

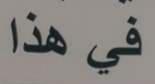
يسب أي سيء في هذا الإطار

الأغاسيميات بالنصية للتعليم التانوي وسلفهم الإعساسي والتأسيلين-حورة دودير 2020- عناسر الإجابة - الاحتبار ، ماحة القدس وحيدالمتوك ماحة التحسب الصفحة: 3 على12

- 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 sci
 - A. getting married at an early age.
 - B. the economic effects of the pandemic.
 - C. permanent school closures. D. lacking necessary school equipment.
- 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.
- B. Complete the following sentences with information from the text. (3)
 - 12. About 387 million school children's lack of basic reading skills show guarantee learning for these children/ going to school did not provide these chi children did not benefit from school.
 - 13. In developing countries, children did not benefit from the new mode economic stress and low education levels of their parents
 - 14. In Canada, 30% is the percentage of the increase of the socio-eco 19.

waster water	
uncing gap in education beau	
Upor sall sale	THE DESIGNATION OF THE PARTY OF
neing gap in an	Service and and and an
uncing gap in education between 20 ditional difference. (Accept any ap)	15 and 2020. Is was only 11% in 2015 propriate reformulation
D. make own on the desks D. so as not to	e should forget.
place any on what D. credibility	
famous speech "I have a di D. with	
	19 C
bout D. grown up Nancy?"	20 B
if she saw any interesting if she had seen any interesting	21 D g comedy lately.
have been destroyed be destroyed	22 B
	Page Score

11/4

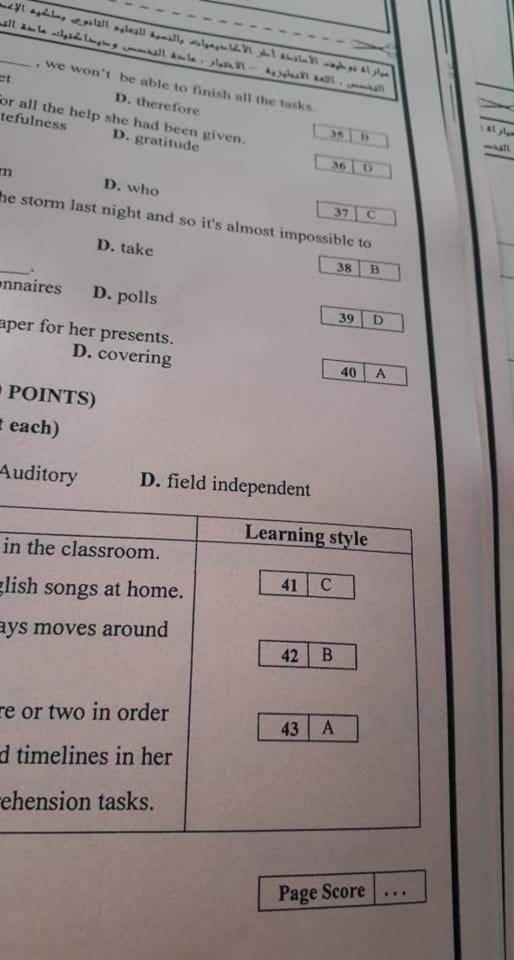


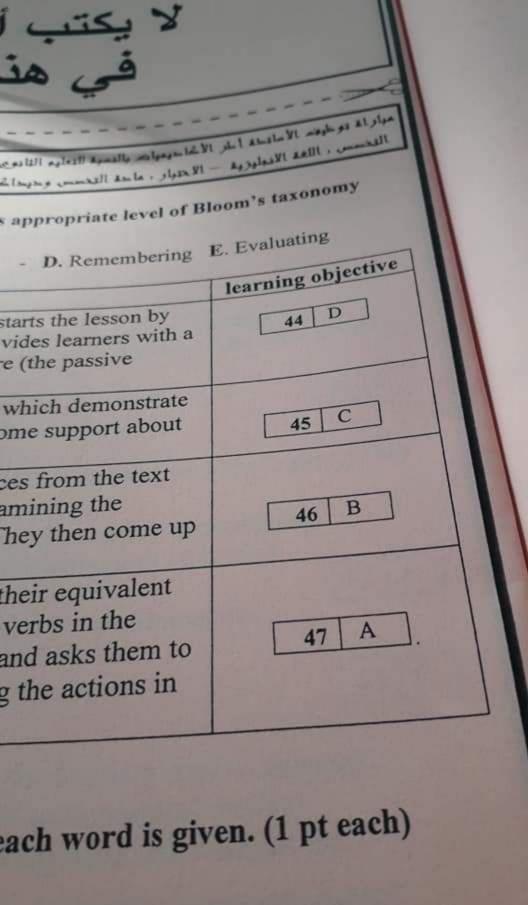
ماتحة أخر الأشاحيميات بالنمية للتعليم الثانوي يسلكيه الانجليزية – الاحتبار ، عاجة التحسس وحيحاشتيات عاج	القدس ، اللغة ا	
why it in the newspapers yesterday. will bring / don't publish will be brought / didn't publish		
ren't they D. weren't there difficult time. elped D. help	24 D 25 B	
show during thirty minutes	26 A	
show thirty minutes long by sight for years before that. D. had been known	27 B	
he very careful with his diet. have eaten / had to be In't eat / has to be	28 C	
vide area. D. at	29 A	
Black Sea last summer.	30 A	ı
port ere D. nowhere	31 B	ı
the stairs. D. work	32 C	ı
D. fare	33 D	ı
use I'm sure he'll soon.	34 A	
D. turn down		

