INSTITUT GIOVANNI BIFFI

INSTITUT GIOVANNI BIFFI

ANNÉE SCOLAIRE 2026-2027

DEVOIRS D'ANGLAIS

Niveau 1ière & Tle

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

Do all the activities of this examination on your answer sheets by reading and following carefully the instructions given.

PART ONE: READING FOR COMPREHENSION (**40%**)

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

'Human population growth will threaten many species by 2050'

The ongoing global growth in the human population has the potential to threaten hundreds of mammals and birds species with extinction within 40 years, a new study has warned. Scientists at the Ohio State University have determined that the average growing nation should expect at least 3.3 per cent more threatened species in the next decade and an increase of 10.8 per cent species threatened with extinction by 2050.

In a previous study, researchers had created a model based on 2000 data to forecast future threatened species connected to human population growth projections, and published the predictions in 2004.In this new study, that model's predictions were confirmed by 2010 actual figures. The scientists then used the same model, containing data on 114 countries, to extend their predictions to the middle of this century.

"The data speak loud and clear that not only human population density, but the growth of the human population, is still having an effect on extinction threats to other species," said Jeffrey McKee, professor of anthropology at Ohio State and lead author of the study."Our projection is based on human population density alone. It doesn't take into account climate change, industrialization or wars. So the actual numbers that we predict for 2050 will be very different because everything we do will exacerbate the problem," he said.

McKee collected data on threatened species from the International Union for Conservation of Nature Red List, and obtained human census data for 2000 and 2010 from the world database of the US Census Bureau. He created a model using equations to analyze relationships among these variables. After using 2010 data to confirm that the decade old predictions came true, the researchers used the same equations to determine that between now and 2050, the nations that see the most population density growth will experience higher numbers of species facing new threats of extinction.

The US ranks sixth in the world in the number of new species expected to be threatened by 2050, the research found. The Democratic Republic of the Congo tops the list, with a predicted new threat to more than 20 species in that time frame. The analysis suggests about 11 species will be newly threatened with extinction in the US. The model also suggests that the 21 countries with projected declining human populations by 2050 will see an average reduction in threatened species of 2.5 per cent. The study was published in the journal Human Ecology.

Adapted from The Economic Times Website, June 2013.

A/ VOCABULARY: Matching

*Words in column A are from the text. Read the text and match each word in **COLUMN A** with its meaning or synonym in **COLUMN B** like in the example:* **11 – e**

COLUMN A		**COLUMN B**
1. threaten	(Line 1)	**a–** information on the number of people

2. warned	(Line 2)	**b –**tell in advance
3. previous	(Line 6)	**c –**notified
4. forecast	(Line 6)	**d–**were real
5. take into account	(Line 14)	**e–**printed, issued
6. exacerbate	(Line 16)	**f** – is the first
7. human census data	(Line 18)	**g–**go through
8. came true	(Line 20)	**h –**put in danger
9. experience	(Line 22)	**i –**consider
10. tops	(Line 24)	**j –**worsen, aggravate
11. published	(Line 28)	**k –**former

B/ <u>COMPREHENSION CHECK:</u>

Read the text again and give short answers to the following questions:

1- Which animal species are particularly menaced by human population growth?
2- What is the main danger faced by these species?
3- What is the percentage of endangered species each developing nations should expect in the next ten years?
4- Were scientists' predictions of 2004 right? Justify your answer.
5- Who is Jeffrey McKee?
6- What criterion does the projection take into account according to Jeffrey McKee?
7- Which years' census figures did McKee collect during his researches?
8- Which nations will have higher number of species in danger in the future?
9- In which country is it predicted more than 20 animal species in danger in the next years?
10- What will happen in the 21 countries where human population will decline

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

A. *Fill each blank with the appropriate word from the box. Each word must be used only once. Write down your answers like in the example:***11 –vasectomy**

contraception – contraceptive – control – natural – permanent – pregnancy – pregnan-
sterilised – condom – vasectomy – operation

Family planning

Family planning and birth (**1**)……mean almost the same thing. They mean trying to make sure that a woman only becomes (**2**)……. when she and her husband want her to and reducing the chance of an unplanned (**3**)….. . Preventing pregnancy is called (**4**)……and there are many ways of doing this. Some of them are not accepted by some religions and in some societies.

One method for women is the oral (**5**)……pill, which is taken daily. Another is the cap, which a woman places inside herself. For men there is the (**6**)……. For both there are (**7**)…..methods, which involve calculating the days on which pregnancy will not occur.

Sterilisation is a (**8**)…..method of contraception: it is not possible for a woman to become pregnant after either she or her husband has been (**9**)…... In each case, a small (**10**)…..is carried out. For men this is called (**11**)….. .

B. *Choose the right option in each sentence. Write your answers like in the example:***11 – haven't they?**

1 – Peter can work (as / while / on / at) listening the radio.
2 – Many people are against (a use of /use of / the use of the /the use of) atomic bomb.
3 – The day before yesterday we (have been watching / were watching / are watching /watched)
television.
4 – They (are working / were working /have been working / been working) hard when I called on
them.
5 – When the crisis (be /is / were / will be) over, I'll get a job.
6 – She doesn't work in an office, (is she? /does she? /doesn't she? /isn't she?)
7 – John has three brothers but he is (the older / the elder / older / the eldest).
8 – Pedestrians should (had been / were / be / to be) careful when crossing a street.
9 – (Many / Much / Little /A little) people are now conscious of the importance of peace.
10 – Last year he did not appear on television (for /since /ago / just) three months.
11 – They have gone to London, (have they? / haven't they?/ did they? / didn't they?)

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

Do **the** task in **20 – 25 lines**.

TASK 1:

On the occasion of your English Club's activities, you had a discussion with your friend who believes that "population increase is not a problem for humanity". Your opinion is the opposite. Write the dialogue between you and him.

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COLLÈGE PRIVÉ PIERRE SIMON

ENGLISH TEST • UNIT 1: Lifestyle – moving with the times

School: Collège privé Pierre Simon **School Year:** 2026-2027
Class: Tle A **Teacher:** Mr Kocou dit le King

Name: …… **Date:** …… **Mark:** …… / 20

PART ONE: READING FOR COMPREHENSION [40%]

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

HOW TECHNOLOGY IS CHANGING OUR LIFESTYLE

Over the last fifty years, technology has transformed the way people live, work and communicate. In the past, families used to gather every evening to listen to the radio or to share stories, and people would write letters to keep in touch with their relatives. Today, a single smartphone allows anyone to call, shop and study from anywhere.

However, this progress has a price. Many young people have become addicted to social networks and spend long hours in front of their screens. As a result, face-to-face conversations have become rare, and some teenagers feel lonely and anxious. Moreover, online shopping, although convenient, often causes disputes when parcels arrive late or damaged.

Modern times have also seen a rise in migration. Whenever jobs are scarce, thousands of young Africans leave their countries in search of a better life in Europe. Unfortunately, many of them risk their lives crossing deserts and seas, while those who arrive often struggle to integrate into host societies.

To make the best of modern lifestyle, experts recommend that people limit their screen time, that schools teach the responsible use of technology, and that governments create jobs at home so that young people do not feel forced to leave. Change is inevitable, but it is up to us to make it beneficial.

A- VOCABULARY CHECK (10%)

The words in column A are from the text. Match each of them with its definition or synonym in column B. One option in column B is not concerned. Example: 1- transformed = g- changed completely

Column A	Column B
1- transformed (P1)	a- dangerous
2- gather (P1)	b- disagreements
3- addicted (P2)	c- come together
4- lonely (P2)	d- rare; not enough
5- convenient (P2)	e- easy and practical
6- disputes (P2)	f- useful; advantageous
7- scarce (P3)	g- changed completely
8- struggle (P3)	h- unable to stop doing something
9- integrate (P3)	i- sad because one is alone
10- beneficial (P4)	j- find it very hard to do something
	k- become part of a community

B- COMPREHENSION CHECK (30%)

Read the text again and answer the questions below.

1- How has technology changed people's lives over the last fifty years?

2- What did families use to do every evening in the past?

3- What can a smartphone do today?

4- Mention two negative effects of social networks on young people.

5- When do disputes occur with online shopping?

6- Does the writer think that online shopping is useless? Justify your answer.

7- Why do thousands of young Africans leave their countries?

8- What dangers do these migrants face?

9- What do experts recommend to make the best of modern lifestyle?

10- According to the writer, is change good or bad? Justify your answer.

PART TWO: LANGUAGE IN USE [30%]

TASK A (15%)

Read the passage below about lifestyle and fill in each numbered space with the right word from the box. One word from the box is not concerned. Example: 1- lifestyle

[lifestyle ; generation ; values ; kindness ; traditions ; technology ; communicate ; migrate ; society ; habits ; healthier]

Our (1-…) has changed a great deal in recent decades. The older (2-…) used to respect strong moral (3-…) such as honesty and (4-…), and families kept their (5-…) alive through stories and festivals. Today, (6-…) helps people to (7-…) instantly with friends all over the world. Many young people also (8-…) to other countries to look for jobs, and this changes (9-…) as a whole. Fast food has created bad eating (10-…) among teenagers.

TASK B (15%)

Choose the right word or expression from a, b, c and d to fill in the gaps in the sentences below. Example: 1- b

1- Last year, I (…) to Abidjan for the first time.
a- go / b- went / c- have gone / d- had gone

2- Before I moved to Bouaké, I (…) in Abidjan for five years.
a- lived / b- have lived / c- had lived / d- live

3- My grandfather (…) walk to the market every morning, but now he takes a taxi.
a- is used to / b- would / c- uses to / d- has

4- Since 2010, many things (…) in our town.
a- change / b- changed / c- have changed / d- had changed

5- (…) you decide to do, I will support you.
a- Whoever / b- Whatever / c- Wherever / d- Whenever

6- (…) arrives first will get the best seat.
a- Whatever / b- Whichever / c- Whoever / d- Wherever

7- Everybody admired her (…) when she helped the old man.
a- kind / b- kindly / c- kindness / d- kinder

8- Water (…) at 100 °C.
a- boiled / b- has boiled / c- boils / d- had boiled

9- I (…) such a big city before I visited Lagos.
a- never saw / b- had never seen / c- have never seen / d- never see

10- They have lived here (…) 2015.
a- for / b- since / c- ago / d- during

PART THREE: WRITING [30%]

Do only ONE task in not more than 25 lines.

TASK A (Letter of complaint)

Your best friend ordered a tablet online from a shop in London. It arrived three weeks late and the screen was broken. You decide to help him/her by writing a letter of complaint to the Customer Service Manager of the shop. In your letter,

- say why you are writing ;
- describe the problem (the delay and the damage) ;
- ask for a full refund or an immediate replacement.

TASK B (Speech / Phone call)

You are listening to a debate on Voice of Africa (VOA) about changes in lifestyle in Africa over the last decades. You decide to give your opinion through a phone call. In your intervention,

- compare the lifestyle of Africans in the past to their present-day lifestyle ;
- identify the factors that have contributed to those changes ;
- give recommendations on how to make positive lifestyle changes.

School: Collège Privé Pierre Simon **School year:** 2026-2027	**Class:** Tle A **Duration:** 3 hours
Student's name: ..... **Class:**	**NOTE / MARK** **..... / 20**

ENGLISH TEST N°1

Do all the activities that follow on the text.

PART ONE : READING — 40 %

A cell phone? Never for me.

Someday soon, I may be the last man in America without a cell phone. To those who see cell phones as progress, I say: they aggravate noise pollution and **threaten** our solitude. The central idea of cell phones is that you should be connected to almost everyone and everything at all times. The trouble is that cell phones **assault** your peace of mind no matter what you do.

I'm a dropout and aim to stay that way. I admit this will be increasingly difficult because cell phones are now passing a historic **milestone**. As with other triumphs of the mass market, they've reached a point when people forget what it was like before they existed. No one remembers life before cars, TVs, air conditioners, jets, credit cards and microwave ovens. So, too, now with cell phones. Anyone without one will soon be classified as a **crank** or member of the deep underclass.

Look at the numbers: in 1985 there were 340,213 cell phone users. By year end 2003 there were 159 million. (...) Among those 60 to 69, cell phone ownership (60 percent) is almost as high as among 18 to 24-year-olds (66 percent), though lower than among 30 to 49-year-olds (76 percent), according to a recent **survey** from the Pew Research Centre. Even among those 80 and older, ownership is 32 percent.

