

The outsiders

- 1- One of the biggest problems for the thousands of refugees that come to Britain and Ireland every year is language. Many are from countries where English is neither spoken nor taught. However, success in their new lives will depend on them speaking and writing English well. A priority, then, on arrival is to find classes and a good teacher. Teaching refugees is one of the greatest challenges that a TEFL teacher can take on. It needs dedication, lots of patience and gives little or no financial reward. Yet, every year a large number of teachers ignore these difficulties and get involved, most by making contact with a local body that organises courses.
- 2- Anne is typical of many that teach in the sector. She works in a language school in the day with mainly Western European students, and then teaches asylum seekers as a volunteer in the evening. Asked about the contrast she shakes her head. **They** are, she says, "different worlds". Most importantly, her asylum-seeker classes tend to have students from far more varied backgrounds. A class that she is teaching now includes two Angolans, a Nigerian, two students from Zaire, four East Europeans, two Algerians, a Palestinian and an Iranian. The professional background of students also varies greatly. One teacher I met taught a class that included farmers, soldiers, doctors, construction workers, university teachers and an ex-government minister.
- 3- Refugee classes also tend to have far more students with special requirements than normal language-school classes. Sometimes these requirements are physical: a war-crippled Bosnian, for example, **who** cannot climb a set of stairs to get into the classroom. Sometimes they are psychological, the result of a difficult past.
- 4- However, at other times these requirements relate specifically to language. For example, a student whose mother tongue is a Creole English that is almost meaningless to a Briton, or another student who has never learnt to read, as her native language has no written form. Problems like these present real difficulties for teacher and student alike, and often the only way to deal with them is to spend extra time together before or after the lesson.
- 5- So how do you go about designing a course? "I believe in teaching them what they tell me they need," says Sally from Dublin. In her view the student's experience should determine the syllabus. For example, students say that they have to look for housing, to deal with abuse or to apply for jobs. The teacher can then recreate these circumstances in class or find exercises that relate to them.

Adapted from: *The Guardian*

Monday 31 July 2000

Chebby Secondary School Tozeur 02 Mars Secondary School Degueche	MID-TERM TEST (May 2011)	Teacher : Mr. I. Chorfi Mr. I. Khaldi
School year : 2010 ***** 2011		Level : 4th Form ARTS
Duration : 02 Hours		Name :

I- READING COMPREHENSION (15 marks)

1- Tick the right option (01 mark)

The text is about:

- A- Education Abroad
- B- Educational problems faced by immigrants
- C- Causes of emigration

2- Complete the following summary with words from the text (04 marks)

Teaching Refugees who come to Britain is a It requires and Also, teachers can deal with their problems to create their own

3- Find in the text details showing that these statements are false. (04 marks)

a- A lot of immigrants have knowledge of the English language. (paragraph 1)

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b- Anne teaches a homogeneous class. (paragraph 2)

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c- To deal with some problems, they teach them in holidays. (paragraph 4)

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d- They teach refugees according to interests. (paragraph 5)

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4- What do the underlined words in the text refer to? (02 marks)

They (paragraph 2) refers to

Who (paragraph 3) refers to

5- Find in the text words or expression that mean nearly the same as: (03 marks)

✚ Main concern (paragraph 1):

✚ Refugee / migrant (paragraph 2):

✚ Program (paragraph 5):

6- Do you think that Britain will overcome this problem? Why? Why not.

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II – LANGUAGE: (10 marks)

1- Fill in the blanks with seven words from the box below. (there are two extra words) (3.5 marks)

catastrophic – with - regardless - environmental - strongly - of - emissions – fumes - climate

Global warming and climate change are aspects of our environment that cannot be easily or quickly discounted. Many factions still..... feel that the changes our Earth is seeing are the result of a natural climatic adjustment. of one's perspective the effects global warming are a quantifiable set of results that are in addition to any normal changes in That is why the effects of global warming have potential. Global warming as caused by greenhouse gas can lead us to a definite imbalance of nature.

2- Put the bracketed words in the right tense or form. (03.5 marks)

Let me deal first with the positive side of smoking. First, smoking (**not/doubted**) helps many people to relax. For some, it even (**to improve**) concentration. Many people like to smoke before exams or when they (**to relax**) with friends. A further point is that governments throughout the world make huge (**profit**) from levying taxes on cigarettes. This provides funds which are used for (**build**) schools, hospitals and other public amenities. The tobacco industry also employs tens of thousands of people throughout the world, particularly in (**poor**) countries like Zimbabwe or India. Without cigarettes, these people would have no jobs. I would also argue that people should have the right (**choose**) whether they smoke or not.

3- Circle the right alternative. (03 marks)

The first of the most important values in life is love. It is an (**imaginative - important – effective**) personal value to open your mind to the (**concept – contest – recipe**) of love. I don't mean this in a fairy tale kind of way. That is not the only kind of love. The way in (**where – who – which**) you love your family, and friends, you can love everybody. Love is the (**blender – bringer – gadget**) of compassion. Once, we are led by compassion, we see the (**good – better – best**) in others, while they do the same in us. We can have more faith in the world. This will help us to refrain (**from – for – of**) being suspicious, keeping us more at ease.

III – WRITING: (15 marks)

1- Guided writing (05 marks)

Develop the notes below to write a five-line paragraph. (05 marks)

- Dorothy West/birth/June 2, 1907/ Boston, Massachusetts.
- Attend/ exclusive high school/start/write/story/child
- Establish/ literary magazine/call *Challenge*
- 1995/ write/ The Richer, The Poorer
- 16 August, 1998/ death

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2- Free Writing (10 marks)

You noticed that there is a lot of waste in your school. You decided to write an article in your school magazine about the bad effects of pollution and urge your friends to save the environment.

Write a 12- line paragraph about the topic.

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