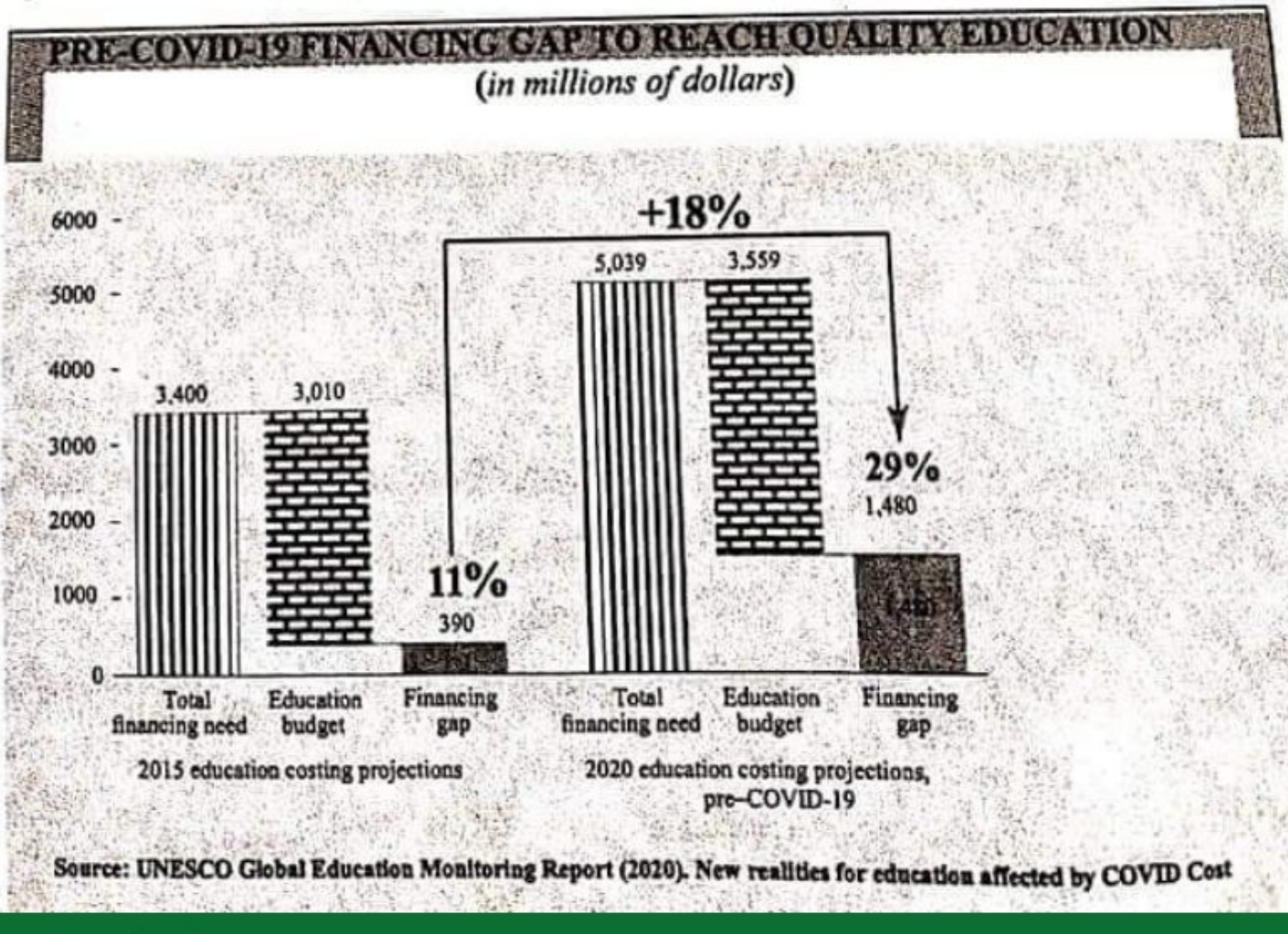
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SECTION I: READING COMPREHENSION (15 POINTS)

READ THE FOLLOWING TEXT AND DO THE RELATED TASKS.