Of course, cell phones have productive uses. For those constantly on the road (salesmen, real-estate agents, repair technicians, some managers and reporters), they're a **godsend**. The same is true for critical workers (doctors, oil-rig firefighters) needed at a moment's notice. Otherwise, benefits seem **murky**. They make driving more dangerous. The Harvard Centre for Risk Analysis blamed cell phones for six percent of auto accidents each year, involving 2,600 deaths (but admitted that estimates are difficult).

Then, there's the **sheer** nuisance. Private conversations have gone public. We've all been subjected to someone else's sales meeting, dinner reservation, family **feud** and dating problem. In 2003 cell phone conversations totalled 830 billion minutes. Surely many could be postponed or forgotten. It's true that lots of people like to **gab**. Cell phones keep them company. Count that as a plus. But it's also true that lots of people dislike being bothered. These are folks who have cell phones but often wish they didn't. A recent **poll** asked which invention people hated most but couldn't live without. Cell phones won, chosen by 30 percent of respondents.

Some benefits may be overstated. Cell phones for teens were sold as a way for parents to keep tabs on children. That works up to a point. The point is when your kids switch off the phones.

Robert J. Samuelson, Newsweek, August 23, 2004

A. VOCABULARY CHECK (20 %)

Choose the best meaning of each underlined word from the text. Write your answers like the example.

Example: *1. threaten: b (menace)*

N°	Word	(a)	(b)	(c)	(d)
1	**threaten**	destroy	menace	increase	interrupt
2	**assault**	damage	reduce	disturb	attack
3	**milestone**	level, stage	distance	speed	starting block
4	**crank**	sick	retarded	illiterate	strange person
5	**survey**	study	new	publication	result
6	**godsend**	real pastime	real blessing	good opportunity	real advantage
7	**murky**	cannot be seen	quite limited	rather numerous	quite obvious
8	**sheer**	simple	very small	absolute	artificial

N°	Word	(a)	(b)	(c)	(d)
9	**feud**	ongoing quarrel	serious problem	business	meeting
10	**gab**	play a lot	dance a lot	talk a lot	listen a lot
11	**poll**	competition	question	investigation	vote

B. COMPREHENSION QUESTIONS (20 %)

Write short answers to these questions.

1. Is the narrator for or against cell phones? Give evidence from the text.
2. What are the drawbacks of cell phones according to the author?
3. Why does the author consider himself to be a dropout?
4. Why will anyone without a cell phone soon be looked at as a crank?
5. Which age group owns the most cell phones? Give the percentage.
6. To which two groups of workers are cell phones a real necessity?
7. Can people have private conversations on cell phones? Why not?
8. Are cell phones an efficient way for parents to "keep an eye" on their children?
9. Why do cell phones "make driving more dangerous" according to the author?
10. How can cell phones be inefficient in keeping an eye on children when they are out of home?

PART TWO : LANGUAGE IN USE 30 %

TASK ONE

Complete the following paragraph by selecting the right option in the brackets.

Example: *1 – used*

In the past, people **1/** (using – used – use) to eat meat of animals that they **2/** (to kill – killing – killed) themselves. They **3/** (had – will have – are having) the habit to make fire with stones by rubbing them. Five centuries ago, men **4/** (was – were – have been) hunters and women **5/** (have done – doing – did) farm tasks. But things have changed now in our era. But someone **6/** (would have told – telling – told) me that things already **7/** (have changed – are changing – were changing) before our era.

TASK TWO

Complete the following paragraph about lifestyles with either the present simple or the present perfect tense. Choose the correct verb form from the options given in brackets.

Write your answers like the example: *9 – has gone*

Lifestyle is a vital aspect of human well-being. It **1/** (plays / has played) a significant role in shaping societies for centuries. While new trends **2/** (emerge / have emerged) over time, some traditions **3/** (remain / have remained) unchanged. For example, people **4/** (follow / have followed) a daily routine that mainly **5/** (has consisted / consists) of specific activities. These activities **6/** (vary / have varied) from culture to culture, but they usually **7/** (reflect / have reflected) the values and beliefs of a particular community. Furthermore, lifestyle choices **8/** (impact / have impacted) both individuals and the environment.

PART THREE : WRITING 30 %

The cell phone is the most popular means of communication in today's world. However, a lot of people complain about it. Write a paragraph, to be published in your school English Club magazine, emphasizing the following aspects:

- what people do not like about cell phones;
- the advantages of cell phones;
- whether driving and cell phones can go together, etc.

Good luck!

ENGLISH TEST

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

There's no escape from the fact; the crime rate continues to increase every single day despite the governments taking so many precautionary measures. The truth be told, the real world is a blend of multiple opportunities and mixed economies which is why a lot of people get left out. You will be shocked to know, google lists America as one of the most dangerous countries of the world to live in. There are many reasons why people **commit** crimes. Though there has been immense improvement in the safety and security department, yet criminals don't seem to pull their punches back.

Poverty is perhaps one of the most concrete reasons why people commit crimes. Economic **deprivation** is seen as a major instigator in this regard. The hunger and poor economic conditions are what leads many people to invest themselves in criminal cases.

Furthermore there is peer pressure. Many young people commit crimes because they see a lot of their peers engaging in such acts. It is common for high school students and college going students to **engage** in drugs, weed, marijuana and a lot more. Drug addiction is then another rampantly growing disease which has slowly encapsulated many parts of the world. After research, when the most violent **criminals** were asked about their crimes, they **blamed** drugs as the main reason.

Politics can also be cited as a source of crime. The drive to get that seat is what swings many politicians to **equip** the youths with weapons and perform criminal activities. There have been several cases in African countries where politicians were found **guilty** of having killed their people in masses.

The world would be a better place to live if there were no crime. So it is crucial to stay away from criminals. People are completely blind in separating needs from desires. Even if you have less money for **survival**, you must be happy with it instead of willing to contour yourself in the **pool** of crime.

Adapted from www.netnewsledger.com , 14/03/2021 15:33

COMPREHENSION CHECK

A- VOCABULARY

Read the text and do the following matching. The words in column A are from the text. Match them with their meaning in column B. write your answers like in the example.

Example: 6 - b

Column A	**Column B**
1. Commit (L.6)	a) problem or privation
2. Deprivation (L.9)	b) accused
3. To engage (L.14)	c) responsible for ;
4. Criminals (L.16)	d) make
5. Blamed (L.17)	e) to provide or to give
6. To equip (L.19)	f) to take or to use
7. Guilty (l.20)	g) used
8. Survival (L.24)	h malefactors
9. Pool (L.25)	i) living; subsistence
	j) Group; excavation

B- Read more deeply the text and answer the following questions.

1. Name the elements called natural resources in the text. (05 at least).
2. What is a renewable resource according to the text?
3. Say why it is important for men to protect the nature.
4. Suggest what could be done to find solution to the problem of non-renewable resources.
5. Make a list of things people use wood from forest for.
6. Which other resources could be used by people instead of wood?
7. Is it possible for humans to live without nature? Justify your answer.

PART TWO: LANGUAGE IN USE (30%)

A- Choose the correct words to complete these sentences.

Example: 6 – reading

1. Uncontrolled **hunt / hunting** can damage natural resources.
2. We installed solar panels for **to heat / heating** the water in our house.
3. The dam was built for the purpose **to generate / of generating** electricity.
4. **Taking / taken** millions of years to form, fossil fuel will soon all be used up.
5. I enjoy **to watch / watching** films about nature.
6. I like **to read / reading** because it increases our knowledge.

B- Put the verbs in brackets in the indicated tenses. Write your answers like in the example

Example: 6 – were killing

1. He (to wait) for two hours since midday. (*past perfect continuous*)
2. Nahi (not find) the ideal flat yet. (*simple present*)
3. Somebody (to smoke) here. Open the door. (*Present perfect continuous*)
4. Sarah (to be) a secretary for six months. (*past continuous*)
5. I (not write) any Christmas Card yet. (*present perfect continuous*)
6. Poachers (to kill) animals for years. (*past continuous*)

PART THREE: WRITING (30%)

Topic:

A large portion of forest is getting devastating in so many parts of the world. As a chairman of your English Speaking Club, you have been invited to take part to a replanting trees program. After taking part to that program, you decide to write paragraph of 15 lines the reason why forests are destroyed, the consequences and the solutions to preserve our nature.

You can get it if you really want!… Good luck.

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COLÈGE PRIVÉ PIERRE SIMON

ENGLISH TEST • UNIT 1: Lifestyle – moving with the times

School: Collège privé Pierre Simon
School Year: 2026-2027
Class: Tle A
Teacher: Mr Kocou dit le King
Name: .....
Date: ..... **Mark:** ..... / 20

PART ONE: READING FOR COMPREHENSION [40%]

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

HOW TECHNOLOGY IS CHANGING OUR LIFESTYLE

Over the last fifty years, technology has transformed the way people live, work and communicate. In the past, families used to gather every evening to listen to the radio or to share stories, and people would write letters to keep in touch with their relatives. Today, a single smartphone allows anyone to call, shop and study from anywhere.

However, this progress has a price. Many young people have become addicted to social networks and spend long hours in front of their screens. As a result, face-to-face conversations have become rare, and some teenagers feel lonely and anxious. Moreover, online shopping, although convenient, often causes disputes when parcels arrive late or damaged.

Modern times have also seen a rise in migration. Whenever jobs are scarce, thousands of young Africans leave their countries in search of a better life in Europe. Unfortunately, many of them risk their lives crossing deserts and seas, while those who arrive often struggle to integrate into host societies.

To make the best of modern lifestyle, experts recommend that people limit their screen time, that schools teach the responsible use of technology, and that governments create jobs at home so that young people do not feel forced to leave. Change is inevitable, but it is up to us to make it beneficial.

A- VOCABULARY CHECK (10%)

Match each word from column A with its definition or synonym in column B. One option in column B is not concerned. *Example: 1- transformed = g- changed completely*

Column A	Column B	Answers
1- transformed (P1)	a- dangerous	1 - .....**g**.....
2- gather (P1)	b- disagreements	2 - .....
3- addicted (P2)	c- come together	3 - .....
4- lonely (P2)	d- rare; not enough	4 - .....
5- convenient (P2)	e- easy and practical	5 - .....
6- disputes (P2)	f- useful; advantageous	6 - .....
7- scarce (P3)	g- changed completely	7 - .....
8- struggle (P3)	h- unable to stop doing something	8 - .....
9- integrate (P3)	i- sad because one is alone	9 - .....
10- beneficial (P4)	j- find it very hard to do something	10 - .....
	k- become part of a community	

B- COMPREHENSION CHECK (30%)

Read the text again and answer the questions below.

1- How has technology changed people's lives over the last fifty years?

.....
.....

2- What did families use to do every evening in the past?

.....
.....

3- What can a smartphone do today?

.....

.....

4- Mention two negative effects of social networks on young people.

.....

.....

5- When do disputes occur with online shopping?

.....

.....

6- Does the writer think that online shopping is useless? Justify your answer.

.....

.....

7- Why do thousands of young Africans leave their countries?

.....

.....

8- What dangers do these migrants face?

.....

.....

9- What do experts recommend to make the best of modern lifestyle?

.....

.....

10- According to the writer, is change good or bad? Justify your answer.

.....

.....

PART TWO: LANGUAGE IN USE [30%]

TASK A (15%)

Fill in each numbered space with the right word from the box. One word is not concerned. *Example: 1- lifestyle*

lifestyle ; generation ; values ; kindness ; traditions ; technology ; communicate ; migrate ; society ; habits ; healthier

Our (1- *lifestyle*) has changed a great deal in recent decades. The older (2-…….) used to respect strong moral (3-…….) such as honesty and (4-…….), and families kept their (5-…….) alive through stories and festivals. Today, (6-…….) helps people to (7-…….) instantly with friends all over the world. Many young people also (8-…….) to other countries to look for jobs, and this changes (9-…….) as a whole. Fast food has created bad eating (10-…….) among teenagers.

