



Yaoundé, le 21 septembre 2020

**COMPETITIVE ENTRANCE
EXAMINATION
SERIE C, D, E, F, TI and GCE/AL**

**ENGLISH LANGUAGE
TIME: TWO HOURS**

Warning!!!

All questions must be answered on this question paper. The answer paper given to you should serve as a file jacket only.

Don't write your name on this question paper!

Failure to heed to this instruction will attract serious sanctions.

A) SECTION ONE: GRAMMAR – 10 MARKS

1. Correct the mistakes in the following sentences 2,5 marks.

a. I lived in Japan during three years

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b. I knew Paul at a meeting last year

.....

c. It was a good party, no?

.....

d. I've been learning English since two years

.....

e. He is in Canada since April

.....

2. Put the verbs in brackets in the right tense 5,0 marks.

Paul(weigh) the pros and cons for a few days, now his decision is taken. He(not have) any other options, he has to quit his job. How will he proceed? First, he is going to talk to Mary, she(be) a very good listener from the beginning, he(know) he can rely on her discretion. He feels relieved, he(do) that weeks ago instead of(let) the situation worsen and feel miserable. Now, he(try) to put things in

perspective, that promotion has taught him something really important: it's useless to complain about the past, he(**need**) to move forward . However, he can't help (**Think**) : 'if only he(**graduate**) from a notorious school, he would have got a better position.

3. Punctuate this abbreviation and this short sentence.

2,5 marks.

I have lost my keys and cannot open the door' Jack said.

Jack said that

You cannot marry this girl if you don't pay her bride price.

Unless

I advise you to see the doctor immediately.

If I**you, I would see the doctor**

Henry started studying science last year and he is still doing so this year.

For two years now, Henry

Francis turned on the lights.

The lights

B) SECTION TWO : VOCABULARY – 10 MARKS

1. Write the appropriate form of the word in brackets in the space provided 5,0 marks.

- a. The winners danced.....as they moved from one corner of the stadium to another (**happy**).
- b. I saw the bridegroom with aring (**wear**).
- c. The workers were notThey felt they had been underpaid (**satisfy**).
- d. The barefootfound it hard to run fast because of the stony road (**run**).
- e. Thetheory helps to explain why many things are constantly changing (**expand**).

2. Fill in the gaps with a suitable word of your own.

5,0 marks.

- a. Scientists usually carry out ----- in laboratories in order to test theories.
- b. Cupboard, sofa, armchair are parts of the ----- of a house.

- c. These are twins. The former is an engineer and the -----
is a doctor.
- d. Banks refuse to ----- money to students.
- e. My grandfather passed away yesterday, that is to say, he -----
-----.

C) SECTION THREE: **READING COMPREHENSION** – 10 MARKS.

Read the passage below and answer the questions that follow it.

Preventing Violence by Teaching Non-Violent Problem-Solving

Decades of social science research has shown that since **violence is mostly a learned behavior**, non-violence can also be learned.

Findings

Psychologist Albert Bandura's early research revealed that children's aggressive acts were partly influenced by what they observed (Bandura, 1965). In general, the more aggressive the people or films that children observe, the more aggressive the children act. Learning by watching and imitating others, rather than through one's own personal experiences, is called social learning. Later research has shown that viewing violent acts on TV and in the movies affects people in other negative ways: (1) It decreases viewers' concerns about victims' suffering, (2) it decreases viewers' sensitivity to violent acts, and (3) it increases the **likelihood** that viewers will **emulate** the aggressive acts **depicted** in the show or movie. Young children are especially vulnerable to the effects observed violence.

Psychologists have recently applied these findings towards teaching non-violence to young children and their **caregivers**. Their research reveals that since violence is learned, nonviolent ways of interacting with the world can also be learned.

Significance

Children are bombarded with violent messages and media. In 1998, the National Television Violence Study reported that 60% of television shows include violent acts. Since people--especially children--learn much of what they know through observing others, such high levels of exposure to violence are cause for alarm. Techniques for teaching children positive, nonviolent ways of dealing with everyday problems are therefore in critical demand.

Practical Application

Adults and Children Together Against Violence (ACT Against Violence) is a nationwide violence-prevention project that applies social learning theory and insights from developmental psychology. Unlike many violence prevention programs, ACT Against Violence targets very young children (ages 0 to 8) by addressing their caregivers and teachers.

ACT includes a national multimedia campaign and a community-based training program. The multimedia campaign spreads the message that adults' words and deeds-especially aggressive and angry words and deeds-strongly influence children's words and deeds. The community-based training program teaches professionals who work with teachers and caregivers how to implement violence prevention skills for themselves and for their children. These skills include anger management, effective discipline, conflict resolution, and wise media consumption. Both parts of the project teach adults how to be positive, nonviolent role models for the children in their lives.

ACT Against Violence has been extremely successful in reaching adults. The first ACT television and radio ads were released in early April 2001, and in less than a year, had reached millions of Americans. The toll-free telephone service receives more than 100 calls per week, and approximately 20,000 copies of the booklet "Violence Prevention for Families of Young Children" have been distributed.

Cited Research and Resources

Bandura, A. (1965). Influence of models' reinforcement contingencies on the acquisition of imitative responses. *Journal of Personality and Social Psychology*, Vol. 1, pp. 589-595.

[Act Against Violence](#)

QUESTIONS :

- 1. Provide a synonym to the following words. 2,0 marks**

Likelihood

Caregivers

Emulate

Depicted

- 2. How do you understand this statement: "violence is mostly a learned behavior" 2,0 marks**

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3. What is the position of the author about the prevention of violence in the school milieu ?. 2,0 marks

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4. Is social learning theory really helpful in the fight against violence? 2,0 marks

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5. What are the different violence prevention skills developed by ACT and show how relevant they are? 2,0 marks

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D) SECTION FOUR: **ESSAY** – 10 MARKS

Write an essay of not less than 300 words on any ONE of the following. Your essay must be coherent and must be written in the appropriate tense of the topic chosen.

1. Many students worldwide are under drugs influence. Write a speech to your classmates to sensitize them about the dangers of drugs influence.
2. Corona virus is still a reality worldwide. Based on Cameroonian behaviour in society, what could be the positive and negative impact of that disease in our country?

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[illegible]