[1] Before the pandemic, the world was already facing formidable challenges in fulfilling the promise of education as a basic human right. Despite the near universal enrolment at early grades in most countries, an extraordinary number of children – more than 250 million – were out of school, and nearly 800 million adults were illiterate. Moreover, even for those in school, learning was far from guaranteed. Some 387 million or 56% of primary school age children worldwide were estimated to lack basic reading skills. From a financing point of view, the challenge was already daunting before COVID-19. The early 2020 estimate of the financing gap to reach quality education in low and lower-middle-income countries was **staggering**. It is estimated that the COVID-19 crisis will increase this financing gap by up to one-third.



Source: UNESCO Global Education Monitoring Report (2020). New realities for education affected by COVID Cost

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[2] The COVID-19 pandemic has caused the largest disruption of education in history, having already had a near universal impact on learners and teachers around the world in all educational sectors. By mid-April 2020, 94% of learners worldwide were affected by the pandemic, representing 1.58 billion children and youth, from pre-primary to higher education, in 200 countries. The ability to respond to school closures changes dramatically with level of development. For instance, during the second quarter of 2020, 86% of children in primary education have been effectively out of school in countries with low human development, compared with just 20% in countries with very high human development.

[3] In Africa, particularly in the Sahel region, nationwide school closures due to COVID-19 came at a time when a very large number of schools had already been closed for several months because of severe insecurity, strikes, or climatic hazards. COVID-19 is worsening the situation of education in Sub-Saharan Africa where, prior to the pandemic, 47% of the world's 258 million out-of-school children live.

[4] In the most fragile education systems, this interruption of the school year will have a disproportionately negative impact on the most socially vulnerable pupils. Their presence at home can also complicate the economic situation of parents, who must find solutions to compensate for the loss of school meals. There is growing concern that if these learners are not properly supported, they may never return to school. This would further **exacerbate** pre-existing disparities, and risk reversing progress on quality education as well as aggravating the already existing learning crisis.

[5] The disruptions caused by COVID-19 to everyday life meant that as many as 40 million children worldwide have missed out on early childhood education in their critical pre-school year. They thus missed a stimulating and enriching environment, learning opportunities and social interaction. This is likely to compromise their longer-term healthy development. In technical and vocational education and training systems, vulnerabilities including low levels of digitalization, have been **brought to light** by the crisis. Disruptions in work places made it difficult to implement apprenticeship schemes and work-based learning modes, key elements of a functional technical and vocational system.

[6] In the higher education sector, while online learning has generally taken place through recorded lectures and online platforms, some universities postponed learning and teaching until further notice due to their information technology infrastructure vulnerability. Questions also remain about how to harmonize semesters and academic calendars, as some programs have been successfully implemented online while others could not be.

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[7] An estimated 40% of the poorest countries failed to support learners at risk during the COVID-19 crisis, and past experiences show that both education and inequalities tend to be neglected in responses to disease outbreaks. Domestic chores, especially for girls, and the work required to run households or farms, can also prevent children from getting sufficient online learning time. Children with disabilities who were already marginalized before the outbreak are not always included in strategies of distance learning. Forcibly displaced children are further marginalized and deprived of access to support services offered through schools, such as psychosocial support programs.

[8] Many learners in developing countries, especially the youngest and minority groups are not fluent in the language of instruction. Even when they could access content they could understand, economic stress and low education levels of parents, including digital skills, meant that many children did not benefit from the stable environment and the learning support needed to adapt to these new modes of instruction. In most European countries, children from lower socio-economic backgrounds are more likely to lack reading opportunities, a quiet room, and parental support during school closure. In low income and upper-middle income countries alike, children in the poorest households receive less help with their homework.

