

**PART ONE: READING**

**40%**

Read the text below and do the tasks that follow.

**Tribute to a world hero**

At his trial in 1964, Nelson Mandela closed his statement from the dock<sup>1</sup> saying, "I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."

And Nelson Mandela lived for that ideal, and he made it real. He achieved more than could be expected of any man. Today, he has gone home. And we have lost one of the most influential, courageous, and profoundly good human beings that any of us will share time with on this Earth. He no longer belongs to us - he belongs to the ages.

Through his fierce dignity and unbending will to sacrifice his own freedom for the freedom of others, Madiba transformed South Africa - and moved all of us. His journey from a prisoner to a President embodied the promise that human beings - and countries - can change for the better. His commitment to transfer power and reconcile with those who jailed him set an example that all humanity should aspire to, whether in the lives of nations or our own personal lives. And the fact that he did it all with grace and humor, and an ability to acknowledge his own imperfections, only makes the man more remarkable. As he once said, "I am not a saint, unless you think of a saint as a sinner<sup>2</sup> who keeps on trying."

I am one of the countless millions who drew inspiration from Nelson Mandela's life. My very first political action, the first thing I ever did that involved an issue, or a policy or politics, was a protest against apartheid. I studied his words and his writings. The day that he was released from prison gave me a sense of what human beings can do, when they're guided by their hopes and not by their fears. And like so many around the globe, I cannot fully imagine my own life without the example that Nelson Mandela set, and so long as I live, I will do what I can to learn from him.

To Graça Machel and his family, the Us people, Michelle and I extend our deepest sympathy and gratitude for sharing this extraordinary man with us. His life's work meant long days away from those who loved him the most. And I only hope that the time spent with him these last few weeks brought peace and comfort to his family.

To the people of South Africa, we draw strength from the example of renewal, and reconciliation, and resilience that you made real. A free South Africa at peace with itself- that's an example to the world, and that's Madiba's legacy to the nation he loved.

*Source: <http://www.dailymail.co.uk/article/2519072/Nelson-Mandela-dead-World-leaders-react>.*

**Notes:** dock<sup>1</sup> : le box des accusés ;

a sinner<sup>2</sup> : un pécheur (religion).

## COMPREHENSION CHECK

### A Vocabulary

Match the words 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: 10-c*

A
1. tribute (title)
2. cherished (L. 2)
3. achieve (L. 4)
4. unbending (L. 10)
5. embodied (L. 12)
6. commitment (L. 13)
7. jailed (L. 13)
8. countless (L. 18)
9. released (L. 20)
10. resilience (L. 29)
11. legacy (L. 30)

B
a. liberated
b. heritage
c. ability to resist ill-treatment or difficulties
d. homage
e. very strong, inflexible
f. showed, demonstrated
g. engagement
h. innumerable, numberless
i. put in prison
j. aspired, desired strongly
k. reach, accomplish
l. suffering

### B Comprehension questions

Give short answers to the questions according to the text. (2 lines, maximum)

1. Was Mandela's fight against white domination only? Justify your answer.
2. On what occasion do you think this speech was delivered? How do you know?
3. How does Mandela define true democracy?
4. What does the speaker mean by "... he has gone home." (L. 7)?
5. According to the speaker, what example did Mandela set for humanity?
6. How did the speaker draw inspiration from Mandela's life?
7. To what extent did Mandela sacrifice his life for his people?
8. What was Nelson Mandela guided by in his struggle, according to the speaker?
9. What does the speaker admire the people of South Africa for?
10. Who gave this speech? How do you know?

## PART TWO: WRITING

40%

Do one of the two tasks below. (25 lines)

### Task A

Your English Club Magazine is organizing an essay writing competition on the following topic:  
*"Write an article about your hero or someone who impressed you personally."*

In your article, you should:

- specify who your hero is;
- describe some of his actions and qualities that you admire;
- say why you admire him or her so much.

## Task B

It's the "English Club's Day." On this occasion, an Ambassador of an English speaking country has been invited to your school. As the chairperson of your English Club, prepare your speech for the ceremony.

<b>PART THREE: LANGUAGE IN USE</b>	<b>20%</b>
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**A** Choose the correct forms of the words in brackets to complete the text below.

Write your answers like in the example. *Example: 10-taken*

In many African cities, people are used to living in insalubrity. Abidjan, the capital city of Côte d'Ivoire, is not an exception (1. *of/to/from*) the rule. In that city called the 'Pearl of the Lagoons', it is common practice to see people (2. *urinating/urinate/to urinate*) in the open. Although such behaviour is (3. *regrettable/regretful/regretting*), the blame should not be put only (4. *on/over/to*) people who pass water in the open. Local authorities are to be blamed, (5. *with/too/either*).

In fact the prodigious development of Abidjan is not accompanied (6. *to/with/for*) required facilities such as public toilets and other sanitation equipment. As a result, the populations prefer (7. *satisfying/to satisfy/satisfied*) any nature's call in the open rather than to face the risk of public humiliation due to a sudden failure of their retention capacities. Apart (8. *Of/from/off*) the pollution generated by human wastes, there is also the nuisance caused (9. *from/by/to*) the proliferation of informal commercial activities by the sides of a number of busy streets.

Immediate and rigorous actions need to be (10. *took/taken/taking*) to make Abidjan a real pearl of the Lagoons. The District of Abidjan (11. *would rather/would better/had better*) make the construction of public toilets the number one priority of their annual action plan.

