مباراة توظيف أساتذة التعليم الثانوي
الأطر النظامية للأكاديميات
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الموضوع

المملكة المغربية
وزارة التربية الوطنية والتعليم الأولي والرياضة

المركز الوطني للتقويم والامتحانات

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EXAM INSTRUCTIONS

Read the following instructions carefully before you start the exam.

- Make sure you get **the right number of pages** mentioned on the first page.
- The exam is divided into **THREE SECTIONS scored out of 100 points.**
  - Section I: Reading Comprehension **(20 pts)**
  - Section II: Language **(60 pts)**
  - Section III: Writing **(20 pts)**
- This exam consists of multiple choice questions ***ONLY***.
- Every single question has four options (**A**, **B, C** or **D**). ***Only*** one option is correct.
- You must answer on a separate ***ANSWER SHEET***.
- Every candidate has the right to ***ONE*** answer sheet ***ONLY***.
- Only a ***black*** or ***blue*** pen is allowed to mark the answer you choose for each question.
- ***Cross*** ☒ or ***shade*** ■ the right letter on the answer sheet.

- Crossing out answers and/or using a correction pen is ***NOT ACCEPTED***.

- No document, electronic device or communication with anyone is allowed. Evidence of cheating during the test administration will automatically disqualify the candidate.

SECTION I: READING COMPREHENSION (20 pts; 1 pt each)

READ THE FOLLOWING TEXT AND DO THE RELATED TASKS.

[1] Over recent years, the educational goals, curricula and student profiles of countries and jurisdictions have increasingly embraced a "whole child" perspective, looking comprehensively at dimensions of knowledge, skills, attitudes and values jointly with the well-being of students. Discussions on learning goals and student profiles also take place at the international level, as illustrated in the co-creation of the Organization for Economic Co-operation and Development (OECD) Learning Compass 2030. Over the last four years, governments, representatives from OECD's Trade Union Advisory Council, teachers, school leaders, teacher educators, students, non-governmental organizations, private enterprises and other stakeholders in civil society have come together to outline a future vision for education, reaffirming broader goals of education and students' multi-dimensional successes in both learning and well-being.

[2] The process of establishing learning goals can be as important as the product. The road of curriculum design and implementation is littered with many good ideas that were poorly implemented.
The laws, regulations, structures and institutions on which educational goals and curricula are established are just the small visible tip of the iceberg. The reason why it is so hard to advance implementation is that there is a much larger invisible part under the waterline. This invisible part is composed of the interests, beliefs, motivations and fears of those involved in education, teachers included. This is where unexpected collisions occur because this part of educational reform is rarely captured on the radar screen of public policy. Policy makers reform education successfully when they help people recognize what needs to change and build a shared understanding and collective ownership for change. They must focus resources, build capacity, and create the right policy climate with accountability measures designed to encourage innovation and development rather than compliance. Because of education systems' vast structure of established providers and extensive vested interests, reform is often accompanied by loss of advantages or privileged positions. Furthermore, parents often become anxious that their children are no longer learning things that were important to them, or when their children learn things they themselves as parents no longer understand. As a result, the status quo has many protectors – stakeholders in education who stand or perceive to lose if changes are made. Add to this the asymmetry between the costs and benefits of change: costs are immediate and certain while there is uncertainty about who will benefit from change.

[3] At the same time, there has been important progress in this field in the last few years. While governments and teacher organizations often sit at opposite sides of the negotiation table, they are increasingly coming together over the vision and design of the education system and related learning goals. Often this includes public consultations or discussions on educational goals or curricula. Engaging key stakeholders, especially teachers, in envisioning desired student outcomes is key to making the vision a reality. Properly designed stakeholder engagement helps ensure that the voices of learners, educators, parents and communities are heard. This builds capacity for curriculum implementation more efficiently. When stakeholders strongly buy into the vision they have sketched out together, it can become a powerful tool to inspire schools, communities, and the education system to achieve the desired outcomes for all learners. Strategic foresight, careful planning and consultative and collaborative processes take time but they contribute to more sustainable and successful results.