[9] The learning loss, in the short and long term, is expected to be great. Researchers in Canada estimate that the socio-economic skills gap could increase by more than 30% due to the pandemic. Simulations on developing countries participating in the Programme for International Student Assessment (PISA) suggest that without remediation, a loss of learning by one-third might result in students falling behind in their academic performance. The economic loss might reach $16,000 of lost earnings over a student's lifetime.

[10] UNESCO estimates that 23.8 million additional children and youth may drop out of school next year due to the pandemic's economic impact alone. The total number of children not returning to their education after the school closures is likely to be even greater. School closures make girls and young women more vulnerable to child marriage, early pregnancy, and gender-based violence, all of which decrease their likelihood of continuing their education.

Adapted from: *www.un.org*

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A. Choose the best answer. (11 pts; 1 pt each)

1. **'staggering'** in paragraph 1 means
   A. fading B. interesting C. shocking D. boring — 01 ...

2. **'exacerbate'** in paragraph 4 means
   A. alleviate B. soften C. aggravate D. reduce — 02 ...

3. **'brought to light'** in paragraph 5 means
   A. exposed B. minimized C. upgraded D. improved — 03 ...

4. In paragraph 2, 20% refers to — 04 ...
   A. the percentage of countries which had school closures around the world.
   B. the percentage of developing countries which had school closures because of the pandemic.
   C. the percentage of children who faced school closures around the world because of the pandemic.
   D. the percentage of children affected by school closures in developed countries.

5. In poor societies, the presence of children at home during the pandemic is an additional burden for parents because — 05 ...
   A. they have to take them to school every day.
   B. they have to afford nutrition for them.
   C. they can't leave them at home alone.
   D. these children refuse to go back to school.

6. The pandemic affected trainees in work areas as — 06 ...
   A. they were required to follow severe hygiene instructions.
   B. their schools and institutions closed up.
   C. they couldn't think of effective training plans.
   D. the situation in work areas was not stable.

7. During the pandemic, some universities had to put off teaching because — 07 ...
   A. they lack the necessary tools and resources.
   B. parents refused online teaching.
   C. students insisted on attending their classes.
   D. they couldn't harmonize the semesters.

8. 40% of poor countries could not address the needs of children at risk during the pandemic because
   A. these children were busy doing the chores at home.
   B. these children couldn't reach school due to their disabilities. — 08 ...
   C. they ignored these children in their policies.
   D. they lacked information about their parents' revenues.

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09 ...

9. In paragraph 9, 16.000 dollars is
   A. the amount of money lost in fighting the pandemic.
   B. the amount of loss which is caused to economy by the pandemic.
   C. the amount of money lost for each child who fails at school.
   D. the amount of money earned by each child who finishes school.

10. UNESCO estimates that 23.8 million children will not be able to return to school as a result of
   A. getting married at an early age.
   B. the economic effects of the pandemic.
   C. permanent school closures.
   D. lacking necessary school equipment.

10 ..

11. This text is mainly about
   A. the economic effects of the pandemic on poor countries.
   B. the situation of education prior to the pandemic.
   C. the situation of education during and beyond the pandemic.
   D. the future of education after the pandemic.

11 ..

B. Complete the following sentences with information from the text. (3 pts, 1 pt each)

12. About 387 million school children's lack of basic reading skills shows that .....
.....

13. In developing countries, children did not benefit from the new modes of instruction because ...
.....

14. In Canada, 30% is .....
.....
.....

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C. Answer this question. (1 pt)

15. Based on the graph, explain the financing gap in education between 2015 and 2020.

.....
.....
.....
.....
.....

SECTION II: LANGUAGE (25 POINTS)

Choose the correct option. (1 pt each)

16. The problem is difficult to _____ under control.
A. keep B. hold C. do D. make — 16 ...

17. Our teacher, Mrs. Rachidi wrote our names down on the desks _____ she should forget.
A. because B. otherwise C. lest D. so as not to — 17 ...

18. James lied so many times that we can no longer place any_____ on what he says.
A. conviction B. reputation C. regard D. credibility — 18 ...