TASK B (15%)

Choose the right word or expression from a, b, c and d to fill in the gaps. *Example: 1- b*

1- Last year, I (…) to Abidjan for the first time.	a- go / b- went / c- have gone / d- had gone
2- Before I moved to Bouaké, I (…) in Abidjan for five years.	a- lived / b- have lived / c- had lived / d- live
3- My grandfather (…) walk to the market every morning, but now he takes a taxi.	a- is used to / b- would / c- uses to / d- has
4- Since 2010, many things (…) in our town.	a- change / b- changed / c- have changed / d- had changed
5- (…) you decide to do, I will support you.	a- Whoever / b- Whatever / c- Wherever / d- Whenever
6- (…) arrives first will get the best seat.	a- Whatever / b- Whichever / c- Whoever / d- Wherever
7- Everybody admired her (…) when she helped the old man.	a- kind / b- kindly / c- kindness / d- kinder
8- Water (…) at 100 °C.	a- boiled / b- has boiled / c- boils / d- had boiled
9- I (…) such a big city before I visited Lagos.	a- never saw / b- had never seen / c- have never seen / d- never see
10- They have lived here (…) 2015.	a- for / b- since / c- ago / d- during

PART THREE: WRITING [30%]

Do only ONE task in not more than 25 lines.

TASK A (Letter of complaint) Your best friend ordered a tablet online from a shop in London. It arrived three weeks late and the screen was broken. You decide to help him/her by writing a letter of complaint to the Customer Service Manager of the shop. In your letter, • say why you are writing; • describe the problem (the delay and the damage); • ask for a full refund or an immediate replacement.	**TASK B (Speech / Phone call)** You are listening to a debate on Voice of Africa (VOA) about changes in lifestyle in Africa over the last decades. You decide to give your opinion through a phone call. In your intervention, • compare the lifestyle of Africans in the past to their present-day lifestyle; • identify the factors that have contributed to those changes; • give recommendations on how to make positive lifestyle changes.

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DEVOIR DE NIVEAU N° 1
PREMIER SEMESTRE
2020 -2021

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TERMINALE A
Coefficient : 2
Durée : 3 h

LANGUE VIVANTE 1 : ANGLAIS

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

Social media networks are changing our way of having relationships

Communication technology is invading our life more than ever before. Mobile phones are never farther than a reach of our hands away. Emails, social networks, the internet are more present than ever before. More than 60% of all internet users also communicate via social networks and over 85 % of all teenagers have accounts on social networks.

Psychologists have started to define terms like Facebook addiction in their reports. Social media sites can be so addicting that people, especially youngsters, do not want to spend time with anything else, they live their relationships in a virtual world.

People often choose to talk to each other via mobile phone, Skype or communicate via facebook because they may be afraid of getting to know each other, face to face. However, by doing this, they are missing out on their partner's facial expressions or the gestures that the other makes. Emotions are reduced to Likes or dislikes, smiley faces or other emoticons.

Psychology experts have also noticed that more and more marriages are breaking up. One of the reasons may be because Facebook makes it possible to communicate with old friends from high-school or former boy or girl friends that you have not had contact with in ages.

Couples are not communicating with each other as they should in real life. They sometimes even break up over Facebook and other social networks. Frequently, they do not argue about things in the usual way, they tend to carry out quarrels in public. As a result, others comment about something that should be solved privately. They don't share with each other, they share with everyone,

It is strange to consider the fact that software developers and social network creators are, in real life, not really very social. Most of them are shy people who like to stick to their computers and do not create lasting friendships.

Facebook has defined privacy in a new way. Many things that should be private have become public. Social media has changed the world. It has helped uprisings in Arab countries and overthrown governments. Facebook, Twitter and others are omnipresent. They are the last things we worry about when we go to bed and the first thinks we check on when we get up.

In the future more social networks may pop up. We may be able to not only share photos with others but also our shopping lists or illnesses. More and more sites on the web are telling people to share. The more followers and friends we have the more excited we get.

Adapted from internet

Tournez la page S.V.P.

COMPREHENSION CHECK

A/ Match the words from the text in Column A with their meaning in Column B according to the text. There are more words in (B) than in (A). write your answers like in the example.

Example : 1- h

Column A	Column B
1- social network (line 3) 2- addiction (line 5) 3- youngsters (line 6) 4- face to face (line 9) 5- missing out (line 10) 6- breaking up (line 12) 7- carry out (line 17) 8- shy (line 21) 9- uprisings (line 24) 10- pop up (line 27) 11- followers (line 29)	a- young persons b- persons who like your personal facebook c- if you want to do something all the time d- violent actions against an established government e- being destroyed f- emerge, show up g- therefore h- internet platform on which people chat i- in person j- losing something that may good to you k- nervous or timid in the company of other people l- expose

B/ Choose the right option according to the text and write it down on your answer sheet. Write your answers like in the example.

Example : 1-c

1- How do psychologists describe young people behaviour face to social media?

a. They find them not involved
b. They find them less interested
c. They find them dependent on it
d. They them innovators

2- The psychologists think that youngsters are living their relationships in

a. A realistic world
b. A dreaming world
c. A socialization way
d. A virtual sphere

3- People prefer to exchange via social media because they may

a. Not be eager to meet
b. Be afraid of meeting in person
c. Want to avoid problems
d. Be very busy

4- When communicating only via facebook or Skype, people are deprived of

a. Their interlocutor's face expression
b. Their partner's voice
c. Their partner's thought
d. Their partner's haircut

5- In paragraph four, Facebook is part of

a. The reinforcement of people union
b. Peaceful atmosphere in couples'life
c. The disunion of couples
d. Reconciliation between couples

6- Psychologists affirm that communication is cut within couples by

a. The dispute between the husbands and wives
b. Facebook addiction of youngsters
c. Social network and Facebook
d. The attribution of household chores

7- Couples using social media are used to setting their disputes

a. Privately
b. Before their respective family
c. With the help of their friends
d. In a public way

Tournez la page S.V.P.

8- What is the truth about software developers and network creators ?

a. They are shy and not sociable
b. They don't stick to their computers
c. They create lasting friendship
d. They love people

9- Why it is said that social network is a means of political struggle in paragraph 7 ?

a. Because it has helped to defend people
b. Because politicians use it
c. Because of its availabilty
d. Because it is used to lead revolution

10- To what extent are twitter and Facebook omnipresence in our daily life ?

a. They are always available
b. Our mind sleeps and gets up with them
c. Everybody use it
d. They help us in our researches

11- Having a large number of followers on social networks, makes people

a. Well-known
b. Compose themselves
c. Feel sad
d. Feel very enthusiastic

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

This is part of an article about the negative impact of social media on young people. To make it meaningful, fill in the gaps with the appropriate words from the box below. There are more words than gaps. Write your answers like in the example.
Example :

wasting – mood – such – media – after – than – known – The more – dissatisfied – more – about – resulting

Youngsters addicted to social **(1)…**end up spending hours, each day, watching videos, photos, and other content posted in the accounts they follow. This addiction disrupts other activities, **(2)…**as school work, sports, study, and other productive routines. They end up **(3)…** a substantial amount of time, every day,**(4)…**in poor grades in school. Some heavy users of social media admit to checking their feeds as many as 100 times a day, and sometimes, during school hours too. Some of the kids also realise that they are wasting a lot of time on social media, which affects their **(5)…**negatively. It also builds in them a defeatist attitude.

Using Facebook is also **(6)…**to lead to a decline in the subjective well-being of youngsters. **(7)…**they use Facebook, the more they feel **(8)…**with their lives, in general. Teens are also observed to be suffering from "Facebook depression" **(9)…**spending too much time on it or other social networking sites. Some also become anxious and moody, as they see that the lives of their friends are better **(10)…**their's, even though they may know that their representation is idealised. However, vulnerable teens are **(11)…**prone to this than their condent counterparts.

Adapted from internet

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

Topic :
Technology does not have only negative aspects in people life. It also influences positively our lifestyles. In a paragraph, say what good things technology has done for the human being today.

Write your contribution in 20 lines maximum

ANWSER KEY

PART ONE

COMPREHENSION CHECK

A/ VOCABULARY (2pts/ answer) **20 points**

1- h (example)
2- c
3- a
4- i
5- j
6- e
7- l
8- k
9- d
10- f
11- b

B/ COMPREHENSION (2pts/ answer) **20 points**

1- c (example)
2- d
3- b
4- a
5- c
6- c
7- d
8- a
9- d
10- b
11- d

PART TWO (3pts/ answer) **30 points**

1- media (example)
2- such
3- wasting
4- resulting
5- mood
6- about
7- The more
8- dissatisfied
9- after
10- than
11- more

PART THREE **30 points**

The candidates is expected to write a paragraph of twenty lines maximum, in which he will show only the positive aspects of technology in people lifestyle.

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Collège Notre dame des lacs Yamoussoukro **ANNÉE SCOLAIRE : 2026 – 2027**

CLASSE : Tle A1, Tle A2 **DURÉE : 2 HEURES** **Mardi 13 Octobre 2026 10H-12H**

DEVOIR SURVEILLE D'ANGLAIS

Read the text and do all the activities that follow it.

Health and Lifestyle

Lifestyle is referred to the characteristics of inhabitants of a region in special time and place. It includes day to day behaviors and functions of individuals in job, activities, fun and **diet**. In recent decades, lifestyle as an important factor of health is more interested by researchers. According to WHO 60% of related factors to individual health and quality of life are **correlated** to lifestyle.

Millions of people follow an unhealthy lifestyle. Hence, they encounter illness, **disability** and even death. Problems like metabolic diseases, joint and skeletal problems, cardio-vascular diseases, hypertension, overweight, violence and so on, can be caused by an unhealthy lifestyle. The relationship of lifestyle and health should be highly considered. Today, wide changes have occurred in life of all people. Malnutrition, unhealthy diet, smoking, alcohol consuming, drug abuse, stress and so on, are the presentations of unhealthy lifestyle that they are used as dominant form of lifestyle. Besides, the lives of citizens face with new challenges. For instance, **emerging** new technologies within IT such as the internet and virtual communication networks, lead our world to a major challenge that threatens the physical and mental health of individuals. The challenge is the overuse and misuse of the technology. Therefore, according to the existing studies, it can be said that: lifestyle has a significant influence on physical and mental health of human being.

In some countries, the overuse of drugs is a major unhealthy lifestyle. Iran is one of the twenty countries using the most medications. They prefer medication to other intervention. Furthermore, in 15–40% of cases most of people use medications about without prescription. Pain relievers, eye drops and antibiotics have the most usage in Iran. While **self-medications** such as antibiotics have a negative effect on the immune system, if the individual would be affected by infection, antibiotics will not be **effective** in treatment.

Overall, 10 percent of those who are self-medicated will experience severe complications such as drug resistance. Sometimes drug allergy is so severe that it can cause death.

Finally, variables of lifestyle that influence on health can be categorized in some items: Diet and Body Mass Index (BMI), the greatest factor in lifestyle which has a direct and positive relation with health, exercise for treating general health problem; sleep; sexual behavior; substance abuse considered as an unhealthy lifestyle; medication abuse; application of modern technologies which misuse may result in **unpleasant** consequences; recreation; and study, a key factor in lifestyle that may lead to more physical and mental health.

Adapted from: Impact of Lifestyle on Health, Iran Journal of Public Health, 2015 Nov

PART ONE: READING (22 points)

COMPREHENSION

A/ Vocabulary check (01 pt each)

Match the words or expressions in column A with their definitions or synonyms in column B. One word in column B is not concerned. Write your answer like in the example**: 1-H**

COLUMN A	COLUMN B
1- lifestyle (L1)	A- taking medicine without seeing a doctor.
2- diet (L2)	B- appearing.
3- correlated (L4)	C- food
4- disability (L5)	D- handicap, incapacity or incompetency.
5- emerging (L11)	E- having a corresponding characteristic.
6- self-medications (L18)	F- efficient.
7- effective (L19)	G- disagreeable.
8- unpleasant (L25)	H- style of living of a person or a group.
9- lead to	I- be responsible for

B/ Comprehension check (02 pts each)

Read the text again and give short answers to the following questions. 02 lines maximum

1- Define what lifestyle is.

2- What are some components of lifestyle ?

3- What do people encounter after following unhealthy lifestyle ?

4- What are the dominant forms of unhealthy lifestyle ?

5- What are the new challenges facing citizens ?

6- Which country mostly use medications ?

7- How many people face severe complications due to self-medications ?

PART TWO: LANGUAGE IN USE (08 points)

TASK A: Complete the following text about past and present lifestyle with the correct words from the box. One word is not concerned. Example: 1-past.

past – media – lifestyle – lives – advancements – communication – recipients – relied – face – significant – migration

In comparing present and (1) _____ lifestyles, it's fascinating to observe the evolution of human existence. Our current (2) _____ is shaped by technological (3) _____ that have revolutionized various aspects of our daily (4) _____. From communication to entertainment and work, the changes have been profound.