[4] Setting learning goals that go beyond current practice can be met with resistance from stakeholders. Resistance to change may be especially strong among teachers when the nature of the change is unfamiliar and the consequences on their teaching are unclear. Several jurisdictions in OECD's Education 2030 program report that a lack of teacher buy-in for curriculum reform, manifested as skepticism or doubt about reform (as in Korea and Poland), fear of change (as in Ireland), and personal beliefs or attitudes that conflict with a new curricular direction (as in Singapore) can present barriers to effective and timely curriculum implementation. Implementation can be impeded by teachers' attitudes and beliefs on the subject, their own teaching styles and practices and also by a lack of lead time for teachers to acquaint themselves with the revised curriculum. Such resistance is often due to a fear of the unknown, with teachers reporting being ill-equipped for such change. Teacher training programs and guidance materials can also be misaligned with new curriculum directions, adding to resistance. Teachers especially fear making mistakes in implementing the new curriculum. This can mean that they continue to teach in a traditional way and students potentially miss out on opportunities to develop future-oriented skills. Awareness-raising campaigns and inspirational leadership can help motivate teachers for change. Teachers also need to be reassured that the goal of change is attainable and that sufficient support will be provided throughout the implementation process.

[5] The use of digital technologies can make learning more granular, more adaptive, and more interactive. Digital technologies also enable content, pedagogies and assessments to be better integrated. For example, when digital learning environments facilitate learning, they can also provide positive feedback that helps teachers detect biases. Learning analytics can help teachers manage their classes both in real time during teaching and as a reflective tool afterwards by supporting professional learning and suggesting solutions to ensure better student engagement. However, technology can also contribute to some teachers surrendering decisions regarding curriculum content, pedagogies and assessments to technology. This can then create dependence and diminish teachers' agency. The best answer to this is to engage teachers in the design of such digital solutions rather than confront them with implementation.

[6] While acknowledging that transformational change is essential to keep curriculum content relevant to social demands, jurisdictions reported that there are significant challenges involved in "getting it right". Some jurisdictions surveyed by the Education 2030 project resorted to less burdensome incremental changes by revising curriculum/guidelines partially and on demand. This emphasizes the importance of "small wins" in reform implementation. Others create space in the curriculum from the onset to accommodate new changes rapidly. However, jurisdictions have also reported that incremental changes often result in a patchwork curriculum with possible time lags before achieving tangible impact. Creating space in the curriculum should also be handled with caution so as not to provoke curriculum overload by adding more instruction time and/or creating incoherence across grades and learning areas. Maintaining a balance between a transformational whole-system change and speedier "on demand" incremental changes keeps curriculum reforms moving forward in a meaningful and efficient manner, and contains the time lag while gradually incorporating the competencies and skills needed for the future.

[7] Reform fatigue resulting from too-frequent changes and adjustments to learning goals and curricula often leads to stakeholders becoming less engaged over time. It also builds up resistance to change in the long run. Reform fatigue may be particularly pertinent if curriculum changes are implemented before previous reforms have been embedded into practice, or if teachers are faced with contradictory reforms in a relatively short period of time. Jurisdictions in OECD's Education 2030 program reported being confronted with teachers ignoring reforms, just doing the minimum, or reinforcing old processes, methods and content. However, when opting for more continuity and stability (i.e. regular cyclical curriculum reforms instead of periodical curriculum renewals), they found that curriculum change was insufficiently responsive to the pace of change in society.

[8] The shift towards digital curricula can be an efficient solution to reduce cost and time associated with curriculum redesign. This is especially so because it eliminates the back and forth of printing and reprinting hard copies when changes are made. A digital curriculum reduces costs and makes it possible to adjust curriculum content as needed in an iterative manner as well as to give teachers greater agency in how they engage with the content. However, one unintended consequence reported by jurisdictions is that the more easily amendable format can lead to frequent alterations by curriculum developers and e-curriculum managers. This is very frustrating for teachers as they are exposed to constant adjustments with additional, altered or superseded content, contributing to reform frustration. Caution is also necessary when modernizing curriculum content to keep up with new societal developments. Given how quickly views and values in society change, the curriculum can easily end up with redundant references to specific issues, events and tools. To avoid this, it is crucial for curriculum to focus on core concepts that are valued across disciplines, as well as on key concepts that endure over time. With a shift to a digital curriculum, there is also a need to invest in stronger cyber security, not only tackling the technological security aspects of the hardware and software used, but building a culture of security among the end-users of the digital space (teachers, students, principals and parents).

