LYCEE LE ROI DES ROIS
Koumassi Bia-Sud
10 BP 2616 Abidjan 10
Tel : +225 27 21 78 30 34
Cel : +225 07 07 49 81 73/ +225 07 07 87 16 37

Fomesoutra.com
ça soutra!

ACADEMIC YEAR : 2021/ 2022
FORM : Tle
DATE :26 th january
Hour : 3 hours
Mr AMICHIA

ENGLISH TEST N°2

Ce devoir comporte trios (03) pages numérotées 1/3 , 2/3, 3/3

Do all the activities of this test paper on your answer sheets.

PART ONE : READING 40 %

Read the text below and do the tasks that follow

VIOLENCE IN SCHOOLS : A WORLWIDE AFFAIR

Violence in schools is a worldwide problem: it exists in rich and poor countries alike. It's chiefly a male phenomenon, hitting a peak[1] when boys turn 16 years old in some countries, and 13 in others. Experts agree at least on one point: this violence cannot be pinned to a single cause. Instead, they point to complex patterns linked to family situations, socio-economic conditions and teaching methods.

But these are just indicators and do not justify any deterministic explanations.
When researchers say that 10 to 20 percent of risk factors are linked to single-parent families, this suggests that 80 to 90 percent of such families are not the source of any violence. Likewise, a child from a black slum area with a teenage mother in jail will not automatically be violent!

Likewise, experts say there is a "hard core[2]" of violent children about five percent of the total. But in comparing several schools in similar problem French neighbourhoods[3], I've found that this figure can vary between one and eleven percent. The school itself can be an aggravating factor. Through high staff turnover or "guettho classes" to which poorly-performing students are relegated. These "hard core" groups, then, cannot be deemed "inalterable". On the contrary, something can be done about them.

Should they simply be expelled, as some advocate? Such a measure would only make their segregation and sense of exclusion worse. And they are, after all, at the root of the whole problem. The solution lies partly in the developing customized projects, but most importantly, in strengthening economic and social participation.

To put an end to school violence, we need a well-established state with the means to compensate for inequalities, a state that tries to re-establish diversity in neighbourhoods and schools, one that does not give up on the notion of justice for children, as some are demanding.

We should also try to lift schools out of their fortresses, so they do not become the symbol of a society that excludes people. Projects in the Netherlands, Brazil and the United States have shown that schools can be vibrant places that provide social, medical and cultural services to a neighbourhood.

In the brazilian state of Minas Gerais, for example, there is a vocational school where elderly craftsmen teach their skills to teenagers. Such contact between generations can offer a very social education. "It takes a village to educate a child", goes an African proverb. Let's make an effort to seek out these opportunities, even in the most heartless[4] cities.

*Adapted from the **UNESCO Courier** April 2001*

Notes: 1- hitting a peak = atteignant son paroxisme ; 2- hard core = le noyau dur
3- neighbourhoods = banlieues ; 4- heartless = dangereuses, impitoyables

LYCEE LE ROI DES ROIS
Koumassi Bia-Sud
10 BP 2616 Abidjan 10
Tel : +225 27 21 78 30 34
Cel : +225 07 07 49 81 73/ +225 07 07 87 16 37

COMPREHENSION CHECK

A-Vocabulary

Match the words or phrases in column (A) with their meanings or synonyms in column (B) according to the text. There are more options in column (B) than in column (A). Write your answers like in the example.

Example : 1. *Male phenomenon = a. something concerning boys only*

A	B
1. Male phenomenon (L.2)	a. Something concerning boys only
2. Pinned (L3)	b. Change, renewal
3. Likewise (L.8)	c. Look for
4. Slum area (L.9)	d. Young people aged from 13 to 19
5. Turnover (L.13)	e. In addition
6. Deemed (L.14)	f. Considered
7. Expelled (L.16)	g. Sacked, sent out
8. Give up on (L.22)	h. Abandon
9. Craftmen (L.28)	i. Attributed
10. Teenagers (L.28)	j. Global
11. Seek out (L.30)	k. Artisans
	l. Ghetto

B- COMPREHENSION QUESTIONS

Decide whether the statements below are True or False. Write (**T**) for True and (**F**) for False. Then, give the line (s) of the text to justify your choice. **Example: 1-F (L.2)**

1. Violence in schools concerns both boys and girls.
2. Boys aged from 13 to 19 years are the most violent at schools
3. For experts, violence in schools has only one source.
4. It is very easy to explain the phenomenon of violence in schools.
5. Children's family situations are the only cause of violence in schools.
6. If a child comes from an unstable family, he automatically becomes violent at school.
7. By separating bad students from good students, school can aggravate violence among students.
8. To reduce violence in schools, violent students should be expelled.
9. To end violence in schools, students should be involved in economic and social projects.
10. Violence in schools is the result of social inequality and injustice.
11. In old craftsmen teach their skills to students, they will have good social education.

LYCEE LE ROI DES ROIS
Koumassi Bia-Sud
10 BP 2616 Abidjan 10
Tel : +225 27 21 78 30 34
Cel : +225 07 07 49 81 73/ +225 07 07 87 16 37

PART TWO : LANGUAGE IN USE 20 %

Choose the right word or expressions from (a, b, c, d) to fill in the gaps in the sentences below. Write your answers like in the example. Example : ***11 – b***

1) It's easy for two people to communicate with (….) on the Internet.
   a) Themselves b) the most c) mostly d) most
2) What happens (…) often is that people forget to protect themselves
   a) More b) but c) because d) most
3) You must get lots of information about AIDS, (…) you can catch it.
   a) Unless b) but c) because d) otherwise
4) People find (…) easier to use condoms than to observe abstinence.
   a) That b) the c) it d) this
5) There were four times (…..) victims as in the last plane crash.
   a) Fewer b) as many c) more d) less
6) Our teachers always do (…) to help us succeed at school.
   a) The best b) the better c) their best d) better
7) If students go on behaving this way, (…) many of them will be dismissed.
   a) Sooner or later b) soon or late c) early or late d) the soonest or latest
8) You have absolutely no idea of (…) could happen to you; dare go there at this time.
   a) What b) which c) that d) it
9) Our mother advised (…) to be careful as we were about to leave.
   a) We b) ourselves c) our d) us
10) She (…) more opportunities if she had stayed on in the United States.
   a) Would have b) could have had c) will have had d) has had
11) "You (…) go and see a doctor as soon as possible" he warned her.
   a) Would rather b) had better c) could d) can

PART THREE : WRITING 40 %

Do **only one** of the two tasks below (25 lines)

TASK A

Your Australian pen-friend asked you the following questions in his /her last letter.

- How was violence introduced into your schools and University?
- What are the authorities doing to solve the problem of violence in schools in your country?
- Don't you think violence in schools can ruin your future?

Write the reply to his/her letter

TASK B

"The use of violent methods by students in claiming their rights does not only delay their education; above all, it ruins the future of a whole society". Do you agree or disagree with that statement?
Give reasons and examples to explain your point of view. Specify how student Unions should fight for their rights without using violence.