**B** Choose the right answer to fill in the gaps in the dialogues. Write your answers like in the example. *Example: 11-c*

- A: Who's that woman over there?  
B: That's the woman (...) daughter got married to a banker.  
a) *who*                      b) *which*                      c) *whom*                      d) *whose*
- A: Did she see the doctor?  
B: No. She couldn't see him. (...) knew where the doctor was.  
a) *somebody*              b) *nobody*                      c) *anybody*                      d) *everybody*
- A: Where did you find the boy?  
B: In the house. He was sitting (...) in a corner of the bathroom.  
a) *by himself*              b) *himself*                      c) *at himself*                      d) *with himself*
- A: It's 10:30 and John hasn't come yet.  
B: He (...) he had an appointaient today.  
a) *forget*                      b) *must forget*                      c) *may have forgotten*                      d) *may forget*

5. A: You knew Dad was coming today, (...)?  
 a) *did you*            b) *don 't you*            c) *was he*            d) *didn't you*  
 B: Yes, but he told me not to tell anyone.
6. A: What was your Mum doing when the rain started?  
 B: She was at the hairdresser's. She was having her hair (...).  
 a) *done*            b) *doing*            c) *to do*            d) *do*
7. A: Hi, Fred. It's one hour since Boby (...) my office. Has he arrived home yet?  
 a) *has left*            b) *had left*            c) *left*            d) *leave*  
 B: No, he hasn't. I'd better give him a call now.
8. A: We've got a new English teacher. She's (...) teacher I have ever had.  
 a) *a best*            b) *the better*            c) *the best*            d) *a better*  
 B: Really? What's her name?
9. A: Her name is Liz and she's very pretty.  
 B: (...) was our former Maths teacher?  
 A: Yes! You'll see her on Monday.  
 a) *Pretty than*            b) *Prettier than*            c) *Prettiest than*            d) *More pretty than*
10. A: Did you expect Sally (...) to your birthday party?  
 a) *coming*            b) *came*            c) *to come*            d) *will come*  
 B: Not at all! That was a nice surprise!
11. A: Tom was not available. What about Ted?  
 B: (...) was he.  
 a) *nor*            b) *never*            c) *neither*            d) *not*

**PART ONE: READING**

**40%**

Read the text below and do the tasks that follow.

**Violence in Schools: A Worldwide 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<sup>1</sup> 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  
5 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 or a father in jail will not automatically be violent!  
10 Likewise, experts say there is a "hard core<sup>2</sup>" of violent children about five percent of the total. But in comparing several schools in similar problem French neighbourhoods<sup>3</sup>, I've found that this figure can vary between one and 11 percent. The school itself can be an aggravating factor, through high staff turnover or "ghetto 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  
15 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 developing customized projects, but most importantly, in strengthening economic and social participation.  
20

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  
25 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  
30 seek out these opportunities, even in the most heartless<sup>4</sup> cities.

*Adapted from the UNESCO Courier, April 2001.*

**Notes :** 1 hitting a peak = atteignant son paroxysme ; 2 hard core = le noyau dur ;

3 neighbourhoods = banlieues ; 4 heartless = dangereuses, impitoyables.

## 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)
1. male phenomenon (L. 2)
2. pinned (L. 3)
3. Likewise (L. 8)
4. slum area (L. 9)
5. turnover (L. 13)
6. deemed (L. 14)
7. expelled (L. 16)
8. give up on (L. 22)
9. craftsmen (L. 28)
10. teenagers (L. 28)
11. seek out (L. 30)

(B)
a. something concerning boys only
b. change, renewal
c. look for
d. young people aged from 13 to 19
e. In addition
f. considered
g. sacked, sent out
h. abandon
i. attributed
j. global
k. artisans
l. ghetto

### B Comprehension questions

Decide whether the statements below are true or false according to the text. 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. If old craftsmen teach their skills to students, they will have a good social education.

**PART TWO: LANGUAGE USE****20%**

Choose the right word or expression 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) *one another*                      c) *each other*                      d) *the other*
2. What happens (...) often is that people forget to protect themselves.  
a) *more*                                  b) *the most*                                  c) *mostly*                                  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 if 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 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 universities?*
- *What are the authorities doing to solve the problem of violence in schools in your country?*
- *Don 't you think violence in schools can min 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 the 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.

**PART ONE: READING 40%**

Read the text below and do the tasks that follow.

### Parents and Their Children's Education

In our opinion, the training or education of children is the primary responsibility of parents. Consequently, if teachers or school authorities are trying to shoulder part of the assigned responsibility, then it would be wrong for parents to entrust<sup>1</sup> the whole burden to them.

5 Many of us parents think that so long as we pay Parent-Teacher Association (PTA) dues, that alone is enough, and we care less about how our children are faring in school, both academically and otherwise. Even when we want to be generous, we delegate the responsibility of attending a PTA meeting to the child's senior sibling.

10 It is true that economic pressures take away the energies of parents, but it is also true that the children are the most precious among all that God has given us. Thus, parents must invest time, energy and money in their welfare<sup>2</sup> and development. Obviously, we cannot sacrifice the well-being of our children on the altar<sup>3</sup> of material gains. Reason? It would do us good if the children acquired moral and spiritual growth to enable them to lead sound life. They also acquire the right skills that would enable them to get well-paid jobs that would see them through life; and if it does not happen that way, then we have greatly disappointed them.

15 We know that the effect of peer pressure on children is intimidating, and so, it is important for parents to visit the schools to study the environment and spend some quality time with them, and advise them appropriately. Undeniably, if parents neglect their responsibilities, the friends of their children will discharge them in the negative way. Parents should bear in mind that the problems resulting from the negative influences from the peers and media are real. Any parent who neglects  
20 the necessity of protecting their children from those influences is making a sad mistake.

Besides, the children are expected to become leaders of our society in the future, and parents cannot gloss over their bounden duty<sup>4</sup> towards their children, when they are being given a helping hand by school authorities and teachers.

Adapted from *the Editorial of the Ghanaian newspaper, The Daily Graphic*, Issue of Tuesday, 10<sup>th</sup> August 2004, p. 7.

**Notes:**

1- to entrust : confier ; 2- welfare : bien-être ; 3- altar : autel ; 4- bounden duty : devoir impérieux.

## 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:** 11. gloss over = j. minimize, neglect

(A)
1. shoulder (L. 2)
2. burden (L. 3)
3. dues (L. 4)
4. faring (L. 5)
5. sibling (L. 7)
6. growth (L. 12)
7. enable (L. 12)
8. well-paid (L. 13)
9. peer (L. 15)
10. bear in mind (L. 18)
11. gloss over (L. 22)

(B)
a. age group, friends
b. development, maturity
c. brother or sister
d. permit, allow, help
e. load, responsibility
f. doing, getting on
g. suffering
h. gainful
i. fees, sums of money to be paid
j. minimize, neglect
k. assume
l. not forget

### B- COMPREHENSION QUESTIONS

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

- 1 Children's education is the first responsibility of parents.
- 2 Parents do not participate financially in PTA activities.
- 3 The author himself is a parent.
- 4 Some parents do not attend PTA meetings.
- 5 Parents must show more interest in their children's education.
- 6 Moral and spiritual growth enables children to have good jobs in the future.
- 7 In schools, children's friends advise them appropriately.
- 8 Children's friends have no influence on their behaviour.
- 9 At school, children are not influenced by their peers and the media.
- 10 It is only the media that have a negative influence on children.
- 11 Teachers and school authorities are just helping parents in their duty.