Adapted from:*https://www.oecd.org*

Choose the correct answer. (1 pt each)

Q1	a "whole child" perspective (paragraph 1) means
A	treating all children all over the world equally.
B	considering differences among children at all levels.
C	attending to the well-being of all children equally.
D	focusing on the learning and well-being of children.

Q2	"littered"(paragraph 2) means
A	spoiled.
B	messy.
C	crammed.
D	polluted.

Q3	"the iceberg" analogy (paragraph 2) shows that
A	more importance should be given to beliefs and attitudes.
B	it's easy to implement educational reforms.
C	educational policy makers consider all dimensions in decision making.
D	educational regulations and structures are more important.

Q4	The main idea of paragraph 2 is:
A	Professionals are trying new ways to define educational goals.
B	Parents and children play a major role in the success of educational reforms.
C	Adopting collaborative strategies is decisive in implementing new educational goals.
D	High cost is the main reason behind the failure of implementing new reforms.

Q5	Which of the following is a reason why some stakeholders want to protect the "the status quo"? (paragraph2)
A	Occurrence of unexpected collisions.
B	High costs of change.
C	Fear of losing advantages or positions.
D	Lack of educational expertise.

Q6	"this field"(paragraph 3) refers to
A	implementing educational goals.
B	involving stakeholders in education.
C	fostering accountability measures.
D	reducing costs in education.

Q7	"buy into the vision" (paragraph 3) means
A	get financial incentives.
B	negotiate the plan.
C	have a different opinion.
D	adhere to the vision.

Q8	All the following can minimize resistance to change EXCEPT (paragraph 4)
A	setting challenging learning goals.
B	aligning teacher education with the new curriculum changes.
C	familiarizing teachers with new changes.
D	reassuring parents about the reform.

Q9	When learning is "granular" (paragraph 5) it
A	looks at things in a broad-brush way.
B	focuses only on important things.
C	focuses on details in a deeper way.
D	allows teachers to take all decisions.

Q10	According to paragraph 5, for a better use of digital technologies
A	teachers need to use learning analytics.
B	teachers should be given positive feedback.
C	teachers should contribute to the creation of such technologies.
D	teachers should minimize their agency regarding curriculum.

Q11	"incremental changes" (paragraph 6) means
A	radical transformations.
B	gradual and regular changes.
C	changes happening abruptly.
D	rapid superficial changes.

Q12	Paragraph 6 stresses the importance of
A	rapid and efficient changes to the curriculum.
B	involving jurisdictions in bringing changes to the curriculum.
C	reconciliation between incremental and transformational changes to the curriculum.
D	partial changes to the curriculum that extend over time.

Q13	To avoid 'reform fatigue' among stakeholders, the author suggests that
A	teachers should be more engaged and less resistant in the long run.
B	more time should be given to ongoing reforms before implementing others.
C	reforms should be responsive to the pace of change in society.
D	reforms should be periodical so as to guarantee continuity and stability.

Q14	A digital curriculum "gives teachers greater agency in how they engage with the content." (paragraph 8) means that teachers
A	will have more control over curriculum content.
B	are exposed to constant curriculum adjustments.
C	will be able to engage learners better.
D	will not need to look for any additional content.

Q15	According to paragraph 8, one of the following is NOT a benefit of digital curriculum.
A	Reducing redesign time.
B	Saving printing costs.
C	Allowing frequent changes.
D	Providing interactive content.