لا يكتب أي شيء في هذا الإطار

		في هدر	
-2020 mm 4 mm		بدة التر الأشاسوموات بالدموة للوماوم الثانوي وملك بدلورية – الاحتبار ، ماسة التخسس وخوسا المقول، ه	>
-	جدلناله وبداسديا ميذ	الماري و التعليم الثانوي وما	tall and a state
cws	ماحة التحسن	نطة اطر الاعلى وعهاده بالنصوة للعقوم التحويد المعلول المعلول الاعتبار ، ماحة التحسس وحويدا أعقوك ا	الدسس اللعم الا
o't publish	or so, that's why	it in the newspapers yesterday	V.
			23 C
any participants in the B. were there	e conference,	?	
ate your	G- dien	t mey D. weren't there	24 D
B. helping	me at this diff C. helpe	ficult time. ed D. help	25 B
but it w	as so boring.		
v show		v during thirty minutes	26 A
1 2HOW	D. TV show	v thirty minutes long	
rday's party, but I	her by eig	ght for years before that.	
B. had known	C will be	known	27 B
Tony and	no but and lave	known D. had been known	
be anythi	b out now he	very careful with his diet.	
o be	B. must have	e eaten / had to be	28 C
plane was scattered	D. couldn't e	at / has to be	
B. from	a wide		
B. from		D. at	29 A
their stay at the coa	st of Black	Sea last summer.	1
B. Ø/the	C. The/ Ø	D. The/a	30 A
ecause he couldn't			
anywhere C.	. somewhere		31 B
		D. nowhere	The state of the s
	order	D. work	32 C
et off the bus becau		now at	
journey C.	travel		33 D
to wait a little long	ger become to	D. fare	
turn in	occause I'm	sure he'llsoon.	34 4
turn in C. 1	turn into	D. turn down	34 A

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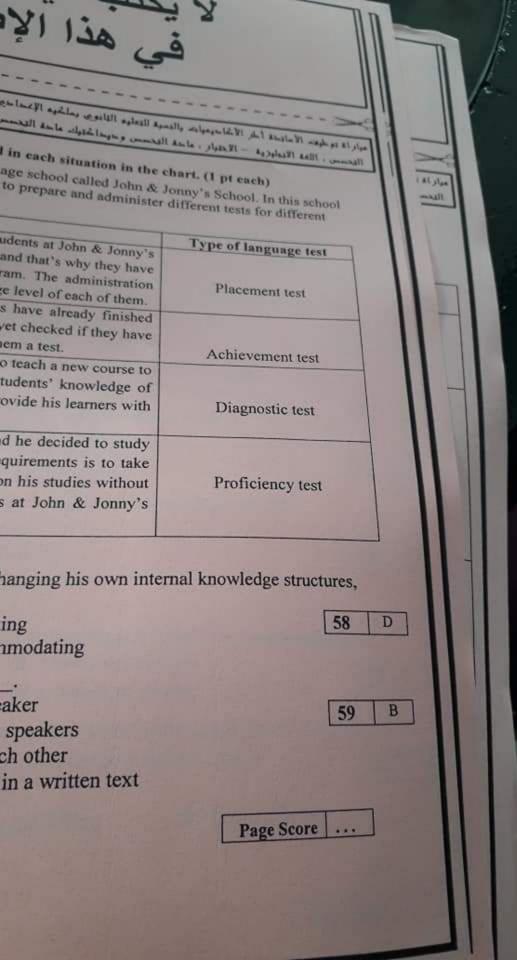
construct the system of the target