**PART TWO: LANGUAGE USE 20%**

Choose the most suitable word or expression from the list (a-d) to fill in the spaces between brackets of each line of the text. Write your answers like in the example. **Example:** 1-a

1. "Every job (...) a job."  
(a). is (b). are (c). have (d). has
2. The adepts of this saying (...)  
(a). have absolute right (b). are absolutely right (c). have reason (d). are reason
3. (...) with them completely.  
(a). am agreed (b). am agreeing (c). agree (d). have agreed
4. (...) I did not get far in education,  
(a). Despite (b). Although (c). However (d). In spite of
5. I (...) able to take care of myself and my family up to now.  
(a). was (b). am (c). have been (d). had been
6. In fact, I dropped (...) primary school very early;  
(a). out (b). at (c). out of (d). from
7. but thanks (...) menial jobs here and there,  
(a). for (b). to (c). at (d). from
8. I don't have (...) problems to worry about.  
(a). no (b). none (c). some (d). any
9. I would have died by now (...) for these menial jobs.  
(a). had it not been (b). it had not been (c). wasn't it (d). was it not
10. My fellow drop-outs, you'd (...) something to survive;  
(a). better do (b). better to do (c). rather do (d). rather to do
11. because nobody knows (...) will happen tomorrow!  
(a). when (b). which (c). how (d). what

**PART THREE: WRITING 40%**

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

**Task A**

For the celebration of "THE AFRICAN CHILDREN'S WEEK", *The Daily News*, a Nigerian newspaper, has invited francophone secondary school students to contribute ideas about "The Best Policy To Educate Children in Africa". Write a letter to the Editor of *The Daily News*, to give your contribution on the topic. The following ideas may be useful:

- *too much freedom given to children;*
- *need to balance traditional and modern education;*
- *African values should be taught at school;*
- *make the teaching of local languages compulsory;*
- *regulate TV programmes and Internet cybercafés;*
- *make Civics compulsory at the national exams.*

**Task B**

People usually blame parents for their children's misbehaviour and failure at school. Do you agree with them? Give your opinion in an article to be published in your English Club Magazine.

**PART ONE : READING** 40%

Read the text below and do the tasks that follow.

**New Controls on US Borders**

America has long welcomed newcomers from foreign lands: Middle Eastern refugees, Latin American job seekers, Canadian shoppers, Asian students or European tourists. They come to take advantage of the country's largesse - its political, financial and social opportunities - and they come in very large numbers. Last year the United States issued 7 million visas to foreigners but that's only  
5 a traction of the estimated 500 million people who enter and leave the United States every year.

Given such a vast number of visitors, it's perhaps not surprising that the Immigration and Naturalization Service (INS) focuses much of its attention on simply moving people through the doors. INS inspectors, for example, are required to vet ail passengers on international flights within 45 minutes of arrival (an efficiency they don't always achieve).

10 Many visitors do not need visas at all: they're from friendly countries, members of a 29 nation Visa Waiver Program, and can virtually come and go as they please, breezing through checkpoints with a passport and a smile.

But America's complacent attitude<sup>1</sup> has changed. The USA immigration System and Washington are now taking steps to patch the gaping security holes up.

15 Since the disaster, Immigration, Customs and Border authorities have been on a state of high alert at America's 301 ports of entry - airports, seaports and land crossings. Passengers arriving on the shores of liberty are now greeted by National Guard troops bearing rifles and meticulous baggage inspectors wearing surgical gloves.

20 Foreigners who want to take up residence in the United States - from students and tech workers to bedraggled<sup>2</sup> refugees - find themselves asking the question that never would have occurred to them before September 11: is the United States closing its gates?

No, but while the U.S. gates will stay open to the world, that opening won't be quite as wide. "We welcome legal immigrants", Bush said "but we don't welcome people who come to hurt Americans".

25 America, a nation of immigrants, prides itself on its ethnic diversity and its magnetic attraction to those looking for a better life. But as Jim Zogby says, "The bastards who took advantage of American freedom to murder Americans have done grave damage (to the ideal)".

Adapted from "Special Report" by Richard Erasberger Jr., *Newsweek*, 12 Nov. 2001, p. 51-52.

**Notes:**

complacent attitude — attitude de suffisance ; bedraggled = trempés et débrailés.

**COMPREHENSION CHECK**

A. Match the words in box (A) with their definitions or meanings in box (B) according to the text. Write your answers like this: 10. occurred to — d. come to their minds

(A)	(B)
1. Borders (title)	a. welcome
2. largesse (line 3)	b. long guns
3. issued ( line 4)	c. passing easily
4. vet(line 8)	d. come to their minds
5. breezing through ( line 11)	e. is satisfied about
6. patch up (line 14)	f. examine closely and critically
7. greeted (line 17)	g. gave, granted
8. shores (line 17)	h. frontiers, boundaries
9. rifles (line 17)	i. mend, repair
10.occurred to (line 20)	j. generosity
11.prides itself on (line 25)	k. coasts

B. Read the text and give short answers to these questions. (1-2 lines)

- 1 What do people go to America for?
- 2 Where do most people who go to the U.S. come from?
- 3 How many people were supposed to cross the U.S. borders every year?
- 4 Why do INS inspectors fail in vetting ail passengers in 45 minutes?
- 5 Who do not need visas to go to the U.S.?
- 6 What indicates changes in the American immigration offices?
- 7 How arc newcomers treated by Customs and Border authorities? Why?
- 8 How do people who want to live in the U.S. feel in front of the INS inspectors?
- 9 Why has America hardened its immigration laws, according to President Bush?
- 10 What was America proud of before September 11?

