



ENGLISH TEST

SECONDE A & C

DURATION: 2:00

18/03/2022

PART ONE: READING

Read the text and do the activities that follow

TEXT

When we talk about **gender** inequality in education, we first think about the barriers to schooling for girls and young women. And for good reason: three-quarters of the children who are at risk of never going to school are girls. Yet **disparities** exist in other dimensions of education, sometimes to the detriment of boys.

5 Globally, progress towards gender parity in schools has been **significant** over the past 25 years. According to UNESCO data, the number of girls **enrolled** in primary and secondary school has increased by 180 million over this period, including 69 million in sub-Saharan Africa. Yet girls and young women still face the most severe forms of **exclusion**, which are the result of several cumulative factors. Among them are socio-economic status, place of residence, ethnicity,
10 religion, and living with a disability.

Beyond the issue of schooling, gender inequalities are **manifested** in other components of education, such as learning or school guidance. Two types of **obstacles** are generally distinguished. On the one hand, they are related to the educational offer, which are directly related to education systems, policies, or schools. On the other hand, they are related to the demand for education, that's the obstacles **inherent** in families, children, and society at large.
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Social gender **norms** are the set of implicit ideas, stereotypes, and rules that consciously or unconsciously dictate how a person should supposedly be and act, depending on whether they are a woman, man, girl, or boy. These norms manifest themselves, for example, through an unspoken rule that men should be strong and financially support their families. Or through the conditioning of boys' educational orientation towards technological and scientific **paths**, and less towards 'care' professions, for example (personal services, health and social work),
20 associated with lower salaries. Schools can play a key role in **challenging** these gender norms, the impact of which can have serious consequences for children's education and women's economic empowerment. But it can also reinforce and reproduce them, if education policies and systems are not based on the principles of gender equality.
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Adapted from <http://www.iiep.unesco.org/en/gender-equality-education-digging-beyond-obvious-13854>

COMPREHENSION CHECK (10 pts)

A- Vocabulary: Words in column (A) are those in bold in the text. Match them with their meanings or synonyms in column (B). There are more options in column (B) than in column (A). **Write your answer like in the example: 1- l**

COLUMN (A)	COLUMN (B)
1- gender	a- Spreading or spread throughout.
2- disparities	b- Stimulating, interesting, and thought-provoking.
3- significant	c- Narrow walks or ways.
4- enrolled	d- General levels or averages, standard models or patterns.
5- exclusion	e- existing in something as a permanent and inseparable element
6- manifested	f- Things that obstruct or hinder progress.
7- obstacles	g- made clear or evident to the eye or understanding; shown plainly
8- inherent	h- Keeping apart; blocking of an entrance.
9- norms	i- put in a record; record:
10- paths	j- important and deserving of attention; of consequence:
11- challenging	k- lacks of similarity or equality; inequality; difference:
	l- Either the male or female division of a species, especially as differentiated by social and cultural roles and behaviour.

B- Read the text again and say if these statements are true or false .Write True or False like in this example. (10 pts)

Example 1 : True

- 1- Schools can play a key role in challenging these gender norms,
- 2- Three-quarters of the children who are at risk of never going to school are not girls.
- 3- Disparities exist in other dimensions of education, sometimes to the detriment of girls.
- 4- Progress towards gender parity in schools has been less significant over the past 25 years.
- 5- According to UNESCO data, the number of girls in primary and secondary school has increased by 180 million in sub-Saharan Africa.
- 6- The most severe forms of exclusion are the result of several cumulative factors such as socio-economic status, place of residence etc..
- 7- Beyond the issue of schooling, gender inequalities are manifested in other components of education, such as
- 8- Learning or school guidance are also the manifestation gender inequalities.
- 9- The educational offer and the demand for education are the two types of obstacles that are generally distinguished.
- 10- Social gender norms dictate how a person should be and act, whether as woman or a man.
- 11- Schools is useless in challenging the different gender norms.

PART TWO: LANGUAGE IN USE (20 pts)

Task 1: Choose the best word option for each sentence. Write your answer like this: 15- any

- a- We don't have (1- many / enough /few) information about violence because (2- no / any / few) people report this to the police.
- b- (3- any / much / many) people think sexual harassment has (4- few / every/ little) to do with sexual feelings. They think it is really (5- every /all/ every) about power.
- c- (6- any/ some /much) persons who sexually harasses another is just trying to show that He or She is (7 - more / a lot of / much) powerful.
- d- Politicians have made (8 -several / every / a lot of) money.
- e- (9- any / many / much) people have (10- little / much/ any) knowledge of how the Law works.
- f- Is there (11- enough / a lot of / little) evidence that She sexually harass (12- some/ any / little of) her teacher?
- g- Criminals buy (13- most/ a little of / every) of their guns at the black markets
- h- Law offer (14 -little/ most /any) protection against the use of (15- any / few / much) gun by criminals.

Task 2: Put the verb between brackets in the correct tense.

Write your answer like this: 1- amused

- a. The policeman seemed (1- to amuse)
- b. If the young man hadn't been a chief's son, Mrs Jordan's (2- not to be) so strict with him.
- c. If the old man (3- to be) dead, his son would be the chief.
- d. If the chief's son had been disrespectful, the Jordan's (4- to dismiss) him.
- e. If the policeman (5- not to tell) the Jordan's, they never (6- to know) the truth and nothing (7- to change).

PART THREE: WRITING (20 pts)

During the international day of women rights, as the chairman of your English Club, you are asked to deliver a speech on this African proverb: "if you educate a boy, you educate a person. But if you educate a girl, you educate a whole nation". In 20 lines at most prepare what you are going to say.