In the past, (5) _____ was primarily done through physical letters and landline telephones. It required patience and time for messages to reach their (6) _____. Today, we have the luxury of instant communication through

smartphones, email, and social (7) _____ platforms. It has transformed the way we connect with others, allowing us to be in touch with people around the world at any given moment.

Entertainment has also undergone a (8) _____ transformation. In the past, people (9) _____ on physical activities and face-to-(10) _____ interactions for amusement.

TASK B: Choose the correct option in brackets. Example: 9- has been

1. Our lifestyle can _____ a negative impact on our health. (**had had** – **had been** – **have**)

2. Technology _____ people's life today. (**influenced** – **influences** – **influence**)

3. In the past, our parents _____ powerful computers. (**didn't use** – **don't use** – **hasn't been using)**

4. Lifestyle _____ people's lives for many years. (**impacted** – **had impacted** – **has been impacting**)

5. In general, Ivorian nationals _____ very attached to their customs and traditions. **(are – is – was)**

6. My health _____ worse since I changed my lifestyle. (**have been getting – has been getting – was been getting)**

7. In today's society, more and more people _____the internet more than ever before. (**are using – is using – has used)**

8. In the coming years, we hope that moral values _____ from our human societies. (**will not disappear – have not disappeared – is not disappearing)**

9. My uncle _____ sick recently. **(was - has been - will be)**

PART THREE: WRITING (10 points)

During your vacation, you go to Accra in Ghana with your friends for a linguistic visit. During this period of time, the food you eat in the canteen is of bad quality and poorly-cooked. This situation is alarming you. So you decide to write a letter to the Manager of this canteen to denounce this problem and request actions to put an end to it.

In your letter:
- **Say why you are writing the letter.**
- **Mention some consequences of this situation.**
- **Suggest some solutions to solve the problem.**

Note: The Manager's address is: P.O. Box 12, Accra, Ghana.

20 lines maximum.

ONLY HARD WORK PAYS OFF!

BAC – JE TESTE MON NIVEAU
SESSION AVRIL 2026

Coefficient : 2
Durée : 03 heures

LANGUE VIVANTE 2 : ANGLAIS

SERIE : A2

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

PART ONE: READING

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

How digital wallets have transformed the lives of millions in Africa

Africa continues to be the world's leader in mobile banking, as millions of the region's unbanked and underbanked embrace digital wallets to manage their finances. The disparity between cell phone penetration and financial inclusion has resulted in significant growth in Africa's digital wallet market, allowing users to manage their money without access to a formal bank account. Just 54% of African

adults have a bank account, while cell phone penetration in the region reached 61% in 2023, according to World Bank data.

The Sub-Saharan Africa region is at the global epicenter of mobile money on the continent, with 835 million registered accounts – nearly 50% of the global share – which amount to $2.5 billions transactions daily in 2023. GSMA (Global System for Mobile Communications Association) notes that

this represents 19% year-on-year growth and accounts for two-thirds of total global transaction values. In contrast, the number of registered mobile wallet accounts worldwide reached 1.75 billion in 2023, and the yearly value of transactions is up 14% to $1.4 trillion.

The surge in mobile wallet usage across sub-Saharan Africa is impressive, yet it came about because of the region's unique challenges. Historically, many communities have faced numerous barriers to traditional banking services, including geographical isolation and economic, social, and political factors, leading them to rely heavily on cash transactions. However, it is the transition from informal to formal financial management that has opened up a whole new world of possibilities for the region's unbanked and underbanked. It allows people to access a wide range of modern financial services and is vital for establishing a financial identity. This, in turn, makes it easier to access salaries and government aid through direct deposits.

Users are now using mobile money services to save, apply for microloans and insurance policies, as well as remit money both locally and internationally. According to GSMA's State of the Industry Report on Mobile Money, the number of mobile money services offering savings grew from 39% in 2022 to 44% in 2023, while microinsurance services are surging. Mobile money also enables more African women to save money than other financial services.

[…] Mobile wallets make it easier to send and receive money, a crucial service for families with loved ones working abroad. In 2023 alone, international remittances surged to $29 billion in Sub-Saharan Africa, a one-third increase compared with 2022, according to GSMA data.

Adapted from https://sbs-software.com/insights/digital-wallets-in-africa/

COMPREHENSION CHECK

A. Vocabulary

Find in the text the words or expressions corresponding to the following meanings or definitions. The indicated lines will help you. Write your answers like in the example.

Example : 1 – digital wallets

1. online payment applications (L.2)
2. financial record (L.4)
3. focal point (L.7)
4. equal (L.8)
5. internationally (L.11)
6. sudden and strong augmentation (L.13)
7. money (L.16)
8. permits (L.18)
9. economize (L.21)
10. transfer (L.22)
11. in or to another country (L. 26)

B. Comprehension

Write short answers to the questions below. (Not more than 3 lines)

1. What is Africa a world leader in?
2. Who is embracing digital wallets in Africa?
3. What percentage of African adults have a bank account?
4. What was the cell phone penetration rate in Africa in 2023?

5. How many registered mobile money accounts are there in Sub-Saharan Africa?
6. What percentage of the global share do these accounts represent?
7. What is the daily value of mobile money transactions in Sub-Saharan Africa?
8. What has limited access to traditional banking in many African communities?
9. What financial services can users apply for through mobile money?
10. How much did international remittances reach in Sub-Saharan Africa in 2023?

PART TWO: LANGUAGE IN USE (30%)

A. The passage below is about the future of digital financial services through the African continent. Read it carefully and fill in the gaps with the appropriate words from the box to make it meaningful. One word is not concerned. Write your answers like in the example.

Example: 1 - wallet

accelerating	**networks**	**operators**	**money**	**rural**	**promote**
supported	**impact**	**wallet**	**solutions**	**vital**	**rise**

The African digital (**1**) … market will continue to grow, driven by a surge in mobile penetration, innovation in digital financial services, and collaboration between mobile (**2**) … companies and banks. Digital wallets are (**3**) … not only for enhancing financial inclusion, but also for fostering a vibrant digital economy across the continent. Future growth in the region is expected to be (**4**) … by more affordable smartphones and the expansion of 4G and 5G (**5**) …. The smartphone transition is particularly important, as it allows more people to engage in the digital economy, boosting access to financial services and fostering innovation in contactless payment (**6**) … and other fintech services. As the adoption of 4G continues to (**7**) … in Africa, it is forecast to account for 50% of total connections by 2030, according to a GSMA report on Sub-Saharan Africa's mobile economy in 2024. 5G adoption is also (**8**) … and expected to contribute $10 billion to the region's economy by 2030, accounting for 6% of mobile's total economic (**9**) …, GSMA data shows.

However, it is essential to understand that Africa's surge in digital wallet usage transcends global trends as it is a tailored local response to unique challenges. Initiatives like M-Pesa show how fintech companies and mobile (**10**) … are customizing their services to align with specific community needs. The increasing acceptance of digital wallets, bolstered by strong mobile infrastructures, highlights how these cutting-edge solutions (**11**) … financial inclusion while supporting broader economic development across the region.

Adapted from https://sbs-software.com/insights/digital-wallets-in-africa/

B. The sentences below deal with the advantages of mobile money. Choose the right options among the suggested ones to make the statements meaningful. Write your answers like in the example.

Example: 1- launched

1. Last year, the government **(launched** / **h**as **launched** / **launches)** a new digital banking policy to improve financial inclusion.
2. Many young entrepreneurs (**benefited / have benefited** / **has benefited)** from mobile banking services since 2020.
3. If rural populations had better internet access, they (**have used** / **will use** / **would use**) online financial platforms more frequently.
4. The company (**will expand** / **has expanded** / **would expand**) its services to three new countries next year.
5. By the end of last month, several users (**will register** / **had registered** / **have registered**) for the new application.
6. If the network system fails tomorrow, customers (would not be able / have not been able / **will not** be able) to complete transactions.
7. Over the past decade, mobile money services (**have transformed** / **are transforming** / **has transformed)** the way people manage their savings.
8. The Central Bank (**introduces** / **introduced** / **will introduce**) new security measures two years ago.
9. If banks reduced their service fees, more people (will open / had opened / **would open**) accounts.
10. The number of digital wallet users (**has increased** / **have increased** / **had increased**) significantly in recent years.
11. Before the reform (**was been implemented** / was implemented / **were implemented**) many citizens **had relied** only on cash transactions.

PART THREE: WRITING (30%)

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

<u>Task</u> A

Recently, you participated in the 5th *African Mobile Banking Summit* in Nigeria which was about the importance of mobile banking in Africa. On your return, the chairman of your school English club asks you to write an article to be published in the next issue of your English club magazine. In your article:

- say what mobile banking is,
- show how important it is,
- explain its impact on economic development in Africa.

Task B

Your British pen-friend John Walker sent you a letter in which he explains you the usefulness of mobile banking in his country. He asks you some questions to know more about mobile banking in your country. In your answer to his letter,

- Tell him how widely mobile banking is used in your country,
- Show the importance of this service on people's life in your country,
- Explain him how the use of mobile banking contributes to the dynamism of your country's economy.

Niveau : **Tle A**
Durée : **3 h**

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

Do all the activities of this examination on your answer sheets by reading and following carefully the instructions given.

PART ONE: READING FOR COMPREHENSION (**40%**)

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

'Human population growth will threaten many species by 2050'

The ongoing global growth in the human population has the potential to threaten hundreds of mammals and birds species with extinction within 40 years, a new study has warned. Scientists at the Ohio State University have determined that the average growing nation should expect at least 3.3 per cent more threatened species in the next decade and an increase of 10.8 per cent species threatened with extinction by 2050.

In a previous study, researchers had created a model based on 2000 data to forecast future threatened species connected to human population growth projections, and published the predictions in 2004.In this new study, that model's predictions were confirmed by 2010 actual figures. The scientists then used the same model, containing data on 114 countries, to extend their predictions to the middle of this century.

"The data speak loud and clear that not only human population density, but the growth of the human population, is still having an effect on extinction threats to other species," said Jeffrey McKee, professor of anthropology at Ohio State and lead author of the study."Our projection is based on human population density alone. It doesn't take into account climate change, industrialization or wars. So the actual numbers that we predict for 2050 will be very different because everything we do will exacerbate the problem," he said.

McKee collected data on threatened species from the International Union for Conservation of Nature Red List, and obtained human census data for 2000 and 2010 from the world database of the US Census Bureau. He created a model using equations to analyze relationships among these variables. After using 2010 data to confirm that the decade old predictions came true, the researchers used the same equations to determine that between now and 2050, the nations that see the most population density growth will experience higher numbers of species facing new threats of extinction.

The US ranks sixth in the world in the number of new species expected to be threatened by 2050, the research found. The Democratic Republic of the Congo tops the list, with a predicted new threat to more than 20 species in that time frame. The analysis suggests about 11 species will be newly threatened with extinction in the US. The model also suggests that the 21 countries with projected declining human populations by 2050 will see an average reduction in threatened species of 2.5 per cent. The study was published in the journal Human Ecology.

Adapted from The Economic Times Website, June 2013.

A/ VOCABULARY: Matching

*Words in column A are from the text. Read the text and match each word in **COLUMN A** with its meaning or synonym in **COLUMN B** like in the example:* **11 – e**

COLUMN A		**COLUMN B**
1. threaten	(Line 1)	**a–** information on the number of people
2. warned	(Line 2)	**b –**tell in advance
3. previous	(Line 6)	**c –**notified
4. forecast	(Line 6)	**d–**were real
5. take into account	(Line 14)	**e–**printed, issued

6. exacerbate	(Line 16)	**f** – is the first
7. human census data	(Line 18)	**g**–go through
8. came true	(Line 20)	**h** –put in danger
9. experience	(Line 22)	**i** –consider
10. tops	(Line 24)	**j** –worsen, aggravate
11. published	(Line 28)	**k** –former

B/ <u>COMPREHENSION CHECK:</u>

Read the text again and give short answers to the following questions:

1- Which animal species are particularly menaced by human population growth?
2- What is the main danger faced by these species?
3- What is the percentage of endangered species each developing nations should expect in the next ten years?
4- Were scientists' predictions of 2004 right? Justify your answer.
5- Who is Jeffrey McKee?
6- What criterion does the projection take into account according to Jeffrey McKee?
7- Which years' census figures did McKee collect during his researches?
8- Which nations will have higher number of species in danger in the future?
9- In which country is it predicted more than 20 animal species in danger in the next years?
10- What will happen in the 21 countries where human population will decline
11-

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

A. *Fill each blank with the appropriate word from the box. Each word must be used only once. Write down your answers like in the example:***11 –vasectomy**

contraception – contraceptive – control – natural – permanent – pregnancy – pregnant – sterilised – condom – vasectomy – operation

Family planning

Family planning and birth (**1**)……mean almost the same thing. They mean trying to make sure that a woman only becomes (**2**)……. when she and her husband want her to and reducing the chance of an unplanned (**3**)….. . Preventing pregnancy is called (**4**)……and there are many ways of doing this. Some of them are not accepted by some religions and in some societies.