**PART TWO: LANGUAGE USE 20%**

Fill in the gaps with the appropriate word from the box. Some words can be used more than once. Write down your answers like this: 1 - do

on - known - to - because - do - of - for - with - whom - out

The charity and non-governmental organisations in Nigeria could (1) ... more for the homeless kids. In France, the US, Britain and other industrialised nations faced (2) ... even bigger problems of homelessness, such groups play major role in the desperate search (3) ... a solution. Every day in Paris, France, Restaurants de Coeur, a charitable group, gives (4) ... soup, bread, cheese and biscuits (5) ... hundreds of homeless people in several locations in the city. A dozen other groups provide temporary shelter (6) ... the country’s estimated 25,000 homeless people, half of (7) ... arc said to be children and teenagers under 25.

The story is the same in London, Britain, where more than 1,500 people arc (8) ... to sleep out every night in the centre of the town, (9) ... they have no homes. There is London Connection, for instance, an organisation which deals (10) ... homeless children. It runs classes for the children whose parents live (11)... the streets.

*Newswatch*, november 1-8, 1991.

**PART THREE: WRITING** 40%

Do **only one** of the two tasks below (20 to 25 lines).

**Task 1:**

What do you think of security measures at the Ivorian borders? Are they tough enough to prevent foreign invasion? Do you think Côte d'Ivoire should harden its immigration laws like the USA? Give your reasons.

**Task 2:**

"We welcome legal immigrants but we don't welcome people who come to hurt Americans", said President George D. Bush. What do you think of his statement?

<b>Pays</b> : Côte d'Ivoire	<b>Année</b> : 2017	<b>Épreuve</b> : Anglais
<b>Examen</b> : BAC, Séries A1, A2	<b>Durée</b> : 3 h	<b>Coefficients</b> : 4 - 2

*Do all the activities of this examination paper on your answer sheet.*

## **PART ONE: READING** (30%)

*Read the text below and do all the tasks that follow.*

### **Migration**

Human mobility is a fact of life. People have always migrated to adapt to, or escape from difficulties and disasters, or spurred by curiosity and dreams of a better life. What has brought particular attention to migration in recent years is the scale and complexity of the movements, touching almost all countries around the world, catalyzed by the speed of information flow and means of transportation. As our knowledge of the importance of migration for development has grown, so has the international system around migration. Today, we speak about the “global governance of migration”, which embraces the broad infrastructure of State and Non-Government Organizations (NGOs), policies, laws, practices and partnerships at the national, regional and international levels addressing migration issues. This multi-level form of governance has made significant strides since the call for more inter-State cooperation on migration by the 1994 International conference on Population and Development.

Attempts to manage international migration unilaterally have not been successful and States have turned to international cooperation ranging from bilateral labour agreements to regional consultative progresses on migration and global dialogue platforms. Unilateral approaches to migration cannot adequately address the phenomenon. Migration touches on issues of human rights, development, children, family, education, gender, health including reproductive rights and access to reproductive health, environment, trade, labour, economics, social protection, security and social cohesion, to name just the main ones. Just as countries have sought collaborative approaches at the inter-State level, governments are increasingly pursuing “whole of government” approaches domestically. In all these endeavours, States have been supported by and have partnered with the United Nations system and the International Organization for Migration.

In short, cooperation and partnership are increasingly indispensable in today’s interconnected world. The best outcomes are only possible where migrants and their families are able to exercise their basic rights moving in safety and dignity. These are principal messages we wish to put to the second High-level Dialogue on International Migration and Development in 2013.

**Dr. BABATUNDE Osotimehin William Lacy Swing**, Executive Director General,  
(*UNFPA Commission on Population and Development*)  
46<sup>th</sup> Session, 22-26 April 2013.

## COMPREHENSION

### A- Vocabulary

Find in the text the words or expressions that mean the same as the ones given below.

Write your answers like in the example.

**Example: 8.** varying (Line 14) = ranging.

1. run away from (Line 2)	7. progress (Line 11)
2. driven, motivated (Line 2)	8. varying (Line 14)
3. extent, number (Line 3)	9. employment, jobs (Line 19)
4. great number of (Line 4)	10. efforts (Line 22)
5. includes (Line 8)	11. results (Line 26)
6. dealing with, trying to solve (Line 10)	

### B- True / False statements

Say whether the statements below are true (T) or false (F) according to the text. Justify your answers by giving the line(s) of the text.

Write your answers like in the example.

**Example: 1. T** (Lines 1-3).

1. People have always moved to other countries for a better life.
2. Nowadays, migration has become a worldwide problem.
3. Migration is boosted by modern means of transport and communication.
4. “Global governance” of migration deals with migration issues only at national levels.
5. “Global governance” has made no progress since 1994.
6. Unilateral approaches to migration have always been very successful.
7. Education, employment and healthcare are among the challenges created by migration.
8. The United Nations is doing nothing to help the counties confronted with migration problems.
9. Nowadays, isolated migration policies have a better chance to succeed today.
10. International cooperation and partnership are indispensable to tackle migration issues.
11. “The respect of Migrants’ basic rights, safety and dignity” is the author’s principal messages to the world.

## PART TWO: LANGUAGE (30%)

This is part of an article written by a member of your English club for the English club magazine. As a member of the Editing Committee, select the best options *in italics* to make this passage more meaningful. Write your answers like in the example.

**Example: 11. = some.**

The phenomenon of migration is as old as human history. It continues to define and reshape nations, cultures and the day-to-day life of many people. It (**1. will be/would be/was**) wrong to say that the impact of migration (**2. has/is/had**) always been negative for local populations. Nowadays, it (**3. is/was/were**) more and more evident that migration consistently (**4. benefits to/benefits/has benefitted**) both countries of origin and destination as well as the

migrants themselves. In our globalized world, one must (5. *admitted/admit/not admit*) that migration can be an important factor of sustainable economic and social development if it is dealt (6. *with/for/on*) appropriately.

(7. *While/Since/However*), to fully recognize the potential of migration for the creation of wealth and social empowerment, we (8. *need/needed/need not*) to implement policies that can promote human dignity and creativity wherever possible. As we all know, man is a being that can adapt to any environment. In his search for comfortable life, man always (9. *use/uses/used*) his creative and imaginative power to invent activities or services that can help him (10. *earn/earning/earns*) a living in his new habitat.

It should be noted that (11. *none/some/more*) of these young people who keep knocking at the borders of the rich countries may have some technical expertise that the old world might need for its industries. Thus, migrants can easily supply cheap manpower for the host countries and actively participate in the economic development of the cities or countries that have accepted to give them a shelter.

