certify literacy programmes. Some observers consider the literacy budget to be modest. It stands at 200 million dirhams per annum. Two-thirds of the funding for the programme comes from the state and the remainder is in the form of foreign contributions, such as the European Union. The project has contributed more than 60 million dirhams a year to Morocco since 2008.

But the European Union seems to be unhappy with the rate at which illiteracy is being combatted here. European Union ambassador Enedo Landaburu said at an October 13th meeting in Rabat that despite the efforts made to fight illiteracy, progress still falls short of the EU's expectations. He called for the pace of the programme to be accelerated because “illiteracy is an unwelcome stain on the way in which Morocco is viewed, and it really holds back its economic and social development.”

I COMPREHENSION (15 POINTS) BASE ALL YOUR ANSWERS ON THE TEXT

A Are the following sentences TRUE or FALSE? JUSTIFY. (3 pts)

- 1 There was a good relationship between Zohra and her children when she was illiterate.

- 2 The amount of money used to combat illiteracy is not enough.

- 3 The European Union is satisfied with the results achieved in combatting illiteracy.

B Answer the following questions. (4 pts)

- 1 How did Zohra react when she was told to join the literacy classes?
- 2 Who benefits more from literacy programmes in Morocco?

3 Why is it necessary for Morocco to combat illiteracy? (2 reasons)

C Find in the text words that mean the same as the following. (3 pts)

1 increased (para 3) 3 the rest (para 5)
2 eliminating (para 4)

E What do these words refer to in the text? (3 pts)

1 them (para 1) 3 here (para 6)
2 him (para 4)

F Complete the following sentences with information from the text. (2 pts)

1 My children have not only given me a lot of support at home,
2 Work has also been done on the quality of programmes, particularly the design of course books, so that

II LANGUAGE (15 POINTS)

A Put the words between brackets into the correct form. (3 pts)

1 She spent a (profit) afternoon in the library.
2 He had the (audacious) to say I was too fat.
3 We passed an (joy) evening together.

B Rewrite the following sentences as indicated. (3 pts)

1 It is still informative and entertaining. The book is too long.
Despite
2 She tried to find out some information about the city several years ago. She visited it.
Before
3 I don't think it was necessary for you to switch on the light.
You needn't

C Fill in the blank with the following words or expressions. (2 pts)

eclectic for granted part in witty conclusions boredom a fool of

1 Television helps to relieve the of the long winter evenings.
2 Their parents are always there and they just take them
3 We can safely draw some from our discussion.
4 How many countries take the last Olympic Games?

D Put the verbs between brackets into the correct form. (2 pts)

1 He recommended you (read) the book before seeing the movie.
2 I wrote to them last month and I (still / wait) for a reply.
3 I think you should try (eat) more fruit. It might help improve your health.
4 We'd better (leave) now or we'll miss the bus.

E Fill in the blanks with the right article, if necessary. (2 pts)

I have English friend who is photographer. Let's ask him for advice about colour films?

F Match each sentence with the right function. (3 pts)

Sentence		Function	
1	You're a writer, is that so?	a	Making a request
2	"Could you make a photocopy for me, please?" Lina asked.	b	Expressing opinion
3	This decision is, I feel, a huge mistake.	c	Asking for clarification
		d	Expressing agreement
		e	Expressing addition

1 2 3

III WRITING (10 POINTS)

Your school magazine is dealing with the issue related to the impact of family, society and school on youths. As it is known, all of these institutions play an important role in trying to build young people’s personality and prepare them for a better future. However, some teenagers think that this role sometimes fails to respect their own wants and desires. Write an essay in which you try to list the advantages of these institutions and how teenagers might benefit from them. Also, give some solutions to the problems young people could encounter in their relationship with family, society and school. *(approximately 200 words)*

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