One method for women is the oral (**5**)……pill, which is taken daily. Another is the cap, which a woman places inside herself. For men there is the (**6**)……. For both there are (**7**)…..methods, which involve calculating the days on which pregnancy will not occur. Sterilisation is a (**8**)…..method of contraception: it is not possible for a woman to become pregnant after either she or her husband has been (**9**)…... In each case, a small (**10**)…..is carried out. For men this is called (**11**)….. .

B. *Choose the right option in each sentence. Write your answers like in the example:***11 – haven't they?**

1 – Peter can work (as / while / on / at) listening the radio.
2 – Many people are against (a use of /use of / the use of the /the use of) atomic bomb.
3 – The day before yesterday we (have been watching / were watching / are watching /watched) television.
4 – They (are working / were working /have been working / been working) hard when I called on them.

5 – When the crisis (be /is / were / will be) over, I'll get a job.
6 – She doesn't work in an office, (is she? /does she? /doesn't she? /isn't she?)
7 – John has three brothers but he is (the older / the elder / older / the eldest).
8 – Pedestrians should (had been / were / be / to be) careful when crossing a street.
9 – (Many / Much / Little /A little) people are now conscious of the importance of peace.
10 – Last year he did not appear on television (for /since /ago / just) three months.
11 – They have gone to London, (have they? / haven't they?/ did they? / didn't they?)

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

Do **only one** of the two tasks in **20 – 25 lines**.

TASK 1: Write an essay on environmental problems in your country due to population growth.
Here are ideas and information which may help you:

-the Ivorian population was 23,202,000 inhabitants in 2012;

-16 million hectares of forest at the beginning of the century, less than 1 million today;

-many animal species in danger particularly elephants;

-pollution of air and water due to industries, household waste, agriculture;

-poorer soils; poor living conditions in cities; etc

TASK 2: On the occasion of your English Club's activities, you had a discussion with your friend who believes that "population increase is not a problem for humanity". Your opinion is the opposite. Write the dialogue between you and him.

"FAILING TO PREPARE IS PREPARING TO FAIL"

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Ministère de l'Education Nationale

COLLEGE PRIVE FOUNGA BOUAKE
Enseignement Général
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REPUBLIQUE DE COTE D'IVOIRE
Union - Discipline – Travail

Année Scolaire : 2025 - 2026

DEVOIR DE NIVEAU Terminale : LV1 ANGLAIS

Durée : 3 H
Coeff : 2

PART ONE: READING (40%)

Read carefully the text below and do all the activities that follow it.

Mobile phones have been changing the lives of Africans all over the continent more than any other invention before. There are more people using mobile phones in Africa than in Europe and America combined. In fact, mobile phones are growing fast on the whole continent, especially in regions South of the Sahara desert. Today, there are more than 600 million mobile **5** phone users in Africa.

Mobile phones provide a wide variety of services that citizens, especially in rural areas wouldn't have. They offer Education in places where it is hard to get. Mobile phones are used for farming projects, where farmers can get information on crop prices. Health websites tell villagers what to do in case of emergencies when a doctor is available or far away. People even **10** use mobile phones for entertainment in areas where there is no TV. Mobile banking has become widespread across Africa because many Africans don't have their own bank account. Mobile phones are helping people set up businesses and make money, thus raising the continent's overall income. Through mobile phones more people in Africa have access to internet than the clean water and sanitation.

15 In the last ten years, the number of mobile phone users in Africa has increased greatly. While in the early days people focused on sending messages and talking to relatives, the internet is the main service that is used today. It has become an absolute necessity and in many places has replaced the desktop PC. In Nigeria for example, there are more mobile phone users than PC-internet users. Especially Kenya is strongly connected to mobile phones. The country is also **20** called Silicon Savanna because 92% of the Kenyans go online through mobiles phones.

While most people are buying cheap, low-end phones, smartphones with internet access are becoming popular too. For phone makers, Africa is the market of the future. Blackberry, for example are stagnating in Europe and the USA but making a lot profit in third world countries.

Many African can remember the days when life without phone communication was **25** extremely difficult. People in remote villages had to travel kilometers to a cybercafé in order to access the internet. As there were only landline connections, people seriously ill often died because they couldn't get medical help fast enough. Today, Africa is the first continent to have more mobile phones than landline connections.

Adapted from Move Forward 2nd, p.33 - 34

COMPREHENSION CHECK

A) VOCABULARY: ***Read the text carefully then find the words whose meanings or definitions are given below. The indicated line will help you. Do like in the example.***

Example: 11- Landline

1- Put together;Taken as a whole (L 3)

2- Offer; Furnish (L 6)

3- Unexpected dangerous situations (L 9)

4- Trendy; Largely diffused (L 11)

5- Increasing; Elevating (L 12)

6- Parents by blood or marriage (L 16)

7- Get connected to internet; Navigate (L 20)

8- Not expensive and not so sophisticated (L 21)

9- Staying in great stocks in stores (L 23)

1o- Very far away from the cities (L 25)

11- That move through a fixed cable (L 28)

COMPREHENSION STATEMENTS*: Read the text again and say whether the following statements are True or False. Write (T) for TRUE and (F) for FALSE then justify your answer by indicating the line(s). Do like in the example:*

Example: 11 –T (L25)

1) Mobile phones have influenced Africans' lifestyles only in a few countries.

2) There are less mobile phone users in Europe and America than in Africa.

3) The exact number of mobile phone users on the whole Africa is not known

4) Mobile phones are unuseful in the field of Education in African countrysides.

5) Mobile phones contribute to the development of economy in African countries.

6) A decade behind, there were more mobile phone users in Africa than today.

7) At first, Africans got interested in mobile phones just to keep in touch.

8) Most Nigerians prefer navigation with mobile phones to computers.

9) All Kenyan people have access to internet by means of Mobile phones.

10) Mobile Phone makers believe in their prosperity in Africa in years to come.

11) People in rural areas are extremely far from cybercafés.

PART TWO: LANGUAGE IN USE (30%)

TASK (A): ***The paragraph below is about the impact of mobile phones on modern people's lifestyle. Fill in each of its blanks with the appropriate option from the box to make it meaningful. Some options in the box are not concerned. Do it like in the example:***

Example: 11) affect

who / number / grades / communication / internet / affect / to / social / holding / consequences / because / their / part of

Mobile phones have evolved into the most advanced means of .... **(1)** .... and have become an almost indispensable .... **(2)** .... our every day lives. We see individuals .... **(3)** .... these smartphones everyday, everywhere, from youngs .... **(4)** .... adults. Everyone has found these devices to be valuable in their workplaces, schools, and homes. On today school campuses, a considerable .... **(5)** .... of people, particularly students, can be seen using mobile phones. They can use .... **(6)** .... mobile phones to make calls and send messages. However, students .... **(7)** .... are addicted to their phones may have undesirable .... **(8)** .... such as obtening bad .... **(9)** .... in school's evaluations. Moreover, it has also an impact on their health .... **(10)** .... they do not eat at appropriate times and do not get enough sleep. Playing mobile phones frequently might .... **(11)** .... their minds or hearings.

TASK (B): ***The paragraph below is about the advantages of mobile phones in rural areas in Africa. Select the appropriate options from the brackets that make it meaningful. Do like in the example:***

Example: 6- have improved

THE POSITIVE IMPACT OF MOBILE PHONES IN RURAL AREAS IN AFRCA

In several rural areas across Africa, mobile phones **(1- changed / had changed / change)** the way people live and communicate. Before their arrival, villagers **(2- had depended / depended / have depended)** on face-to-face communication or letters to send messages. When phones **(3- have arrived / had arrived / arrived),** they **(4- bring / brought / have bring)** new opportunities for business, education, and health services. Today, mobile phones **(5- had helped / help / helped)** farmers to get market prices and weather information quickly. They **(6- improved / have improved / had improved)** banking too, allowing people to save and transfer money safely. In short, mobile phones play an essential role in reducing isolation and promoting development in rural communities in Africa nowadays

PART THREE: WRITING (30%)

Choose only one of the two tasks below and do it in not more than 25 lines.

TASK (1): ***After listening to a debate on BBC whose the theme was: " The place of Smartphones in the modern society ", write a paragraph to be published in an International American magazine in which you give your view. In your paragraph, you may,***

- Say how smartphones are useful to people in the modern society;
- Mention some misuses of smartphones by some modern people ;
- Suggest what should be done to regulate the use of Smartphones.

TASK (2): ***The government of your country aims at banning Smartphones in all the Universities through out the country blaming them for being the main means of fraud in tests and national exams. As a correspondante of a well-known NGO " EQUAL RIGHTS FOR ALL", write a letter to the Minister for Communication of your country to complain about such a decision. In your letter,***

- Say how important are Smartphones in students' lives today;
- Say what may happen if Smartphones happen to be banned in universities;
- Suggest solutions to eradicate the phenomenon of fraud through smartphones.

DRENA: SEGUELA **ANNEE SCOLAIRE** : **2022-2023**
ETABLISSEMENT : **Lycée Moderne Bad** **SERIE A1** : Coefficient 4
CE ANGLAIS **SERIE A2** : Coefficient 2
NIVEAU: TERMINALE **DUREE** : **3 Heures**

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DEVOIR D'ANGLAIS

Ce devoir comporte quatre (04) pages numérotées 1/4, 2/4, 3/4 et 4/4.

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

PART ONE: READING 40%

Read the text below and do the tasks that follow.

RACIAL SEGRAGATION AROUND THE WORLD

Racial segregation can be defined as the practice of restricting people to certain circumscribed areas of residence or to separate institutions (schools, churches) and facilities (parks, playgrounds, restaurants, restrooms) on the basis of race. Racial segregation provides a means of maintaining the economic advantages and superior social status of the politically dominant group, and in recent times it has been employed primarily by white populations to maintain their ascendancy over other groups by means of legal and social colour bars. Racial segregation has appeared in all parts of the world where there are multiracial communities, except where racial amalgamation occurred on a large scale as in Hawaii and Brazil. In such countries, there has been occasional social discrimination, but not legal segregation. In the Southern states of the United States, on the other hand, legal segregation in public facilities was current from the late 19th century into the 1950s. The civil rights movement was initiated by Southern Blacks in the 1950s and 1960s to break the prevailing pattern of racial segregation.

This movement spurred passage to the Civil Rights Act of 1964, which contained strong provisions against discrimination and segregation in voting, education, and use of public facilities. Elsewhere, racial segregation was practiced with the greatest rigour in South Africa, where, under the apartheid system, it was an official government policy from 1950 until the early 1990s. Sit-in movement, nonviolent movement of the U.S. civil rights era began in Greensboro, North Carolina, in 1960. The sit-in, an act of civil disobedience, was a tactic that aroused sympathy for the demonstrators among moderates and uninvolved individuals. African Americans, usually students, would go to segregated lunch counters, sit in all available spaces, request service, and then refuse to leave when denied service because of their race. In addition to creating disruptions and drawing unwanted publicity, the action caused economic hardship for the owners of the businesses, because the sit-in participants took up spaces that normally were filled by paying customers. Although the first lunch-counter sit-in began with just four participants, the attention paid to the protest created a movement that spread across the South in 1960 and 1961 to include 70,000 Black and white participants. It affected 20 states and resulted in the desegregation of many local businesses in those communities. The sit-in movement produced a new sense of pride and power for African Americans. By rising up on their own and achieving substantial success protesting against segregation in the society in which they lived, Blacks realized that they could change their communities.