### **PART THREE: WRITING (40%)**

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

#### **Task A**

Below is a quotation from an article on African youth migration to Europe:

*“Almost every day, we hear or watch news of groups of young people, men, women and even children trying to cross the seas and migrate to European countries...”*

Imagine the rest of the article and write it down on your answer sheet. Think of the following:

- Where are they from?
- How do they get the Libyan and Italian coasts?
- How are they treated?
- Are their lives safe or in danger?

#### **Task B**

If you had to study abroad after your “Baccalauréat”, would you prefer to return home to work or stay abroad? Give your reasons.

**BACCALAURÉAT  
SESSION 2019**

**SÉRIE A1 – Coefficient : 4  
SÉRIE A2 – Coefficient : 2  
Durée : 3h**

## ANGLAIS LANGUE VIVANTE 1

**SÉRIES : A1 – A2**

*Cette épreuve comporte trois (03) pages numérotées 1/3, 2/3 et 3/3.*

**Do all the activities of this examination paper on your answer sheet.**

**PART ONE : READING** 40%

**Read the text below and do the tasks that follow.**

### **Homeschooling – A Better Way to Learn?**

Increasing numbers of parents in the US are choosing to teach their kids at home. In fact, the US Department of Education estimated that, in 1999, around 850,000 children were being home-schooled. Some educational experts say the real figure is about double this estimate, and the ranks of homeschooled children appear to be growing at a rate of about 11% annually.

5 At one time, there was a stigma<sup>1</sup> associated with homeschooling; it was traditionally used for children who could not attend school because of behavioral or learning difficulties. Today, however, more parents are taking on the responsibility of educating their children at home due to dissatisfaction with the educational system. Many parents are unhappy about class size, as well as problems inside the classroom. Teacher shortages and lack of funding mean that, in many schools, one teacher is  
10 responsible for thirty or forty pupils. The result is often that children are deprived of the attention they need. Escalating classroom violence has also motivated some parents to remove their children from school.

Advocates of homeschooling believe that children learn better when they are in a secure, loving environment. Many psychologists see the home as the most natural learning environment, and  
15 originally the home was the classroom, long before schools were established. Parents who home-school argue that they can monitor their children's education and give them the attention that is lacking in a traditional school setting. Students can also pick and choose what to study and when to study, thus enabling them to learn at their own pace<sup>2</sup>.

In contrast, critics of homeschooling say that children who are not in the classroom miss out on  
20 learning important social skills because they have little interaction with their peers. Several studies, though, have shown that the home-educated children appear to do just as well in terms of social and emotional development as other students, having spent more time in the comfort and security of their home, with guidance from parents who care about their welfare. In spite of this, many critics of homeschooling have raised concerns about the ability of parents to teach their kids effectively. Many  
25 parents who home-school have no teacher training background and are not competent educators of all the subjects taught in schools. In terms of academic achievement, however, home schooled children do just as well as those who have been in the classrooms. Moreover, many home-educated children attend prestigious universities like Harvard and Stanford along with the conventionally educated students.

Adapted from *Active Skills for Reading. Book 3.*  
by Neil J. ANDERSON, p. 134-136.

**NOTES :**

stigma<sup>1</sup> = préjugé; pace<sup>2</sup> = rythme.

**COMPREHENSION CHECK:**

**A- Read the text and find the words or expressions whose meanings are given below. Write your answers like the example.**

**Example:** 1. = *ranks*

- 1- numbers (line 3)
- 2- insufficient numbers (line 9)
- 3- not given (line 10)
- 4- Increasing, Growing (line 11)
- 5- Parents in favour of, Defenders (line 13)
- 6- say, explain (line 16)
- 7- permitting, allowing (line 18)
- 8- other students, friends (line 20)
- 9- well-being, comfortable living conditions (line 23)
- 10- expressed, shown (line 24)
- 11- experience, (line 25)

**B- Give short answers to the following questions. (2 lines.)**

- 1- What is homeschooling?
- 2- What purpose did homeschooling serve initially?
- 3- Give the main reason why parents in US decide to teach their own children at home.
- 4- Quote three things that parents reproach the American education system with.
- 5- Write down three advantages of homeschooling?
- 6- What do critics say about home-schooled children?
- 7- What do critics of homeschooling reproach parents with?
- 8- Are the critics right? Justify your answer.
- 9- How well do homeschooled children perform?
- 10- Do homeschooled children reach university level? Justify your answer.

**PART TWO : LANGUAGE** 30%

**Fill each gap with the correct word from the brackets. Write your answers like the example.**

**Example:** 1 = *education*

**In a class of your own**

There are several forms of education today, tailored according to their targets. Like any form of 1. (*educate/education/educating*), the self-taught course has its advantages and its drawbacks. On the one hand, you are 2. (*autonomous/autonomy/autonomously*): no classroom, no timetable and so, no risk of getting a bad 3. (*attend/attendance/attending*) record. You are able to study at your own pace, anywhere.

On the other hand, can you really trust yourself to be 4. (*sufficiently/sufficient/self-sufficient*) motivated without some form of external stimulus? I 5. (*dreadful/dread/dreadfully*) postponed my first Spanish course. I made coffee, did domestic chores that were hardly 6. (*pressed/pressing/pressure*); I even watched daytime television. But, once I got started, I found the course 7. (*surprise/surprisingly/surprising*) engaging. The multimedia formats, colourful textbooks and creative teaching methods, all drew me into the 8. (*excite/excited/exciting*) of learning a new language.

Of course, if your aim is to be 9. (*expertise/expert/excerpt*) in the language, nothing can beat actually going to the country concerned. Total 10. (*immersion/immerse/immersing*) is clearly always going to be more 11. (*effect/effective/effectiveness*) than the odd thirty minutes with a set of tapes.

**PART THREE : WRITING** 30%

Do only one of the two tasks.

**TASK 1: (20-25 lines)**

An English speaking embassy in Abidjan asked you to write an article on the following topic: "Ivorian boys and girls should be given the same education opportunities." The best article will be published in an international magazine called "NEW AFRICAN YOUTH".