Q16	One of the implications in reconsidering values in digital curriculum redesign is to
A	focus on interdisciplinary values.
B	avoid reform frustration.
C	consider the variety of disciplines.
D	focus on specific concepts and values.

Q17	The main purpose of the writer in this text is to
A	present facts about educational reforms in some countries.
B	stress the importance of digital technologies in education.
C	capitalise on the success factors of educational reforms.
D	criticize educational reforms in some countries.

Q18	"The importance of involving all parties for successful reform." is the main idea of :
A	Paragraph 1
B	Paragraph 3
C	Paragraph 5
D	Paragraph 7

Q19	"others" (paragraph 6) refers to
A	changes.
B	jurisdictions.
C	demands.
D	guidelines.

Q20	"How to help stakeholders overcome tiredness and boredom resulting from reform." is the main idea of :
A	Paragraph 8
B	Paragraph 3
C	Paragraph 7
D	Paragraph 1

SECTION II: LANGUAGE. Choose the correct answer. (60 pts; 1 pt each)

Q21	**What does the following sentence express?** "Jessica can't be in Italy because I saw her in the supermarket yesterday."
A	Inability
B	Prohibition
C	Positive deduction
D	Negative deduction

Q22	**Choose the correct sentence.**
A	My English teacher, for whom I'm doing a project, is now having a meeting with students' parents in the library.
B	My English teacher, that I'm doing a project for, is now having a meeting with students' parents in the library.
C	My English teacher whom I'm doing a project is now having a meeting with students' parents in the library.
D	My English teacher, for who I'm doing a project, is now having a meeting with students' parents in the library.

Q23	**Complete the following sentence with the correct option.** They are not used to living in the city, ….?
A	do they?
B	are they?
C	aren't they?
D	are they used?

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Q24	**Choose the correct passive form of the following sentence.** "Amina used to do the cooking."
A	The cooking was used to be done by Amina.
B	The cooking used to be done by Amina.
C	The cooking used be done by Amina.
D	The cooking was used being done by Amina.

Q25	**This sentence:** "Had he been notified earlier, he would attend today's meeting." **is**
A	conditional 3.
B	mixed conditionals 1 and 2.
C	mixed conditionals 2 and 3.
D	not a conditional sentence.

Q26	**Choose the correct option to complete the sentence.** Although he has been living abroad for ages, he is always remembered…….. his kindness.
A	for
B	by
C	with
D	on

Q27	**Choose the correct option to complete the following sentence:** I left her a note about the meeting but she didn't turn up. She . . . . .
A	needn't have read it.
B	might not have read it.
C	shouldn't have read it.
D	must have read it.

Q28	**Fill in the blank with the right word.** When a police officer receives orders, he has to obey them ……
A	suddenly.
B	promptly.
C	accurately.
D	patiently.

Q29	**Choose the correct option to complete the sentence.** The …… of the president calling an early election is quite slim.
A	likeability
B	likeliness
C	likelihood
D	likeness

Q30	**Choose the correct option to complete the sentence.** An utterance that a speaker makes to achieve an intended effect is
A	a locutionary act.
B	an illocutionary act.
C	a perlocutionary act.
D	a conversation maxim.

Q31	**Which of the following is a social function?**
A	I'm sorry to say it, but the soup is salty.
B	I got up early so as not to miss the train.
C	I went to the beach though it was cold.
D	He missed the party because he was ill.

Q32	**Choose the correct option to complete the sentence.** We will find a hotel …… we arrive in London.
A	until
B	while
C	as soon as
D	as long as

Q33	**Choose the correct option to complete the sentence.** I was surprised when I caught eye of …. elephant crossing …. road in front of our house yesterday.
A	an /a
B	an/the
C	the/a
D	an/Ø

Q34	**This sentence** "Stay awake until your mom comes back." **is a**
A	simple sentence
B	compound sentence
C	complex sentence
D	compound-complex sentence

Q35	**Which of the sentences reports the following sentence correctly?** "Have you seen any American comedy lately, Zahra?" asks Brahim.
A	Brahim asks Zahra if she has seen any American comedy lately.
B	Brahim asks Zahra if she had seen any American comedy lately.
C	Brahim asks Zahra if she saw any American comedy lately.
D	Brahim asks Zahra if she was seen any American comedy lately.