19. Martin Luther King is known _____ his famous speech *" I have a dream"*.
A. to B. about C. for D. with — 19 ...

20. Peter's parents died when he was a baby and he was _____ by his aunt.
A. brought out B. brought up C. brought about D. grown up — 20 ...

21. Bill: "Have you seen any interesting comedy lately, Nancy?" — 21 ...

Bill asked Nancy _____.

A. if she would see any interesting comedy lately.
B. if she saw any interesting comedy lately.
C. if she has seen any interesting comedy lately.
D. if she had seen any interesting comedy lately.

22. If firefighters hadn't got there on time, the building _____. — 22 ...

A. will be destroyed
B. would have been destroyed
C. will have been destroyed
D. would be destroyed

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23. The special news ____ in an hour or so, that's why it _____ in the newspapers yesterday.
A. brings / didn't publish
B. will bring / don't publish
C. will be brought / wasn't published
D. will be brought / didn't publish

24. There were many participants in the conference, _____?
A. weren't they
B. were there
C. aren't they
D. weren't there

25. I really appreciate your _____ me at this difficult time.
A. to help
B. helping
C. helped
D. help

26. It was a _____, but it was so boring.
A. thirty-minute TV show
B. TV show during thirty minutes
C. thirty minutes TV show
D. TV show thirty minutes long

27. I met Liz at yesterday's party, but I _____ her by sight for years before that.
A. have known
B. had known
C. will have known
D. had been known

28. Before his illness, Tony _____ anything but now he _____ very careful with his diet.
A. could eat / can be
B. must have eaten / had to be
C. could eat / has to be
D. couldn't eat / has to be

29. Wreckage from the plane was scattered _____ a wide area.
A. over
B. from
C. on
D. at

30. ___ Smiths enjoyed their stay at the coast of ___ Black Sea last summer.
A. The /the
B. Ø/the
C. The/ Ø
D. The/a

31. He was very angry because he couldn't find the report _____.
A. everywhere
B. anywhere
C. somewhere
D. nowhere

32. The lift is out of _____, so we'll have to walk up the stairs.
A. function
B. duty
C. order
D. work

33. James was forced to get off the bus because he couldn't pay the _____.
A. bill
B. journey
C. travel
D. fare

34. Don't worry; we'll have to wait a little longer because I'm sure he'll _____ soon.
A. turn up
B. turn in
C. turn into
D. turn down

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35. The teacher should give us more time; _____ , we won't be able to finish all the tasks.
A. however B. otherwise C. yet D. therefore 35 ...

36. In her speech she expressed her _____ for all the help she had been given.
A. thankfulness B. thanking C. gratefulness D. gratitude 36 ...

37. Excuse me, to _____ does that car belong?
A. which B. that C. whom D. who 37 ...

38. Most of the telephone lines were destroyed by the storm last night and so it's almost impossible to _____ through to anybody today.
A. go B. get C. make D. take 38 ...

39. Most politicians pretend to ignore opinion _____.
A. votes B. figures C. questionnaires D. polls 39 ...

40. She always chooses some very pretty _____ paper for her presents.
A. wrapping B. involving C. sealing D. covering 40 ...

SECTION III: TEACHING METHODOLOGY (40 POINTS)

A. Match each learner to his/her learning style. (1 pt each)

A. Visual B. kinaesthetic C. Auditory D. field independent

Learner	Learning style
41. Rachid always asks his teacher to repeat instructions in the classroom. He also enjoys listening activities and rehearsing English songs at home.	41 ...
42. Nadia is difficult to control in the classroom. She always moves around and prefers to learn while playing a game.	42 ...
43. Soumaya always needs her teacher to show her a picture or two in order to understand better. She also prefers to draw charts and timelines in her language classes. She is usually better at reading comprehension tasks.	43 ...

