

Academic Year: 2016 / 2017 English Exam N°3 Duration: 2 hours

Level: 2nd Year Baccalaureate Student's name: Class:

Some amazing women come from Morocco and Khaoula Morchid is one of them. She is the 20-year-old founder of Future Moroccan Entrepreneurs (FME), an entrepreneurship and leadership programme that aims to create a proactive generation of leaders who take action to address <u>their</u> society's needs. Born and raised in Marrakesh, she decided to take a special path outside what is seen in Morocco as the norm for an outstanding student who has always been the first in her class, school and region of Marrakesh Tensift Elhaouz.



Khaoula attended Ibn Toumert Secondary High School and finished the first year of Science and Maths Baccalaureate. While also taking English classes at the Centre for Language and Culture, she found a poster about the African Leadership Academy (ALA). After a selective admission process, she left Morocco in 2011, to attend ALA where she had the opportunity to enhance her entrepreneurial leadership skills by going through a rigorous programme and holding various leadership positions, such as the CEO of an enterprise run by a student, the chair of the ALA student government, the head of the ALA delegation to Harvard Model United Nations and Georgetown MUN in Qatar.

Khaoula is currently studying at the University of Notre Dame in the U.S. as part of the prestigious Hesburgh-Yusko Scholars Programme which is a "comprehensive merit-based scholarship and programme that seeks to attract, encourage, and equip extraordinary students who will have a transformational effect" world-

wide. She has developed a passion for entrepreneurship and development. This made her spend last summer working on sustainable development projects in Germany and Bangladesh where she met Nobel Laureate Muhammad Yunus.



After her return to Morocco for summer vacation, she organized the 4th edition of Future Moroccan Entrepreneurs on August 11–14, 2014 in

Marrakech, an initiative she founded with some of her classmates while she was at ALA. She says that Moroccan youths have a lot of potential and can help change their country if they move from talking to acting by "making their ideas a reality" and she hopes that the spirit spreads through FME and other initiatives.

- Khaoula is eager to continue learning inside and outside the classroom through conferences she attends with delegates from all over the globe (Three Dot Dash in New York, World Business Dialogue in Cologne and others). She is looking forward to returning to Morocco to apply the knowledge and experience she will acquire in her years abroad in shaping the way entrepreneurship works in Morocco and the whole African continent.
- <u>The civil engineering student</u>, who has received various awards, hopes to come back and settle down in Morocco where she intends to improve key areas like "health, education and employment". So, she thinks that social issues such as crime and brain drain would inevitably be solved.

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

Α	Tick (\checkmark) the most appropriate title for the text. (1 pt)				
1 2 3	A Case of Brain DrainIAn Example of Brain GainIProblems of EmigrationI				
В	Answer these questions in your own words. (3 pts)				
1	What is the goal of Future Moroccan Entrepreneurs (FME)?				
2	Where did Khaoula find out about the African Leadership Academy (ALA)?				
3	Why does she prioritize such issues as health, education and employment?				
С	Say if the following sentences are TRUE or FALSE? JUSTIFY your answers. (3 pts)				
1	Khaoula excelled in her high school studies.				
2	She is studying in Qatar at the moment.				
3	Khaoula would like to live permanently in the host country.				
D	Find in the text words or expressions which mean the same as the following. (3 pts)				
1	rule (para. 1): 3 would like to (para. 5):				
2	improve (para. 2):				
Ε	What do the underlined words in the text refer to? (2 pts)				
1	<u>their</u> (para. 1):				
2	The civil engineering student (para. 6):				
F	Complete the following sentences with information from the text. (3 pts)				
1	Hesburgh-Yusko Scholars Programme seeks not only to attract and encourage students who will have a transformational effect" worldwide, but				
2	She says that Moroccan youths have a lot of potential. Thus,				
3	Khaoula is looking forward to returning to Morocco so that				



II LANGUAGE (15 POINTS)

Α	Choose th	e correct answer. (2	pts)			
1	The use of new technology has			many important social changes.		
	а	made up	b	gone through	С	brought about
2	If only she .	r	nore free time the	ese days. I'm su	re she'd be less stre	essed and more cheerful.
	а	had	b	have	С	will have
3	Help is nee	eded for families		homes wei	re destroyed in the l	bombing.
	а	who	b	whose	С	whom
4	I'm really u	sed	the dist	nes every day.		
	а	to doing	b	do	С	to do
В	Give the c	orrect form of the w	ords between b	rackets. (2 pts))	
1	They have	threatened us with (la	w)	ac	tion if we fail to pay	v in due time.
2	lt may take	a few weeks for you	to build up your	(strong)	8	again.
С	Rewrite th	e following sentence	es using the wo	rds between b	rackets. (2 pts)	
1	He has a good job, and yet he never seems to have any money. (<i>although</i>)					
2	Since they	did not read English,	the prisoners we	re unaware of v	vhat they were sign	
D		rbs between bracke				
•				-		into this flat, I (have)
		to put up witl this n	-	e night. I'm thin	king of moving out.	By this time next year, I
E	Rewrite th	e following sentence	es as suggester	d. (4 pts)		
1		ny meal. Then, my frie				
2		oossible that he gave	-			
3		ly done the work," she ed them				
4		ilding a new house by				
7	•	se				
F	Match the	following statement	s with the func	tions they expr	ess. (2 pts)	

Statements	Functions		
 "You'd best go to the doctor about your cough." "Sorry to bother you, but could I speak to you for a moment?" "You must be tired after all that walking." "I don't know what you're driving at." 	 a apologizing b explaining c expressing lack of understanding d advising e expressing certainty 		

دروس - تمارين - امتحانات

TelmidTice.com موت المدرسي Soutien Scolaire

4

III WRITING (10 POINTS)

TASK 1Complete the following paragraph. (4 pts)

In order to counter migration from the countryside to the city, I think there are three main solutions we should implement. First,

TASK 2Answer the following email from your e-pal. (6 pts)

I really would like to know more about Moroccan culture. So, please write to me as soon as you can and tell me about one of the most common celebrations you've recently arranged there. When, where and why was it arranged? What were the preparations and practices? Who attended it? How did you celebrate it? How did you feel in the end? Bye Jackson

Dear Jackson,
DO NOT WRITE YOUR NAME OR SIGN THE E-MAIL OR LETTER
DO NOT WRITE FOUR NAME OR SIGN THE E-MAIL OR LETTER