Q36	**Choose the right meaning of the underlined expression.** While we were around the dinner table, Jane **spilled the beans** about the surprise party.
A	was talkative
B	revealed the secret
C	said the truth
D	made fun of

Q37	**Choose the word that has almost the same meaning as** 'mishap' **in the following sentence.** The celebration took place without **mishap**.
A	sit-in
B	accident
C	risk
D	danger

Q38	**Choose the phrasal verb that has the same meaning as the underlined phrase.** It's shocking. He committed such an atrocity and **was not punished for that.**
A	got away with it
B	got along with it
C	got ahead with it
D	got off with it.

Q39	**Choose the correct option to complete the sentence.** The last time the boy . . . . . ., he. . . . . .a green t-shirt and white shorts.
A	has been seen - has been wearing
B	was being seen - was wearing
C	was seen - was wearing
D	was seen - has been wearing

Q40	**What is the grammatical function of the underlined word '*problem*' in the following sentence?** "I tried to solve the **problem**."
A	direct object
B	noun phrase
C	head of the noun phrase
D	complement of the verb phrase

Q41	**Choose the correct option to complete the sentence** Student: Is it true that it took Thomas Edison ages to invent the light bulb? Teacher: Yes. When he finally succeeded, he…… on it for about 10 years.
A	must have worked
B	had been working
C	have worked
D	would be working

Q42	**Which of the following structures is NOT a cleft sentence?**
A	It was Mark who wrote that poem.
B	All I need now is a shower.
C	What matters most in such situations is patience.
D	Having bad neighbors can make life difficult for you.

Q43	**Choose the correct answer to the following question.** "Have you ever been to Madrid?"
A	Yes, I have been there last summer.
B	No, I was ever there.
C	Yes, I have been there a couple of times.
D	Yes, I had been there with my wife.

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Q44	**Choose the correct option to complete the sentence.** While driving, I bumped into a lamppost and my car was……
A	broken.
B	cracked.
C	peeled.
D	dented.

Q45	**Choose the right meaning of the underlined expression.** Our company has a **hard and fast** rule against smoking.
A	strongly binding
B	fast-paced
C	old-fashioned
D	detrimental

Q46	**Which of the following adjectives does NOT collocate with the word** *'promise'***?**
A	hollow
B	vague
C	binding
D	exact

Q47	**Choose the right phrasal verb that has the same meaning as the underlined word.** Do not **mention** that again. It evokes a strong feeling of resentment and frustration within all family members.
A	bring on
B	bring along
C	bring back
D	bring up

Q48	**Choose the right meaning of the underlined expression.** Alissa is **riding the high horse** because of her father's success as a businessman.
A	She is arrogant
B	She is abnormal
C	She indulges in dreams
D	She is egocentric

Q49	**Choose the correct option to complete the sentence.** John is spoiled, boastful and has . . . . . towards snobbery.
A	a tendency
B	a tenderness
C	an attendancy
D	an attendance

Q50	**Which of the following is a rhetorical function?**
A	Responding to offers
B	Agreeing
C	Comparing and contrasting
D	Asking for favors

Q51	**Choose the correct option to complete the sentence.** We reduced the prices by 30%; the other companies followed . . . . .
A	like we did.
B	hand in hand.
C	altogether.
D	suit.

Q52	**Fill in the blank with the right adverb particle** The kids were all at the dining room waiting for their mom to dish ……..
A	up.
B	in.
C	on.
D	down.