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B. Match each of the following classroom activities to its appropriate level of Bloom's taxonomy of learning objectives. (1 pt each)

A. Applying - B. Analyzing - C. Understanding - D. Remembering E. Evaluating

Classroom activity	learning objective
44. In a grammar lesson about the passive voice, the teacher starts the lesson by reviewing the past participle form of some verbs. He then provides learners with a short text which contains a few examples of the target structure (the passive voice).	44 ...
45. The teacher attracts the learners' attention to the sentences which demonstrate the passive voice by underlining the verb forms. He provides some support about the doer of the action by asking learners further questions.	45 ...
46. Learners are asked to work in pairs. They extract the sentences from the text and then try to figure out how the passive voice is formed by examining the sentences and trying to find who did what, to whom and when. They then come up with their own rule of the passive voice.	46 ...
47. The learners are asked to re-write the sentences in the text in their equivalent active forms. They also do another exercise in which they put the verbs in the passive form. The teacher finally provides learners with a picture and asks them to write two sentences in which they use the passive voice, describing the actions in the picture.	47 ...

C. Fill in the blanks with appropriate words. The first letter of each word is given. (1 pt each)

The learners' task in the teaching and learning equation is to construct the system of the target language. They have to find and remember how **(48) w**..... are joined together and what they mean, how **(49) g**..... patterns fit together and how phonological **(50) f**..... such as stress and **(51) i**..... are used. The system the learner constructs can only emerge gradually – parts may come from direct, conscious **(52) l**..... of new bits of language, and others may be subconsciously picked up from **(53) e**..... to the target language.

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D. Name the type of the language test used in each situation in the chart. (1 pt each)

Mr. Johnson is the director of a private language school called John & Jonny's School. In this school and during the school year, the teachers have to prepare and administer different tests for different learners and purposes.

Situation	Type of language test
54. Beth and three other adult learners are new students at John & Jonny's School. Their new jobs require the use of English and that's why they have come to register in a short term language program. The administration decides to give them a test to determine the language level of each of them.	.....
55. Linda is a teacher in the school. Her students have already finished studying two units in the first semester. She hasn't yet checked if they have benefited from her classes. So, she decides to give them a test.	.....
56. Every beginning of the year and before starting to teach a new course to his classes, Mr. Bradley proceeds to evaluate his students' knowledge of English. The results of the test would allow him to provide his learners with remedial activities according to their needs.	.....
57. Brahim got his Baccalaureate with distinction, and he decided to study at an American university. Part of the registration requirements is to take the TOEFL test to check if he can successfully carry on his studies without any language-related difficulties. One of the teachers at John & Jonny's School is helping him to prepare for this test.	.....

E. Choose the right answer. (1 pt each)

58. In Piaget's theory of learning, when a child is changing his own internal knowledge structures, he is _____.

58 ...

A. assimilating
B. adapting
C. adopting
D. accommodating

59. In language teaching, an adjacency pair is_____.

59 ...

A. a sequence of two utterances by the same speaker
B. a sequence of two utterances by two different speakers
C. a sequence of two words occurring next to each other
D. two sentences occurring one next to the other in a written text

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60. Nathalie, a teacher of English, usually uses short quizzes to evaluate her students' learning, but without assigning grades. In this situation we can say that Nathalie's quizzes are for_____.

A. summative purposes
B. formative purposes
C. proficiency purposes
D. diagnostic purposes

61. In reading/listening comprehension, the teacher is expected to activate learners' background knowledge for better understanding of the text. Which of the following activities is the most suitable for activating background knowledge?

A. Asking learners to read the text loudly before they deal with the questions
B. Asking learners to underline difficult words in the text
C. Asking learners to summarize and evaluate the text
D. Telling the learners to make connections between the topic of the text and the life of a person they know

62. Which of the following learning theories ignores the role of the human mind in developing knowledge (including knowledge of language) and assumes that learning can be studied only in terms of physical processes?

A. Behaviorism B. Cognitivism C. Constructivism D. Humanism

63. In blended learning contexts, the teacher presents _____

A. the whole course online only in emergency situations.
B. part of the course in the foreign language and the other part in the learners' native language.
C. part of the course face-to-face and the other part with the use of technological devices.
D. the course solely by relying on technological devices such as computers, the internet, etc.