**TASK 2: (20-25 lines)**

Your American pen-friend sent you an e-mail in which he or she asked the following questions about large classes in your country:

- *How many pupils are there in a class?*
- *Is it easy to do good school work in such classes?*
- *What is good about large classes?*
- *Do you have a chance to speak English during the lessons?*
- *Do boys and girls attend the same schools?*

Reply to the letter.

**BACCALAURÉAT**  
**SESSION 2019**

**Coefficient : 2**  
**Durée : 3h**

## ANGLAIS LANGUE VIVANTE 2

**SÉRIE: A2**

*Cette épreuve comporte trois (03) pages numérotées 1/3, 2/3 et 3/3.*

**Do all the activities of this examination paper on your answer sheet.**

### **PART ONE : READING**

**40%**

**Read the text below and do the tasks that follow.**

#### **A new race of killers**

They sang, they danced, they praised their god and they slaughtered everyone on sight. When the killing "party" was over in Luxor, Egypt, last week, 58 foreign tourists lay dead. Most of the victims were Japanese, Swiss, German or British. Four Americans survived by hiding among Luxor's antiquities.

5 The attackers were Islamic zealots. "Their eyes looked as if they had taken drugs", recalled Rosemary Dousse, a 66-year-old Swiss tourist who was wounded in the stomach and leg. "They told us to kneel, and then they started shooting".

10 Eventually the six gunmen were chased into the desert and killed. They called themselves the Battalion of Havoc, meaning *Battalion of Destruction*. The Luxor killers belong to a new race of terrorists: religious fanatics who regard the unnecessary murder of innocent victims as a legitimate form of holy war.

Rigidly dogmatic, they seek no one's agreement; they are accountable to God. Anyone who does not fully share the precise beliefs of these groups may be seen by them as hostile. Afghanistan has become a hideout for all sorts of radical Muslim gangs.

15 Preventing attacks by the new breed of killers is urgent but not easy. Information sharing among Western allies helps. So do increased security measures at public places and government warnings to Westerners planning to travel to dangerous areas. But one of the most disturbing characteristics of the 90's terrorists is their tendency to hit "soft" targets. Swiss tourists are killed in Luxor, for example, to punish the United States.

20 Given the right weapons, the unholy combination of religious fervor and random killing could take terrorism to a frightening new plateau.

Terrorists armed with knives, guns and bombs are bad enough. Equipped with poison gas or germ weapons, they could pose a threat most of us would rather not think about.

By Christopher DICKEY, Adapted from *Newsweek*,  
December 1, 1997, p. 12.

**COMPREHENSION CHECK****A Vocabulary**

Match the words or expressions in Column (A) with their meanings or synonyms in Column (B) according to the text. One option in Column B is not concerned.

Write your answers like in the example.

**Example:** 9. Soft targets = h. defenceless or innocent victims

(A)	(B)
1. slaughtered (L. 1)	a. fanatics
2. zealots (L. 5)	b. hiding place
3. wounded (L. 6)	c. with no plan or aim, unplanned
4. kneel (L. 7)	d. sinful, ungodly, irreligious
5. gunmen (L. 8)	e. gangsters, terrorists
6. seek (L. 12)	f. hurt, injured
7. accountable (L. 12)	g. massacred
8. hideout (L. 14)	h. defenceless or innocent victims
9. soft targets (L. 18)	i. go down on the knees
10. unholy (L. 20)	j. look for, try to have
11. random (L. 20)	k. responsible
	l. dangerous

**B Comprehension**

Say whether the following statements are true (T) or false (F) according to the text. Then justify your answers by quoting the line(s) of the text. Write your answers like in the example.

**Example:** 1. T (Line 1)

- The terrorists were happy killing people.
- During the shooting, 58 Egyptian tourists were killed.
- Among the victims were four Americans.
- The Luxor killers were Muslim extremists.
- One of the survivors of the Luxor massacre was a Swiss woman.
- After the killing, the gunmen were caught and taken to the police station.
- For these killers, the killing of innocent people is a form of religious war.
- Only the judgement of God is important to the Islamic zealots.
- All the Muslim extremists were recruited in Afghanistan.
- Security information coming from Western countries is important to fight terrorism.
- Terrorists often attack people who carry weapons.

**PART TWO: LANGUAGE IN USE**

30%

Choose the right word or phrase in *italics* to complete this passage on space race.

Write your answers like in the example.

Example: 11 – at

Space exploration has always been one of the greatest challenges of our modern times. On the famous day (1) ... *where/when/what* the first man stepped out on to the moon, a Russian (2) ... *says/will say/said* to his American friend: “that (3) ... *is/was/had been* a great achievement but (4) ... *us/our/we* Russians are going (5) ... *do/to do/will do* much better. We are planning to send men (6) ... *to/on/in* an expedition to the sun.” The (7) ... *astonished/astonishing/astonishment* American replied: “but what about the heat, the sun light and radiation?”

The Russian (8) ... *smiling/smiled/smile* and replied: “We (9) ... *were/are/have been* not stupid. The expedition (10) ... *will send/will be sent/is sent* (11) ... *in/at/on* night.”

**PART THREE: WRITING**

30%

Do only one of the two tasks (*Not more than 25 lines*).

**Task 1:**

After the terrorist attack in Grand-Bassam, your Indian pen-friend wrote you a letter in which she/he asked the following questions:

- Where is Grand-Bassam situated?
- What places did the terrorists attack? Why?
- How did the Ivorian security forces react?
- What are the impacts of this terrorist attack on the tourist industry in Côte d’Ivoire?
- What can be done to protect the country against terrorism?

Write a reply to the letter.

**Task 2:**

You read in an American magazine that “*Africa is the continent of all calamities.*” Write a letter to the editor of the magazine to correct that bad image the author of the article has about Africa. The following ideas may help you :

- Africa is rich in raw materials.
- The continent has a great deal of tourist attractions.
- The African Cup of Nations
- The Ouagadougou Film Festival
- Etc.