Q53	**Which of the following is a notion?**
A	Requesting
B	Apologizing
C	Telling the time
D	Talking about jobs

Q54	What is the correct meaning of the 'maxim of quality' in a conversation?
A	Speaking the right amount
B	Being relevant
C	Speaking the truth
D	Being clear

Q55	**Choose the right word to fill in the gap in the following sentence** The minister expressed her . . . . . concern about the rate of divorce in the country.
A	interesting
B	deep
C	shocking
D	scared

Q56	**Fill in the blank with the correct word.** Do not open this document before you . . . . . a virus scan.
A	introduce
B	analyze
C	carry out
D	screen out

Q57	**Choose the word that has almost the same meaning as the underlined one.** The child was frightened, but his mum **consoled** him that there would be no danger.
A	assured
B	ensured
C	reassured
D	guaranteed

Q58	. . . . . refers to the process by which interlocutors decide who should speak next.
A	Nomination
B	Initiation
C	Turn taking
D	Topic control

Q59	**Fill in the blank with the right word** This beautiful sculpture is a landmark of our city. It was . . . . . in 1936 by a famous artist.
A	built
B	raised
C	constructed
D	created

Q60	‘Sarah **<u>wears her heart on her sleeve</u>**’ means that she is . . . . .
A	sensitive.
B	sensible.
C	transparent.
D	considerate.

Q61	**Choose the word that means almost the same as the one in bold.** John is too **stingy** to donate any money to charity.
A	tight-fisted
B	stubborn
C	selfish
D	greedy

Q62	**Fill in the blank with the right phrasal verb** I don’t know how she will . . . . . with no money and three kids to raise.
A	get by
B	bring up
C	grow up
D	get about

Q63	“I’m sorry, this is not an option. Our resources are very limited.” This utterance expresses . . . . .
A	a promise
B	a complaint
C	a command
D	a rejection

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Q64	**Complete the exchange with the right response.** Lina: "I didn't get my driving-license. It's the second time and I'm really frustrated" Bill: "……."
A	It's not the end of life.
B	It's not the end of the day
C	It's not the end of the world.
D	It's not the end of everything.

Q65	"The boys are playing video-games in the garden". **The predicate in this sentence is**
A	The boys are playing
B	are playing
C	are playing video-games in the garden
D	in the garden

Q66	**Choose the word that means almost the same as the one in bold.** I made a strong complaint to the hotel manager yesterday because my room was very **dingy.**
A	dirty
B	dark
C	cramped
D	shabby

Q67	**Complete the following sentence with the right word** Peter needs to buy a new tablet because he has got something wrong with the screen of the old one. It keeps …
A	dying.
B	dropping.
C	jamming.
D	crashing.

Q68	Ali is talking to his close friend Ali: Would there be any harm if I asked you to drive me to the airport? **What's the problem with Ali's request?**
A	It's not accurate
B	It's too formal
C	It's too long
D	It's too indirect

Q69	**Choose the right preposition to complete this sentence.** Beth is a really brilliant student. She always comes up with ideas which are germane…… our meeting discussions.
A	to
B	for
C	in
D	onto

Q70	**Choose the correct option to complete the sentence.** She loved her husband . . . . . she gave up her parents for him.
A	a lot
B	so much that
C	much that
D	so that

Q71	**Choose the right option to complete this sentence appropriately.** I don't think much of him now …… I have heard that he didn't keep to his promise.
A	whom
B	which
C	what
D	that

Q72	**Choose the word that means almost the same as the one in bold in the following sentence:** A good teacher should have several qualities; one of them is being **resourceful** in classroom situations.
A	Active
B	Creative
C	Smart
D	Independent

Q73	**Choose the correct preposition to fill in the gap in this sentence** I know that she has got some problems in her job but she does not feel comfortable confiding …… anyone. She doesn't trust any of her friends.
A	in
B	with
C	to
D	by

Q74	**Choose the right option to fill in the blank.** Amir: They've just announced that our train has been delayed. Laura: That's annoying. We…… have rushed to get here after all.
A	needn't
B	couldn't
C	ought not
D	mustn't

Q75	**Choose the correct option.** A: "I do not watch American films." B: ". . . . . ."
A	Neither don't I.
B	Either do I.
C	Neither do I.
D	I not either.

Q76	**Choose the correct sentence.**
A	Could you ask her where did the party take place last week?
B	Could you ask her where has the party taken place last week?
C	Could you ask her where the party has taken place last week?
D	Could you ask her where the party took place last week?