Adapted from www.britannica.com

COMPREHENSION CHECK

A- VOCABULARY

Read the text and match the words in column A with their definitions or synonyms in column B. **One word in column B is not concerned.** Write your answers like in the example.
Example: **1- J**

COLUMN A	COLUMN B	ANSWERS
1. segregation (line 1)	A- a position of power, strength or success	**1- J**
2. restrooms (line 3)	B- combination, union	**2…...**
3. ascendancy (line 5)	C- incited, stimulated or encouraged	**3…...**
4.amalgamation (line 7)	D- a peaceful form of protest in which people occupy an area and refuse to leave	**4…...**
5. current (line 10)	E- of the present time	**5…...**
6. spurred (line 13)	F- refused	**6…...**
7. sit-in (line 17)	G- difficult conditions of life	**7…...**
8. denied (line 21)	H- toilets	**8…...**
9. hardship (line 22)	I- dispersed widely	**9…...**
10. spread (line 25)	J- separation	**10…...**
11. pride (line 27)	K- a feeling of self-respect and personal worth	**11…...**
	L - **student**	

B- COMPREHENSION CHECK

Read the text again and say whether the statements below are true **(T)** or false **(F)** according to the text. Justify your answers by indicating the line(s) of the text. Write your answers like in the example. ***Example 1: T (line 1-3)***

1. Racial segregation consists in separating people because of their skin colour.
2. Racial segregation allows a dominant group to be superior socially, politically and economically.
3. Racial segregation was not legal in countries such as Brazil and Hawaii.
4. Civil Rights Movement was a fight against racial separation.
5. Civil Rights Act was signed in 1964.
6. Civil Rights Act fought for discrimination in voting, education and public services.
7. Racial separation was practiced in South Africa unrigorously.
8. Sit-in was an extremely violent movement used by protestors.
9. Sit-in caused economic profits for the owners of the businesses.
10. Sit-in included only 70,000 black African American participants.
11. Thanks to non-violent fights, black people retrieved their pride.

PART TWO: LANGUAGE **30 %**

TASK A

This is a paragraph written by a member of your English club for the English club magazine. As a member of the Editing Committee, choose the correct words in the box to fill in the blanks in order to make it more meaningful. Write your answers like in the example. **Example: *1. Racism***

massacres – White - supremacy – condemn - killed - ~~racism~~ – attack – attack – Hatred undetermined - focus - restrictions

President Trump condemned **1** ***racism*** and white supremacy on Monday morning, in the wake of back-to-back mass shootings over the weekend that **2……**a total of 31 people and wounded dozens more. One of the **3……..**took place moments after the suspected gunman posted a hateful manifesto online. The other one occurred in the Dayton. "In one voice, our nation must **4……**racism, bigotry and white **5……..,** these sinister ideologies must be defeated," Mr. Trump said during brief public remarks at the **6……**House that denounced the ideologies espoused by the suspect in the **7……..**at a Walmart store in El Paso. "Hate has no place in America," he continued. "**8……**warps the mind, ravages the heart and devours the soul." Mr. Trump stopped short of embracing tighter **9……**on guns, and called instead for more **10……..**on violent video games and mental illnesses. According to the Police Department, 21 individuals were killed in El Paso attack. Amongst them, 13 victims were American citizens, seven were Mexican citizens, one was German and one person's nationality was **11……..**

Adapted from nytimes.com

TASK B

The sentences below are about racism. Read them carefully and choose the right option to make each sentence more meaningful. Do it like in the example.

Example: 1 - a

1. …….. segregation was practiced rigorously in South Africa.

a) Racial ***b) race*** ***c) racially*** ***d) racism***

2. Apartheid system was an ……government policy from 1950 until the early 1990s.

a) office ***b) officer*** ***c) official*** ***d) officially***

3. In Johannesburg, there was **……**violence last week.

a) race ***b) racism*** ***c) racial*** ***d) racially***

4. Protesters and looters destroyed **…….** centers.

a) commerce ***b) commercial*** ***c) commercially*** ***d) commercialization***

5. The situation seems to be …….in different ways

a) tragic ***b) tragically*** ***c) tragedy*** ***d) tragedies***

6. Nigeria planned to boycott a major**……**summit in Cape Town.

a) economic ***b) economically*** ***c) economics*** ***d) economy***

PART THREE: WRITING

30%

Do only one of the two tasks below.

TASK 1: (20-25 lines)

The American embassy asked you to write a letter to Human Rights Watch to denounce the xenophobic and racial treatments some citizens are victims of in the United States and in other parts of the world. In your letter:

- Mention the reasons why they are ill-treated;
- Give some consequences related to this inhumane behaviour and suggest some solutions to live in a more pacific world.

The best letter will be published in an international magazine called **"NEW YORK TIMES".**

TASK 2: (20-25 lines)

Do you think it is possible to stop racism or racial discrimination in a world where we have been talking about globalization?

- State clearly your opinion and give arguments in favour of your position;
- Give truthful examples.

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Duration : 2 hours

Lycée Moderne Bangolo

Level : 1ere A &D

2024-2025

ENGLISH COMMON TEST N°1

Read the text and do all the activities that follow it.

PARRT ONE: READING (10 points)

STIGMA AND DISCRIMINATION

Initially, when people **found out** that I was HIV-positive, I experienced a lot of stigma and discrimination. Nobody wanted to come to my house, and I was **ostracized**. I asked myself, 'what I have done **to deserve** such treatment from people I have trusted for such a long time?'

I knew that people were talking- they would be **chatting** and then the minute I got closer they would go quiet. When I went past, they would start talking again. It was hard losing friends. 'why don't they want to be associated with me anymore?' I asked myself. At the time, I was **angry**. I couldn't **figure it out**. But I know that they didn't know enough HIV.

I was lucky because the nurses at the clinic were very **supportive**, not only to me, but also to my mother. They found a support network for my family and friends who received counselling and support.

People often internalize stigma because they assume that no one will accept them if they have HIV. Although it can be hard to accept your status, it is important to do so in order to be able deal with the discrimination directed at you by others.

It is **vital** for people with HIV to be in contact with others who are living with the virus, for example by joining support group or attending group counselling sessions. This is important so that you can **empower** yourself **to deal with** stigma and discrimination in a way that will not affect your health. It also gives some comfort to know that you are not the only one who is dealing with an infection, and to have a network of connections to call on when you need support. The more you talk about the virus, the more you are able to accept your status, **sort out** your life and manage your health as you would with any other chronic illness.

Adapted from http://www.health24.com/Media/HIV-AIDS/Real -life- story-Nokhwezion-stigm-and-discrimination-20120721- DR

A/ VOCABULARY (5points)

Match the words from the text to their synonyms or meanings. Do like the example.1-j

Word from the text	Synonym or meaning
1- **found out** 2- **ostracized** 3- **to deserve** 4- **chatting** 5- **angry** 6- **figure it out** 7- **supportive** 8- **vital** 9- **to empower** 10- **deal with** 11- **to sort out**	a- refused to be member of a social group b- to have the power to do something c- furious, enraged d- necessary or essential e- talking in a friendly informal way with somebody f- to merit g- helpful h- to cope with i- to arrange j- discovered k- understand something

B/ COMPREHENSION CHECK: (5 points)

Read the text again and answer the following questions

1) what is the title of the text?
2) Why was the author ostracized at first?
3) What did people do when the author walked past them?
4) Who were the people who treated the author differently?
5) Who gave her the support she needed?

PART TWO: LANGUAGE IN USE. (15 points)

A/ Complete the sentences below with the appropriate phrasal verb in the correct form: **run out- sort out- find out- fall out- carry out.**

Ebola is a huge health problem. The international community is helping to ……1…….the problem. The general impression is that we have….2…..time to stop it. Scientists all over the world are stepping up their efforts to ….3…….tests on vaccines and other appropriate treatments. The women were devastated when they …..4….that they had contracted Ebola. My friend and I ….5……over what the best solution was to the problem.

B/These sentences below are in direct speech. Turn them into reported speech.

Example: 'what is your name?', the boy asked me. → The boy asked me what was my name.

1- 'what I have done to deserve such treatment from people I have trusted for such a long time?', she asked.

2- ‘why don’t people want to be associated with me anymore?’ I asked myself.

PART THREE: WRITING (15 points)

Suppose you have been diagnosed with HIV and you are HIV-positive. Write an email to your friend to inform him/ her about it.

1- What type of email are you going to write?
2- Write your email taking into account:
   - Greetings
   - Say why you are writing
   - Ask for advice

NB: No more than 15 lines.

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SCHOOL: GROUPE SCOLAIRE MOHAMED V BOUAKE
STUDENT'S FULL NAME: ……..…..
DATE:……

ACADEMIC YEAR: 2024/2025

TEACHER: Mr KONE

CONTACT: 0708781721

ENGLISH TEST N° 1

LEVEL: 1ere D

DURATION: 1 H 30MIN

MARK	REMARK	PARENT'S SIGNATURE

PART ONE : Read the text quickly and say what it is about Ecotourism: What on Earth Is It?

Ecotourism can simply mean visiting a place where nature - or ecology - is the main attraction. Ecotourism involves travel to natural habitats, places where the land and wildlife are the reason for visiting and may be in need of preservation. Sustainable tourism on the other hand is when tourists make a smaller impact on the place they are visiting.

This means respect for the local culture as well choosing businesses that have sustainable practices. Ecotourism and sustainable tourism are ethically similar, and shouldn't be confused with adventure tourism, as tour packages that take visitors to national parks or reserves may not necessarily be operated by companies that are actively preserving or supporting the location. In countries like Australia, Sweden, Costa Rica and Kenya, ecotourism guidelines have been put in place, but elsewhere the classification is loose and tourism businesses can make use of the term without committing to the environment.

A legitimate ecotourism destination respects and supports the indigenous people of the area. Those of us who dream of an adventure in the Galapagos or taking wildlife photographs in misty jungle locations should look for an eco-tour with a genuine operator so our tourist dollar goes towards the local community and conservation of the surrounding environment.

COMPREHENSION CHECK(8PTS)

A- COMPREHENSION QUESTIONS (4pts) *Read the text and answer to the following questions about ecotourism!*

1-According to the text what is ecotourism**?(1pt)**

……

…….....

2-Is ecotourism different from sustainable tourism? Justify your answer ? **?(1pt)**

……

……

……

……

3- Does hiring a tour package guaranty ecotourism? Justify your answer ? **?(1pt)**

……

…….....

4-What does a true ecotourism destination imply? **?(1PT)**

……

…….....

B-Vocabulary check: (4PTS)

The words in column A are from the text. Match each of them with its meaning in column B. Write your answers like in the example. One word is not concerned

ANSWERS.

Example: 1-C (1pt) ; **4-…..**

2-…. ; **5-….**

3-…. ;

COLUMN A	COLUMN B
1- Ecology 2- Travel 3- Wildlife 4-Tourism 5- Sustainable	a-that can last long b-is the fact of travelling to visit different places for leisure and discovery c- is the ways in which plants animals and people are related to each other and to their environment or the scientific study of this. d-Go from a town/country to another e- Animals and plants in nature

PART TWO: LANGUAGE IN USE (*6points*)

TASK 1: (3PTS)

(pts) Write sentences in the tenses in brackets.

Write sentences in the tenses in brackets.

1 I / work / in a bar/ and/ save / money (past continuous) **(1pt)**

……

2 The captain /transport/ migrants/ for several years (past perfect continuous)

……

3 Before he / reach / Morocco / he / cross / three countries (past simple; past perfect)

……

TASK 2 : ***Complete the paragraph below with appropriate words from the box.***

similar – sustainable – packages – ecotourism – commitment – genuine – involves

Tourism has had different forms in the past years. Today, people talk more about **(1-ecotourism 0.5pt)**. It is a growing industry which is helping to the protection of natural ressources. It also empowers local communities. Africa has been a leader in the international towards (2…….) tourism. That's why tourists are seeking for tour (3……) which take into account the preservation of nature. It (4……..) the (5……..) to eat food that is made of local ingredients, to stay in (6……..) accommodation that is environmentally friendly. Therefore, ecotourism and being more responsible for the preservation of nature are (7……..) in order to allow future generations to enjoy wonderful heritage. Adapted from the definition of ecotourism by Hector Ceballos- Lascurain.