64. Which of the following activities is related to top-down processing in reading comprehension?

A. Decoding the letters in the text
B. Analyzing the components of sentences
C. Deciding if a word such as 'process' is a noun or a verb in a sentence
D. Thinking of a story you already read and which has a similar ending

65. Which of the following tasks targets assessing students' inferential comprehension skills?

A. Pick out from the text two adjectives which show the writer's attitude to child labor.
B. Read the text and underline the three main causes of child labor.
C. Complete the chart with the percentage of child labor in each country.
D. Fill in the chart with the correct figures from the text about child labor.

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66. In an English language class, cloze is used as a _____.
A. testing technique
B. grouping technique
C. planning technique
D. feedback technique

66 ...

67. In the writing process when a student is asking questions such as *"How can I make this point clear?/ Is this argument convincing?"*. He/ She is in the stage of _____.
A. publishing
B. inventing
C. editing
D. revising

67 ...

68. Part of a lesson that gives learners the chance to use what they've just learned in simulated real situations is called_____.
A. guided practice
B. free practice
C. teaching practice
D. controlled practice

68 ...

69. The ability to read and speak well and to express oneself without effort is called _____.
A. comprehension
B. fluency
C. production
D. accuracy

69 ...

70. In their teacher training program, Jamal and his group were asked to prepare a presentation on language pedagogy. The latter is an area of _____.
A. theoretical linguistics
B. sociolinguistics
C. applied linguistics
D. psycholinguistics

70 ...

71. Which of the following is the most appropriate technique for a pre-writing activity?
A. Using a graphic organizer to generate ideas
B. Asking students to comment on each other's draft
C. Checking the meaningfulness of sentences
D. Using a checklist to edit a written essay

71 ...

72. Which of the following is considered contrived or non-authentic materials in a language class?
A. a teacher prepared dialogue
B. a newspaper article
C. a video recorded in a restaurant
D. a speech of Obama

72 ...

73. During our first classroom observation, our host teacher started with an activity in which his students shared their thoughts about the problem of violence at school. This is called_____.
A. drilling
B. role playing
C. gap filling
D. brainstorming

73 ...

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74. In second or foreign language teaching, advocates of the _____ claim that teachers should allow a silent period which provides the learners with the necessary input before they start producing the language.

A. natural approach B. grammar-translation method
C. direct method D. audio-lingual method

74 ...

75. In her grammar lessons, Betsy prefers to give her students the rules first and then provides them with examples and exercises. She believes that this _____ is more suitable for her adult learners.

A. discovery approach B. product approach
C. deductive approach D. inductive approach

75 ...

F. Fill in the chart with the appropriate teacher roles from the list. (1 pt each)

In his pre-practice teaching period Mr. Zahiri observed different classes and noticed that teachers adopt different roles.

A. organizer B. performer C. counsellor D. controller E. administrator F. observer G. reflector

Teacher	Role adopted
76. At the end of each class, Mrs. Yousfi would sit down and think about what was successful and what was less successful in her lesson.	.....
77. Mr. Rahmouni walked around in his class and watched his students work in groups.	.....
78. Miss Tanjaoui mimed a series of actions to help her students understand some action verbs.	.....
79. Mrs. Naji listened carefully to her students and when they used their native language, she told them to use the target language.	.....
80. Before his lesson, Mr. Sentissi sits down and thinks about how long his pair work activity should take, what instructions his students need and how he can make them clear, how his students should sit and what to do if a student doesn't have a partner.	.....

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SECTION IV: WRITING (20 POINTS)

81. *Some people believe that controlling and censoring the use of social media is a necessity, while others argue that it is a violation of human rights.*

Write an essay in which you discus this statement. Give arguments to support your opinion. (10 pts)

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82. *English is taught in Morocco as a foreign language. Students have limited opportunities and resources to practice this language.*

Write an essay explaining how you can help students learn English. (10 pts)

.....

.....

.....

.....

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