Q77	**The process of moving a syntactic element to the initial position of the sentence:** "Jazz I love." **is called** . . . . .
A	topicalization.
B	passivization.
C	backshifting.
D	prioritization.

Q78	**The dependent clause in the following sentence** "We went to the movies after we finished the game." **is**
A	We went to the movies
B	we finished the game
C	after we finished the game
D	We went to the movies after

Q79	**Choose the correct option.** A: "Would you rather take coffee or tea?" B: ". . . . . ."
A	I'd rather not take either.
B	I'd rather not to take either.
C	I'd rather not take neither.
D	I'd rather not to take neither.

Q80	**Choose the right option to fill in the blank.** The use of . . . . . plants to treat such diseases is highly risky.
A	medical
B	medicinal
C	medicalized
D	medecine

SECTION III: WRITING. (20 pts; 1 pt each)

Choose the correct answer.

Q81	**Which of the following sentences is *CORRECTLY <u>capitalized</u>*?**
A	Rishi Sunak, the Prime Minister of the United Kingdom, is visiting Kiev, the capital of Ukraine, in January.
B	Rishi sunak, the prime Minister of the United Kingdom, is visiting kiev, the Capital of Ukraine, in January
C	Rishi Sunak, the Prime minister of the united kingdom, is visiting Kiev, the capital of Ukraine, in January
D	Rishi Sunak, the prime minister of the United Kingdom, is visiting Kiev, the capital of Ukraine, in January

Q82	**Which of the following is the best way to combine the two sentences?** He was really a good student. He didn't pass the exam.
A	In spite of he was really a good student, he didn't pass the exam.
B	He was really a good student, although he didn't pass the exam.
C	Despite he was really a good student, he didn't pass the exam.
D	He was really a good student, and yet he didn't pass the exam.

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Q83	Which of the following sentences is CORRECTLY punctuated?
A	Two months before the parliamentary elections' the candidates began raising funds, campaigning giving interviews, and debating.
B	Two months before, the parliamentary elections, the candidates began raising funds campaigning, giving interviews, and debating.
C	Two months before the parliamentary elections, the candidates began raising funds, campaigning, giving interviews and debating.
D	Two months before the parliamentary elections: the candidates began raising funds, campaigning, giving interviews, and debating.

Q84	**Choose the right connector.** In this neighbourhood you may have access to many facilities. . . . . ., you may get sick of the noise.
A	Consequently
B	On the other hand
C	Otherwise
D	Furthermore

Q85	Which of the following is a sentence?
A	Preparing his CV and application form to apply for a job at the new store in the mall.
B	While the police were looking into the crime scene trying to find any evidence that may lead them to the criminal.
C	Although the hotel was very reasonably priced, with a beautiful garden and a roof terrace with a splendid view of the sea.
D	We would really like to accept your invitation and we really appreciate it.

Q86	Which of the following is NOT a sentence?
A	We need to take warm clothes with us in case it gets colder than we expect.
B	She tries to derive pleasure from life, her illness leaving her very weak at times.
C	By the time that everyone had left, my favourite TV program was over.
D	She is looking for her own flat as she is fed up with sharing a house with others.

Q87	Which of the following sentences is NOT a fact?
A	Canada is one of the coldest countries in the world.
B	The pyramids are among the wonders of the world.
C	The Mona Lisa is the most beautiful painting ever produced.
D	IBM is an American computer brand.

Q88	**The following sentence:** "The more active a person is, the more calories they burn." **is**
A	a fact.
B	an opinion.
C	a supporting idea.
D	an example.

Q89	**Which of the sentences below supports the following topic sentence?** "The 21st century classroom is student-centered."
A	Textbooks are the major source of information.
B	Teachers assume the role of facilitators rather than lecturers.
C	Teachers use more drilling and rehearsing activities in the classroom.
D	Students are more and more reluctant to do their homework .