PART THREE: WRITING (6 points)

After your visit to Cape Coast, you decide to write an article in your school English club magazine to inform the members about ecotourism. Write this article in which you:

- say what ecotourism is;
- give the advantages of ecotourism;
- encourage your friends to promote ecotourism. (15 lines maximum)

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GOOD LUCK !

COLLÈGE PRIVÉ MERLAN-ADJAMÉ

Secondaire Général de la 6ème à la Tle /Tél : 01 02 24 02 54
E-mail : collegeprivemerlan@yahoo.com / Code : 049577

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ENGLISH COMMON TEST

Duration : 2H
CE : ENGLISH
LEVEL : 1ière
2026-2027

Ce sujet comporte deux (02) pages numérotées 1/2 et 2/2.

PART ONE: READING (08 pts)

Read the text below and do the tasks that follow.

Tourism plays an important role for nearly all WTO members, especially in terms of its contribution to employment, GDP, and the generation of foreign exchange. Tourism-related services are typically labour-intensive, with numerous links to other major segments of the economy, such as transport, cultural and creative services, or financial and insurance services.

Tourism and travel-related services include services provided by hotels and restaurants, travel agencies and tour operator services, tourist guide services and other related services.

A crucial aspect of trade in tourism services is the cross-border movement of consumers. This permits a variety of workers, including those in remote areas, to become service exporters, for instance, by guiding tourists, performing in local events, or working in tourist accommodations. While digitalization offers great potential for many aspects of tourism services, the sector continues to depend highly on the cross-border movement of both customers and employees, and remains strongly linked to transport services.

Tourism commitments have been undertaken by over 133 WTO members, more than in any other service sector. This indicates the desire of most members to expand their tourism sectors and to increase inward foreign direct investment (FDI) as part of their efforts to promote economic growth.

The level of commitments by sub-sector varies widely for tourism and travel and travel-related services. Commitments on services provided by hotels and restaurants are the most frequent, with a significantly smaller number of WTO members making commitments on travel agencies and tour operator services. Only about half of the members with commitments on tourism have included tourist guide services, and only a few members have made commitments for the ‘‘other’’ tourism services category.

Tourism services, like other services covered by the General Agreement on Trade in Services (GATS), were included in the services negotiations that began in 2000. One of the earliest documents was a proposal for a GATS Annex on Tourism.

A. VOCABULARY CHECK

Find in the text the words whose meanings or synonyms are given below. The lines are indicated to help you. Number 1 is an example. Write your answer like this: *1-employment*

1. Recruitment (Line 1)
2. Abroad (Line 2)
3. hard work (Line 3)
4. guarantee (Line 5)
5. significant (Line 9)
6. no limit (Line 9)

7. far (Line 10)
8. computerization (Line 12)
9. engagement (Line 16)
10. develop (Line 18)
11. internal (Line 18)

B. <u>COMPREHENSION CHECK</u>

Read the text and give short answers to the questions below.

1. What is the text about?
2. What does WTO stand for?
3. How is Tourism important?
4. How are tourism-related services?
5. Which other services do tourism and travel-related services comprise?
6. Who has initiated the Tourism guarantees?
7. How many members with commitments on tourism have been involved in tourist guide services?
8. When did the services negotiations start?

<u>PART TWO</u>: LANGUAGE IN USE (05 pts)

The text below is a summary of a newspaper article about the place of natural resources in the development of countries. Some verbs have been deleted. Use the verbs between brackets and put them either into the present perfect or into the present perfect continuous.

Write on your sheet of paper, your answers like in the example. **1- *have helped***

Natural resources 1-(to help) already the world's people for a long time, they 2- (to contribute) to the development of many countries. People from all countries 2- (to know) that we must take care of natural resources. I remember once, the president of the industrialists said that he 3-(to lead) this association since 2010 and he knows best that natural resources 4- (to help) the industry for more than a millennium. Industrialists and ordinary citizens 5- (to take) advantage of this situation since the industrial revolution. We 6-(to see) countries that 7- (to build) their development on natural resources. We 8-(to take) care of them but the unaware persons 9-(to destroy) them for over 200 years. Fortunately, we 10- (to convince) them to change their vision and they have stopped destroying them.

<u>PART THREE</u>: WRITING (07 pts)

Your Liberian pen-friend has heard about some tourist attractions of your country and he is eager to come and visit some of them. He asks you, through an email, to suggest to him a tourist attraction he can visit when he comes. In your reply,

- Propose a tourist attraction
- Say why it is worth visiting
- Explain what you felt, during your last visit to that

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COLLEGE NOTRE DAME DES LACS YAMOUSSOUKRO ACADEMIC YEAR: 2026-2027

FULL NAME: …… **LEVEL:**……..

WORKSHEETS - UNIT 2: FREEDOM AND CIVIL RIGHTS

ACTIVITY 1: Reading for comprehension. Read the text carefully and all the activities that follow:

1 On November 14, 1960, 6-year old Ruby Bridges, escorted by four **gun-toting** federal marshals, walked past a screaming **mob** of angry White people to do the unthinkable in New Orleans at the time to go school with White children. Backed by an order from Federal District Court Judge J. Skelly Wright she quietly walked up the steps of William Frantz public school, past youths who were chanting, ' two, four, 0**5** six, eight ! We don't want to integrate', past a woman threatening to poison her, past crosses and **placards** designed to terrify her, including a baby-sized **coffin** displaying a black doll.

'Worse than the physical threats was the isolation', Bridges says. When the school's White parents pulled their children out in protest, she was left alone day after day with her White Boston born teacher, Barbara Henry. The liberal minded Henry was the only one to **alleviate** that loneliness, Bridges said. **10** She couldn't understand the anger directed at her until much later, when a young boy told her he couldn't play with her because she was a '**nigger**'. By her actions, Ruby helped create the first **desegregated** school in the Deep South. White children slowly began to return to the school. 'Today, children aren't as isolated as by racism as she was', Bridges said, 'but they are still caught up in some sort of tornado'. Bridges speaks of the 'new' segregation of **inner-city** schools both in Canada and the **15** United States, where poverty has created ghettos. Ironically, her own William Frantz school, where Whites once fought to keep Blacks out, is now a mostly black, mostly poor school, **riddled** with inner-city problems. Bridges works there as a volunteer.

'We think it happened a very long time ago', the 45-year-old Bridges said. 'But if we don't take measures, it might happen all over again'. It' is the civil **strife** which nearly tore our nation apart when **20** southern Blacks, led by Martin Luther King Jr., began to demand equal rights, including equal access to a decent education. Today Bridges fights racism **through** regular speaking engagement at Canadian and US.

Schools. Louise Elliot, The Toronto Star, May 25, 2000

A- VOCABULAY CHECK: All the words in column A are from the text. Match each of them with its meaning in column B. One word is not concerned. **Do like in the example: 1- f**

COLUMN A	*COLUMN B*	*ANSWERS*
1-gun-toting (L.1) 2-mob (L.2) 3-placards (L.5) 4-coffin (L.6) 5-alleviate (L.9) 6-nigger (L.11) 7-desegregated (L.11) 8-inner-city (L.14) 9- riddled (L.16) 10- strife (L.18) 11- through (L.20)	a-signs, notices b-troubled by c-a black person d-ghetto, slum e-a violent crowd, a mass f-carrying a gun g-conflict, division h-a law officer, a sheriff i- box for dead person j-cut down/reduce k-assimilated, integrated l-by means of	*1- f*

B- COMPREHENSION CHECK: Read the text again and say if these statements are **TRUE** (T) or **FALSE** (F). Justify each answer by indicating the line(s) in brackets. **Example: 11-T (L19-L20**).

1.Ruby Bridges was escorted by four armless federals. …….

2.Ruby was a young female black student. .....

3.She was well welcomed by the white children at school. .....

4.She was isolated and alone at school. .....

5.She received support of loneliness from white teacher Barbara Henry. .....

6.'Nigger' was the name they called her. .....

7.White children never came back to the same school. .....

8.She stated that Ghettos were created by poverty. .....

9.Her William Frantz school didn't receive any other black student until today. .....

10.She said racial discrimination can never come back again. .....

11. Martin Luther King became the leader of the Civil Right Movement. .....

C- LANGUAGE IN USE:

I- Here is a text with gaps about the civil rights movement. Complete it with the words in the bank. Write your answers like in the example. **Example: 1-Though**

separation- desegregation - sit-ins - resorted- assassinated - though - discrimination - given - schools- also - unconstitutional

1- ...**Though**... the constitution says that 'All men are created equal, it became common practice in many Southern states to have 'separate but equal' facilities: **2**- …… , buses, railway carriages, bars, etc.

In the 1950s and 1960s the Pacifist Movement organized **3**- ……..... and freedom marches gathering thousands of black people to protest against **4-** ……..... . They 5- ……..... used legal action. They obtained the **6-** ……..... of schools in 1954 and the 'separate but equal clause was declared **7-** ……..... . The Montgomery bus boycott led to the desegregation of public transport in 1955. The speech **8-** ……..... by Martin Luther King in Washington, D.C. in 1963 was another major step.

Meanwhile the Black Power Movement **9-** ……..... to non violent actions boosted by poverty, discrimination and anger. Malcolm X, the leader of the 'Nation of Islam', called for a **10-** ……..... of Black and White Americans. He was **11-** ……..... in 1965. The Black Panthers also called For Black power, full employment, better housing and education, end of police brutality.

II- Choose the correct modal form to complete the following sentences.

1. She **(could walk / could have walked)** before she was a year old.

2. The party was supposed to be a secret. You **(shouldn't say / shouldn't have said)** anything.

3. I'm not sure, but I **(might leave / might have left)** early tonight.

4. I'm not afraid to go alone. You **(needn't have come / needn't come)** with me.

5. It's late. You **(must be / must have been)** very tired.

6. You **(ought to introduce / ought to have introduced)** me to your friends. I didn't know anyone's name.

III- Match the modals or modal perfects

1. Shall I help you with that heavy bag?	a. a logical conclusion about a past event
2. You should have done all the homework.	b. formal request
3. She didn't answer the phone so she must have left.	c. prohibition d. offer
4. I need to clean my room. I promised my mum that I would.	e. unfulfilled expectation f. obligation
5. I think that they might have left.	g. advice which was not followed
6. Would you sign your name here, please?	h. a guess about something which happened

7. It's not fair. I ought to have received a prize too.

8. You mustn't use this computer.

a- <u>Present modals:</u>

In a democracy, every citizen has basic right which state **1-** (**cannot / shouldn't / may not)** take away. The state **2-** (**could / must / may)** respect people's beliefs and opinions. Citizens **3- (are allowed to / are obliged to / ought to)** assemble and protest against government actions. However, citizens **4- (could / couldn't / mustn't)** use violence to protest, and they **5-** (**can / must / may)** respect the law. In a democracy, no one **6- (must / ought to / may)** be subjected to inhuman treatment or imprisoned without legal justification. Political leaders **7- (can / have to / could)** be chosen by the people in elections. In most democracies, voting is not an obligation and citizens **8-** (**mustn't / don't have / shouldn't)** to vote if they don't want to.

<u>ACTIVITY 2: COMMUNICATIVE PHASE</u> You are attending a conference about **racial discrimination** and its effects. To make sure you understand something, you are asked to give your thoughts or wishes on how the world could live better. Answer the following:

a- What could be some reasons for hatred in the world?
b- Are there any consequences to the intolerance happening?
c- What are the solutions to end racism or hatred in the world?

Here are some ideas to help you:

Educate ourselves / raise awareness / challenge everyday discrimination and racism (point out to anyone who tries)/ report racist or discriminatory content online ……

ACTIVITY 3: The paragraph below is about social inequalities. To make it meaningful, complete it by filling in the blanks with words from the box below. Write your answers like in the example.

Example: **1- households**

concentration, least, whites, factors, below, occupations, poor, lack, disparity, policy, qualifications, households

When most people talk of social and economic inequalities they compare averages or medians in outcomes. The average wealth of black **(1)** ..... **households**..... in western countries are well **(2)** ..... those of **(3)** ..... But this does not mean all black people are **(4)** ……...…, disadvantaged or in jobs unfitting their **(5)** ..... .The per capita wealth **(6)**..... stems from many **(7)** ……..…., including racism but also low capital inheritance and a **(8)** …….of black people in low-paying **(9)** ..... . Low capital accumulation and **(10)** ..... of economic diversity are, at **(11)** ……..… in part legacies of past inequalities of opportunity.