**BACCALAURÉAT**  
**SESSION 2020**

**SÉRIE A1 - Coefficient : 4**  
**SÉRIE A2 - Coefficient : 2**  
**Durée : 3 h**

## LANGUE VIVANTE 1 : ANGLAIS

**SÉRIES : A1 – A2**

*Cette épreuve comporte quatre (04) pages numérotées 1/4, 2/4, 3/4 et 4/4.*

**Do all the activities of this examination paper on your answer sheet.**

### PART ONE : READING (40%)

**Read the text below and do the tasks that follow.**

#### **Chasing fair skin, Ivorians ignore whitening cream ban**

Many Ivorian women, as well as more and more men, are using creams with dangerous chemicals for depigmentation, despite government attempts to stop the practice. In late April, Côte d'Ivoire banned whitening creams because of the negative health effects associated with them, ranging from white spots and acne to cancer

5 If applied liberally, the cosmetics can also cause high blood pressure and diabetes, according to Professor Elidje Ekra, a dermatologist at Abidjan's Treichville University Hospital. The banned products include creams containing mercury, certain steroids, vitamin A, or with hydroquinone levels above two percent. Hydroquinone is often used in black and white photography and is banned as a skin-lightening ingredient in Europe as it is considered a potential carcinogen.

10 The dangers don't seem to deter consumers, though. While no official statistics are available, "tchatchos" or those with lightened skin, often recognisable by their darker knuckles and elbows, are omnipresent in Abidjan. Businesses continue to sell the whitening products, because they know people will continue to buy them despite the risks. "We know that our lightening products are dangerous", an executive for an Ivorian cosmetic company said, adding that a ban would be counterproductive. "It would push consumers to make their own products, which would be even worse. At least we know the composition." Some women say that it's societal pressure particularly from men that forces them to lighten their skin. "It's men that push women to become lighter", said Marie-Grace Amani, who has been whitening her skin for the past four years. Côte d'Ivoire's Health Minister agrees. Ivorian men "love women who shine in the night, they bring light and glow in the bedroom", she told AFP.

20 Three months after the new law which could entail a heavy fine was introduced, violator-salons are still advertising their lightening products. Whitening soaps with names like "Glow and White" and "Body White" leave little doubt as to their intended use. "After raising awareness, we will move to the next phase of removing products from the market", the Minister said. A national evaluation and marketing authorisation committee has been set up to ensure the implementation of the measures, but one of the biggest fights could be against cultural beauty standards. Lightened faces continue to proliferate on billboards in Abidjan, with the featured models flaunting fair skin. Ekra says that while it is a great initiative, the text is still an "empty shell". "We see women on national television who use the corrosive products", said Ekra. "Do those that enforce the measure even



**4. The dangers related to whitening products**

- a. discourage consumers
- b. have little effect on consumers
- c. lead consumers to take precautions
- d. threaten consumers

**5. Whitening product users can be identified by**

- a. different colours on their legs and arms
- b. the harmonious colour of their knuckles and elbows
- c. numerous colours covering their skin
- d. different colours of their knuckles and elbows

**6. According to the text, people with lightened skin can be met**

- a. everywhere in Abidjan
- b. elsewhere than in Abidjan
- c. at some specific neighborhood in Abidjan
- d. only in some suburb of Abidjan

**7. The sellers of whitening products are**

- a. ignorant of their bad effect
- b. indifferent about their bad effect
- c. aware of their bad effect
- d. prudent about their bad effect

**8. Why do business people in cosmetics think that the prohibition of these products will be useless?**

- a. because companies will lose money
- b. because there will be a proliferation of consumer-made products
- c. because there will be societal pressure
- d. because men may divorce their partners

**9. When reading advertisements like "Glow and White" and "Body White" people clearly understand that these products are for making their skin become**

- a. black
- b. white
- c. brown
- d. yellow

**10. In paragraph 4, which of the following elements is NOT listed as a means of advertisement of cosmetics?**

- a. billboards
- b. TV
- c. models
- d. social media

**11. According to the text, the new law is an empty shell because**

- a. they must fill the shell
- b. they respect it
- c. a lot of people in society ignore it
- d. people pay attention to it

**PART TWO : LANGUAGE IN USE** (30%)

This is part of an article about skin lightening. To make it meaningful, fill in the numbered gaps with the appropriate words from the box below. There are more words than gaps. Write your answers like in the example.

Example: 1- covers

their - because - lighten - as well - on - covers - of -  
daily - more - with - bleaching - fairer

After carefully washing her face, legs and arms, Taiwo Solomon vigorously rubs cream over her body. She is meticulous and makes sure she (1) ... her entire face. Solomon, 32, is (2) ... her skin. She believes (3) ... skin could be her ticket to a better life. So she spends her meager savings on cheap black-market concoctions that promise to (4) ... her pigment. This has been a (5) ... routine for the past 15 years. She says her new skin makes her feel (6) ... beautiful and confident.

Solomon is not alone. According to the World Health Organisation (WHO), 77 percent (7) ... women in Nigeria use skin-lightening products, the world's highest percentage. That compares (8) ... 59 percent in Togo, and 27 percent in Senegal. The reasons for this are varied but most people say they use skin-lighteners (9) ... they like "white skin". It's not only women though who are obsessed with bleaching (10) ... skins. Some men too are involved in the practice. Skin bleaching comes with hazardous health consequences. The dangers associated with the use of toxic components for skin bleaching include blood cancers such as leukemia and cancers of the liver and kidneys (11) ... as severe skin conditions.

Adapted from Al Jazeera.

**PART THREE : WRITING** (30%)

Do only one of the two tasks. (*Not more than 25 lines*).

**A/** You have represented your English club at a conference on skin whitening products in Accra, Ghana. Back in your country, write an article in your school English club's magazine in order to sensitize the school population against skin bleaching products.

In your article,

- list the main reasons which lead people to use skin whitening products and say which category of people are involved in this practice;
- mention the risks related to the use of such products;
- give useful advice to prevent this phenomenon.

**B/** You and your American boyfriend/girlfriend are planning to get married soon. However, in a recent letter he/she informed you that his/her parents wish you could have a lighter skin if you want to marry him/her.

Write a reply emphasizing your position about their request.

**BACCALAUREAT**  
**SESSION 2021**

**coefficient : 2**  
**Durée : 3 H**

## **LANGUE VIVANTE 2 : ANGLAIS**

**SERIE : A2**

*Cette épreuve comporte quatre (04) pages numérotées 1/4 2/4 3/4 et 4/4.*

### **PART ONE: READING (40%)**

**Read the text below and do all the activities that follow.**

In Sub-Saharan Africa, the urban population has doubled since the mid-1990s, and reached 400 million people in 2016. According to experts, 40% of the region's total population resides in cities, compared to 31 percent in 2000.