Q90	**Choose the word or phrase that can create parallelism in the following structure.** "Roger firmly held the snake, confidently took it back to the woods and . . . . . it there."
A	he was slowly releasing
B	he slowly released
C	slowly releasing
D	slowly released

Q91	**Which of the following structures contains a comma splice?**
A	He worked very hard; however, the exam was too challenging.
B	There was a lot of traffic, we thought we would never get to the station on time.
C	Leila failed to turn in her assignment, so the teacher wrote a note to her mother.
D	In addition to his honesty, he is a very generous guy.

Q92	**The following expressions** "on account", "owing to" **appeared in a student's writing. This student has used the two expressions to**
A	sequence events.
B	list facts.
C	show cause and effect.
D	illustrate.

Q93	**Which of these sentences does NOT support the following topic sentence?** ***"It is dangerous to use a laptop without anti-virus software."***
A	Your files can be infected and damaged.
B	Anti-virus software is too expensive.
C	Hackers may steal your personal details and use them maliciously.
D	Your computer might freeze, and you may lose your data.

Q94	**Which of the following sentences is CORRECTLY punctuated?**
A	Leila has gone to school; her sister has gone to play tennis.
B	Leila has gone to school, Her sister has gone to play tennis.
C	Leila has gone to school: her sister has gone to play tennis.
D	Leila has gone to school, her sister has gone to play tennis.

Q95	**Choose the correct sentence.**
A	The man wears a fashionable big red Moroccan wool hat.
B	The man wears a big fashionable Moroccan red wool hat.
C	The man wears a fashionable Moroccan big red wool hat.
D	The man wears a wool Moroccan red fashionable big hat.

Q96	**Fill in the blank with the correct word.** student: …… hard I try, I can't get higher grades. teacher: You've improved a lot. Just keep up the hard work.
A	Though
B	Whereas
C	However
D	Considering

Q97	There are numerous advantages to owning a hybrid car. First, they get 20 percent to 35 percent more miles to the gallon than a fuel-efficient gas-powered vehicle. ***Second, they produce very few emissions during low speed city driving.*** As they do not require gas, hybrid cars reduce dependency on fossil fuels, which helps lower prices at the pump. Alex bought a hybrid car two years ago and has been extremely impressed with its performance. Given the low running costs and environmental benefits of owning a hybrid car, it is likely that many more people will follow Alex's example in the near future. **The underlined sentence supports the topic sentence with**...
A	example
B	statistics
C	opinion
D	fact

Q98

There are numerous advantages to owning a hybrid car. First, they get 20 percent to 35 percent more miles to the gallon than a fuel-efficient gas-powered vehicle. Second, they produce very few emissions during low speed city driving. As they do not require gas, hybrid cars reduce dependency on fossil fuels, which helps lower prices at the pump. ***Alex bought a hybrid car two years ago and has been extremely impressed with its performance.*** Given the low running costs and environmental benefits of owning a hybrid car, it is likely that many more people will follow Alex's example in the near future.

The underlined sentence supports the topic sentence by giving

A	an example
B	statistics
C	an opinion
D	a fact

Q99

Choose the correct concluding sentence for the paragraph below.

It is important to study history. History repeats itself, so learning about the past can help us make better decisions in the present. Also, knowing about important historical leaders and events can help us understand cultures, people, and politics in today's world. Finally, learning about unusual people, places, and events in history is fascinating!

A	All in all, that is why everyone loves history.
B	In brief, we must study people, places, and events.
C	In summary, these are examples of moments in history.
D	In conclusion, there are many reasons why people should study history.

Q100

Which of the following CANNOT be a concluding sentence to this paragraph?

Parents can help their children succeed in school by getting involved in their studies. They should get to know their children's teachers by attending school activities as often as possible. They should also talk about what their children are learning in school. Another good idea is to look over children's homework before they hand it in, and help them with any questions or problems.

A	In short, parents need to be engaged in their child's studies in order to ensure success.
B	These are just a few ways parents can be part of their child's education, and the child is sure to benefit.
C	By doing these relatively simple things, parents can make a huge difference in their children's education.
D	To sum up, parents should do their children's homework if they want them to succeed.

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