

حلقه معرجه

Any delay in the reorganisation of the present educational system will cause a delay in the training of national cadres and justifies the continuation of the technical cooperation made necessary by the lack of cadres. We must get out of the vicious circle as rapidly as possible, for the prolonged maintenance of the technical assistance may take the form of a hardly disguised domination. The cultural policy of neo-colonialism aims not only at maintaining the prominent position of the former colonial power but also at developing its language and culture. If our states are not vigilant enough, the agreements for technical assistance and cultural cooperation will constitute powerful means of pressure, particularly as we need a large number of foreign teachers and experts. This hazard may increase since there still exist in our civil services many second-rate employees whose inefficiency authorizes these experts to interfere in our affairs instead of confining their activities to technical tasks. These employees and these experts constitute an obstacle to the rise of young efficient cadres, and national subjects. However, we should take care not to generalize these remarks and extend them to all foreign experts. Our efforts will remain inadequate so long as we have not ensured that all children attend school. Education for all is the fundamental objective of any cultural policy. This is a task which is very complex and requires many human and material resources, but it is a task whose urgency is recognized by everybody for it is a condition for the development of our countries in all fields. Most of the African states have understood this and have devoted a large part of their budget to national education. This budgetary provision must be increased to match demographic growth. Such a policy also implies a formidable effort to set up a coherent doctrine for the training of teachers and the drawing-up of textbooks.

Mr Med Seddik Benyahia. Algiers, July 21, 1969. (First Pan-African Cultural Festival)

Part 1: Reading and Interpreting (14 pts)

A - Comprehension and Interpretation: (7 pts)

I - Answer these questions according to the text:

1. Give a suitable title to the text.
2. What mainly compels some countries to maintain technical cooperation?
3. Fill in the table below with the advantages and the disadvantages of foreign technical assistance.

advantages	disadvantages
- Education is fundamental object - contribute in developing	- developing the language and the culture of the colon - these experts will interfere in our affairs - these experts constitute

4. What main solution(s) does the writer suggest to cope with the dependence on foreign technical assistance?

II - Find in the text the words or the phrases that match the following explanations:

- a. state in which a cause produces an effect which itself produces the original cause.
- b. distinguished or important
- c. of poor quality/ not very good
- d. fact of making something available.

III - Find in the text the words or the phrases that are opposite in meaning to the following:

- a. danger
- b. cut
- c. overt

Resource
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B - Text Exploration: (7 pts)

I - Which nouns can be derived from these verbs?

- 1. interfere *interference*
- 2. attend *attendance*
- 3. extend *extent*
- 4. recognize *recognition*

II - Transcribe the following words and put the stress on the right syllable:

- 1. maintenance: *mɛntənəns*
- 2. inadequate: *inədikeit*

III - Give the correct form of the verbs:

- 1. I wish schools are built in all parts of the country.
- 2. Foreign technical assistants are used to exceed their prerogatives.
- 3. Neither John nor Peter (speak) *Italian*.
- 4. Had I known of your arrival, I (come) *to meet* you.

IV - Complete the second sentence, keeping the same meaning:

- 1. a. She didn't invite me. I didn't go to her party.
b. If *she didn't invite me, I couldn't go to her party.*
- 2. a. "You must visit us", she insisted.
b. She insisted *that I had to visit them.*
- 3. a. People think that he is a genius.
b. He *is thought to be a genius by people.*
- 4. a. I advise you to try again.
b. You *are advised to try again.*

V - Fill in the gaps with the appropriate words.

Writing is clearly a complex *skill* and competent writing is frequently accepted as *being* the last language skill to be acquired. Few people *only* spontaneously, and a few feel comfortable with a formal writing task intended *to be* the eyes of someone else. When the "someone else" is a teacher, *his* eyes may be critical, and who intended may assign a formal assessment to the written *exam*. Most people feel uncomfortable.

Part 2 : Written expression. (6 pts)

Choose one of these two topics:

- 1. How can we reorganize our present educational system?
- 2. The cultural cooperation is a means of pressure. Write an essay in which you explain how to get rid of it.

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