5 During the next 15 years, the United Nations predicts the world's 10 fastest-growing cities will be in Africa. However, the development of infrastructures and industries has not kept pace with the growth in urban population. Sixty percent of city dwellers in Sub-Saharan Africa live in slums, and only 25 percent have access to safe drinking water.

10 Poor sewage systems and weak flood control present another challenge. Kouman Kossia Tamia, a traditional queen from Ivory Coast, fears the floods that come with each rainy season. "When the rainy season comes, I cannot do anything because everything is blocked," she said.

15 Amadou Diarra, mayor of North Pikin, a suburb of Senegal's capital, Dakar, sees human waste management as a growing problem. "Waste is buried because there are no plants to deal with it. Instead, there's only one site that receives all the household waste in the Dakar region. The challenge in moving towards sustainability is to transform waste next to where it is produced rather than bury it underground," he said.

20 Most of Africa's urban growth is in small and middle size cities, with slightly more than half of African urban dwellers living in cities with populations of less than 250,000. Maggie Chantal, founder of the NGO "Urbanists Without Borders," said these intermediate cities are important to Africa's future because they help connect large cities and rural areas. "Without them," she added, "rural areas have neither equipment nor jobs, which would lead to an intensifying rural exodus by young people." She says large cities only contribute to economic and social problems such as slums.

25 But Africa already has many large cities, and the cities are getting larger and larger. Lagos, in Nigeria is projected to become the largest city in the world, with an estimated population of 88.3 million people by the year 2100, according to the World Economic Forum.

*Adapted from voanews.com/africa/rapid-urbanization-presents-new-problems-africa by Nicolas Pinault, May 20, 2019.*

### A. VOCABULARY CHECK

The words or expressions in column A are from the text. Match each of them with their synonyms or meanings in column B. One synonym or meaning in column B is not concerned. Write your answers like in the example. Example: 1- e

A	B
1. reached (line 2)	a. potable
2. kept pace with (line 6)	b. female monarch
3. dwellers (line 6)	c. inundation
4. slums (line 7)	d. durability
5. safe (line 7)	e. risen to
6. flood (line 8)	f. progressed at the same speed as
7. challenge (line 8)	g. rubbish, dirty things
8. queen (line 9)	h. problem
9. waste (line 13)	i. deposited in the earth
10. buried (line 13)	j. poor areas in big cities
11. sustainability (line 15)	k. flexibility
	l. residents

### B. COMPREHENSION CHECK

Read the text again and decide if these statements are true (T) or false (F). Then justify your answers by indicating the lines. Write your answers like in the example.

**Example:** 1. T ( line 1).

1. The urban population in Sub-Saharan Africa has doubled since 1995.
2. In 2000, there were less people living in cities than in rural areas of Sub-Saharan Africa.
3. According to United Nations' predictions, the population growth will decrease in Africa in the next 15 years.
4. 75 percent of the people living in slums don't have access to safe drinking water.
5. Kouman Kossia Tamia is a traditional authority.
6. Kouman Kossia Tamia is worried about rainy seasons.
7. The mayor of North Pikin is satisfied with the way rubbish is treated in Dakar region.
8. Mr Amadou Diarra suggests a durable approach to waste management in his country.
9. Medium size cities have population under 250,000 people.
10. Intermediate cities help to reduce rural exodus.
11. According the World Economic Forum the most populated city in 2100 will be in Africa.

### PART TWO: LANGUAGE IN USE (30%).

**A.** The passage below is an extract from an article related to population issues in Africa. Complete it with the appropriate words from the box below to make it meaningful. Write your answers like in the example.

**Example:** 1- center

unemployment-center-awareness-published-projected-annual-analysis-growth-while-these-many

Africa is expected to lead the world in population growth by the end of the century, according to an analysis published on Wednesday by the nonpartisan Pew Research 1..... The effects that the 2..... population growth will have on African countries is uncertain, said Mark Hugo Lopez, Director of Global Migration and Demography Research for Pew. 3.....the growth of the countries could result in economic 4 ..... it could also lead to an increase in the 5..... rate and other new economic pressures.

“It’s possible that 6..... population pressures could have an impact and create economic pressures as well that 7..... governments may need to address,” Lopez said.

The 8..... comes ahead of world Population Day, the 9..... July 11 United Nations event that seeks to raise 10 .....of global population issues. Pew’s analysis is based on the world Populations Prospects Report 11..... last month by the U.N.

**B.** Choose the correct option to complete each of the following sentences about urban problems. Write your answers like in the example.

**Example: 1 – c**

1. Many African countries are confronted..... demographic problems

*a- in b- with c-for d- by*

2. Would you prefer ..... in a rural area or in a big city ?

*a- live b- you are living c-you live d- to live*

3. City dwellers suffer..... diverse forms of pollution.

*a- from b- in c- of d- with*

4. Mayors are responsible..... the treatment of domestic waste in big cities

*a- of b-for c-from d- in*

5. If they had known, they..... in this risky area.

*a- wouldn't live b-have not lived c- would not have lived d- had not lived*

6. People living in slums are often dissatisfied... their living conditions.

*a- at b- of c-with d-about*

7. Listen carefully to me: I've got ..... important advice for a good life in this area

*a- a few b- some c-many d-any*

8. Keep on..... your environment clean for a healthy life.

*a- maintain b- to maintain c-maintaining d- for maintaining*

9. I suggest you..... this dangerous area.

*a- leave b- left c- had left d-are leaving*

10. New medical facilities have been erected..... the city

*a- at b- on c-over d-in*

11. The National Urbanization Committee strongly disagreed.... the Mayor on his new project.

*a- to b- with c- on d-about*

### **PART THREE: WRITING (30%)**

Do **only one** of the two tasks below (not more than 25 lines).

**A.** You received a letter from your Nigerian pen friend in which he described the problems related to domestic waste in his city. In your reply, share the experience of how your city deals with domestic waste.

- give the main sources of domestic waste in your country
- mention the main problems domestic waste causes
- say how the authorities of your country deal with these problems.

**B.** As the representative of an international NGO, you are sent to a Liberian city where people are facing problems of domestic waste. You have to talk to the population and sensitize them about this issue. In your speech,

- identify the sources of domestic waste;
- say how it can impact people's lives;
- show how they can solve this problem.