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.
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

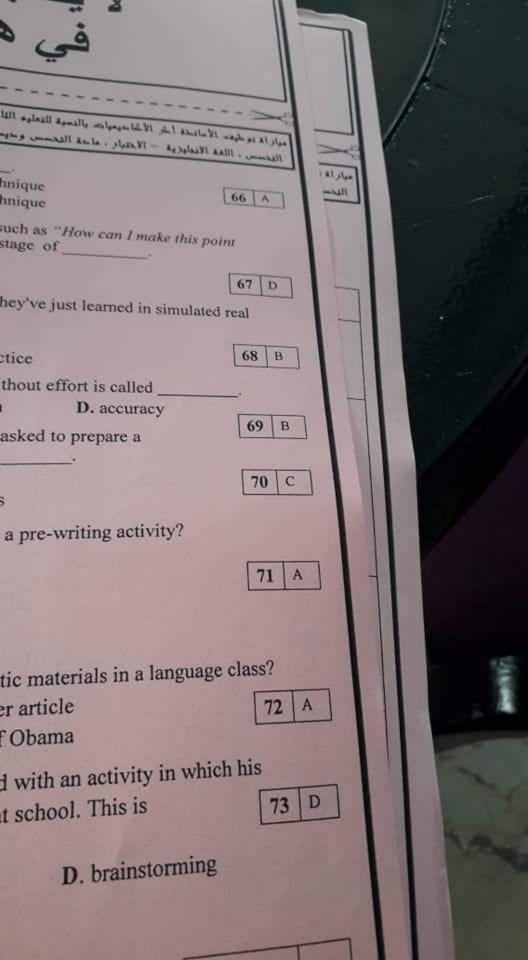
the picture.

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) words are joined together and what they mean, how (49) grammatical patterns fit together and how phonological (50) features such as stress and (51) intonation are used. The system the learner constructs can only emerge gradually – parts may come from direct, conscious (52) learning of new bits of language, and others may be subconsciously picked up from (53) exposure to the target language.



عباراة توطوف الأسادسة آسر الأشاسيميات بالنسية للتعلوم الثانو	
المحسس - اللغة الانعاودية - الاعتوار ، عاسة القصس ومعيسا	
Committee of the commit	
we can say that Nathalie's 60 B	ı
poses Poses	ı
ted to activate learners' background the following activities is the most suitable	ı
with the questions 61 D	۱
ppic of the text and the life of a person they	
of the human mind in developing s that learning can be studied tivism D. Humanism	ı
63 C	ı
art in the learners' native language. use of technological devices. h as computers, the internet, etc.	ı
ocessing in reading comprehension?	ı
a sentence 64 D	
r's attitude to child labor. abor. ch country. child labor.	



لا يكتب أي شيء في هذا الإطار مهاراة توطيعه الأسادعة الحر الأنماس مهادته بالنسبة للتعاوه الثانوي وملكية الإعداسي والتأميلي سورة نونود 2020-التحسين - اللغة الانطورية - الأحداد التحسن ، اللغة الانطيرية - الاختيار ، ماحة التحسن وحيحا أغتيات عاحة العص need or foreign language teaching, advocates of the claim that teachers should allow a period which provides the learners with the necessary input before they start producing the toral approach 74 1 ect method B. grammar-translation method D. audio-lingual method amples and even prefers to give her students the rules first and then provides them is more suitable for her adult is more suitable for her adult amples and exercises. She believes that this overy approach 75 C uctive approach B. product approach D. inductive approach chart with the appropriate teacher roles from the list. (1 pt each) Practice teaching period Mr. Zahiri observed different classes and noticed that teachers ent roles. B. performer C. counsellor D. controller E. administrator F. observer G. reflector Role adopted Teacher of each class, Mrs. Yousfi would sit down and think reflector at was successful and what was less successful in her ouni walked around in his class and watched his students observer oups. performer oui mimed a series of actions to help her students some action verbs. stened carefully to her students and when they used their controller age, she told them to use the target language,

esson, Mr. Sentissi sits down and thinks about how long rk activity should take, what instructions his students

ow he can make them clear, how his students should sit

do if a student doesn't have a partner.

organizer