ACTIVITY 4: Complete the sentences with nouns formed from the words in brackets using suffixes or prefixes. Example: 1- silence

Lasting peace is a prerequisite for the exercise of all human rights and duties. It is not the peace of **1- (silent)** ….**silence**…., of men and women who by **2- (choose)** ……. or constraint remain silent. It is the peace of **3- (free)** ……- and therefore of just laws- of **4- (happy)** ……..……., equality, and solidarity, in which all citizens count, live together and share. Peace, **5- (develop)** …… and democracy from an interactive triangle. They are mutually reinforcing. Without democracy there is no sustainable development: disparities become unsustainable and lead to imposition and **6- (dominate)** …….. .

A universal **7- (renunciate)** ……..... ….. of violence requires the **8- (commit)** ……. of the whole of society. There are not matters of **9- (govern)** …… but matters of state; not only matters for the authorities, but for society, in its **10- (entire)** ……. including civilian, military, and religious bodies. The **11- (mobilize)** ……. which is urgently needed to effect the transition within two or three years from culture of war to a culture of peace demands co-operation from everyone.

From Frederico Mayor In The UNESCO Courier 1997, P.73

ACTIVITY 5: COMMUNICATIVE PHASE (WRITING): Writing an Email

Your British friend residing in Kenya has emailed you to inquire about the status of freedom of speech in your country. Compose a reply to address his or her inquiry. In your reply,

1-list some indicators of freedom of speech ;

2-share examples of freedom of speech in your country ;

3-suggest what can be done to make freedom of speech a reality.

"You don't need to wait for permission to succeed" ***Kinda***

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MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE

DIRECTION GENERALE DE
L'ENSEIGNEMENT SUPERIEUR (**DGES**)

Institut National Polytechnique
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SERVICE DES CONCOURS

REPUBLIQUE DE CÔTE D'IVOIRE
Union - Discipline - Travail

Concours BAC & BT session 2019
Composition : Test de niveau
Durée : 3H30mn

Consignes pour les candidats	Pour chaque question de l'épreuve, une seule bonne réponse possible. Répondez sur la grille séparée qui comporte 60 questions (Q1 à Q60). Seules les grilles correctement remplies seront corrigées.

I - EPREUVE D'ANGLAIS

This is a multiple choice and true or false test. Answer the questions exactly as indicated in the instructions given.

A. READING COMPREHENSION

Packaging: the insane waste of making things to be thrown away

To get a chocolate out of a box requires a considerable amount of unpacking: the box has to be taken out of the paper bag in which it arrived; the cellophane wrapper, a thin colourless plastic material used to keep products clean and dry, has to be torn off, the lid opened and the paper removed; the chocolate itself then has to be unwrapped from its own piece of paper. But this insane amount of wrapping is not confined to luxuries. It is now becoming increasingly difficult to buy anything that is not done up in cellophane, polythene, or paper.

The package itself is of no interest to the shopper, who usually throws it away immediately. Useless wrapping amounts for much of the refuse put out by the average London household each week. So why is it done? Some of it, like the cellophane on meat, is necessary, but most of the rest is simply competitive selling. This is absurd. Packaging is using up scarce energy and resources and messing up the environment.

Little research is being carried out on the costs of alternative types of packaging. Just how possible is it, for instance, for local authorities to salvage paper, pulp it, and recycle it as egg-boxes? Would it be cheaper to plant another forest? Paper is the material most used for packaging – 20 million paper bags are apparently used in Great Britain each day – but very little is salvaged.

A machine has been developed that pulps paper then processes it into packaging, e.g. egg-boxes and cartons. This could be easily adapted for local authority use. It would mean that people would have to separate their refuse into paper and non-paper, with a different dustbin for each. Paper is, in fact, probably the material that can be most easily recycled; and now, with massive increases in paper prices, the time has come at which collection by local authorities could be profitable.

Recycling of this kind is already happening with milk bottles, which are returned to the dairies, washed out, and refilled. But both glass and paper are being threatened by the growing use of plastic. More and more dairies are experimenting with plastic bottles, and it has been estimated that if all the milk bottles necessary were made of plastic then British dairies would be producing the equivalent of enough plastic tubing to encircle the earth every five or six days!

The trouble with plastic is that it does not rot. Some environmentalists argue that the only solution to the problem of ever growing mounds of plastic containers is to do away with plastic altogether in the shops, a suggestion unacceptable to many manufacturers who say there is no alternative to their handy plastic packs.

It is evident that more research is needed into the recovery and re-use of various materials and into the cost of collecting and recycling containers as opposed to producing new ones. Unnecessary packaging, intended to be used just once, and making things look better so more people will buy them, is clearly becoming increasingly absurd. But it is not so much a question of doing away with packaging as using it sensibly. What is needed now is a more sophisticated approach to using scarce resources for what is, after all, a relatively unimportant function.

(From an article in *The Times*)

A1. Choose the response which best reflects the meaning of the text. Put a cross (X) in the box corresponding to your choice.

Q1. "This insane amount of wrapping is not confined to luxuries" means.
- **A.** not enough wrapping is used for luxuries.
- **B.** more wrapping is used for luxuries than for ordinary products.
- **C.** it is not only for luxury products that too much wrapping is used.
- **D.** the wrapping used for luxury products is unnecessary.

Q2. The "local authorities" are
A. the Town Council **B.** the public **C.** the paper manufacturers **D.** the most influential citizens

Q3. If paper is to be recycled
A. more forests will have to be planted .
B. the use of paper bags will have to be restricted.
C. people will have to use different dustbins for their rubbish.
D. the local authorities will have to reduce the price of paper.

Q4. The environmentalists think that
A. more plastic packaging should be used. **B.** plastic is the most convenient form of packaging.
C. too much plastic is wasted. **D.** shops should stop using plastic containers.

Q5. The author thinks that
A. the function of packaging is not important. **B.** people will soon stop using packaging altogether.
C. not enough research has been done into the possibilities of recycling.
D. the cost of recycling is so great that it is better to produce new materials than use old ones.

A2. Decide whether these statements are true or false. Put a cross (X) in the box corresponding to your choice.

Q6. Too many products nowadays are wrapped in unnecessary packaging : **A.** true **B.** false

Q7. Most London families refuse to throw away packaging : **A.** true **B.** false

Q8. The countryside is being spoilt by the overproduction of packaging : **A.** true **B.** false

Q9. It is possible to use paper again : **A.** true **B.** false

Q10. Most of the 20 million paper bags used each day are recovered and re-used : **A.** true **B.** false

A3. Decide which of A, B, C or D is the most accurate definition of the words or phrases selected from the text. Put a cross (X) in the box corresponding to your choice.

Q11. So why is it done?
A. Why do people buy things they don't need? **B.** Why is so much wrapping thrown away?
C. Why do the shops try to sell things people don't need? **D.** Why is so much unnecessary wrapping used?

Q12. Most of the rest
A. the other kinds of packaging **B.** what is left over **C.** the other shopkeepers **D.** the rest of the time

Q13. some environmentalists argue
A. some environmentalists disagree **B.** some environmentalists fear
C. some environmentalists claim **D.** some environmentalists admit

Q14. as opposed to
A. instead of **B.** in order to **C.** as well as **D.** in spite of

B. GRAMMAR

Complete these sentences with the correct verb tenses. Put a cross (X) in the box corresponding to your choice.

Q15. You cannot use a dictionary until you …….. the test.
A. finished **B.** finish **C.** will finish **D.** have finished

Q16. I wish people …….. plastic bags everywhere in the world.
A. will stop using **B.** stop using **C.** should stop using **D.** would stop using

Q17. The mother of your half-brother is your ……...
A. mother **B.** grand mother **C.** mother in law **D.** stepmother

Q18. This time next year we ……. on holiday.
A. will have been **B.** shall be **C.** will be **D.** should have been

Q19. We would have helped you if we ……. you were in such difficulties.
A. knew **B.** have known **C.** had known **D.** know

Q20. Efforts …….. in the last few years to keep the environment clean in Côte d'Ivoire.
A. were made **B.** have been made **C.** had been made **D.** were being made

II - EPREUVE DE CULTURE GÉNÉRALE

A. CONNAISSANCES GÉNÉRALES

Q21. Lisez cet extrait de ***L'Appel des arènes*** de Aminata Sow Fall.

« Une nuit, des lions pénétrèrent dans Diaminar et abattirent un bœuf. La nuit suivante, les hommes décidèrent de les piéger (…) Mon père revint de l'expédition avec la tête et la queue d'une lionne, mais aussi avec une joue déchiquetée. Cette infirmité était comme le drapeau de tout un peuple debout pour exprimer le désir ardent de sauvegarder coûte que coûte la dignité (…) La foule survoltée chanta *l'enfant de Diaminar* : *Qui alla jusqu'à la lionne. Qui a vengé Yandi. Et ceux de Diaminar*… » (2006 : 120-124).

Ce récit est

A. une dramaturgie. **B.** une épopée. **C.** un conte. **D.** une tragédie.

Q22. Voici quatre titres d'articles annonçant un changement politique radical appelé « big bang ». Le titre est ponctué de manière différente en fonction de la tendance de chaque journal. Chaque titre est identifié par un numéro (I-II-III-IV). La tendance de chaque journal est identifiée par une lettre (A-B-C-D). Le journal A, par exemple, exprime des doutes sérieux sur la réalité du fait. En vous fondant sur l'examen des types de points employés, indiquez le titre de l'article qui correspond à ce journal.

A. Titre I : Le big bang enfin ! **B.** Titre II : Le big bang enfin ?

C. Titre III : Le big bang ? enfin… **D.** Titre IV : Le big bang enfin.

Q23. Que signifie CFA (franc CFA) ?

A. Communauté Financière Africaine. **B.** Confédération des Fonds Africains.
C. Communauté Française et Africaine. **D.** Crédit Financier Africain.

Q24. Voici deux phrases : ***Il régna trente ans / Il occupa le trône trente ans***. La seconde phrase constitue une paraphrase de la première. Le procédé paraphrastique utilisé est

A. le passage à la converse. **B.** le passage à un mot relié sémantiquement.
C. la nominalisation. **D.** le passage à l'antonyme.

Q25. Qui écrivait en 1890 : « Je suis nègre et je me glorifie de ce nom ; je suis fier du sang qui coule dans mes veines » ?

A. René Maran. **B.** Claude Mac Kay. **C.** Léon Gontran Damas. **D.** W.E.B. du Bois.

Q26. Dans « ***Et que voulait cette voix céleste ? Qu'elle délaissât cette mère, qu'elle quittât pour le monde*** » (J. MICHELET), l'emploi du subjonctif se justifie par

A. la forme interrogative de la proposition principale.
B. la valeur sémantique du verbe de la principale.
C. la forme hypothétique des complétives.
D. la place des complétives en tête de phrase.

Q27. Laquelle des phrases est correcte du point de vue sémantique ?

A. La soutenance a été validée à l'unanimité par tous les membres du jury.
B. Nos réserves d'eau sont assez suffisantes.
C. Le Président de la République a mis son veto.
D. La poule a pondu des œufs.

Q28. Dans ***Lequel de nous deux est François ?*** « François » a pour fonction :

A. complément d'objet direct.
B. sujet du verbe.
C. complément du nom.
D. attribut du sujet.

Q29. Identifiez la phrase correcte du point de vue temporel.

A. C'est avec plaisir que je vous ouvrirai le tryptique, mais le gardien en conserve la clé.
B. C'est avec plaisir que je vous ouvre le tryptique, mais le gardien en conserve la clé.
C. C'est avec plaisir que je vous aurais ouvert le tryptique, mais le gardien en conserve la clé.
D. C'est avec plaisir que je vous aurez ouvert le tryptique, mais le gardien en conserve la clé.

Q30. « ***Les moyens de communication sont en train de transformer les données de la communication sociale à l'intérieur de chaque nation, instaurant de nouveaux réseaux d'échanges, bouleversant les conditions de transmission des connaissances, ouvrant de multiples possibilités de généraliser l'éducation scolaire et extrascolaire, de populariser la culture, de promouvoir le savoir et le savoir-faire.*** »
Que pensez-vous de cette affirmation de Amadou Mahtar M'bow ?
La résolution du problème implique

A. le plan inventaire : les avantages des moyens de communication.
B. le plan ternaire dialectique.
C. le commentaire de la 1re Unité + le commentaire de la 2e Unité + la synthèse.
D. le commentaire des trois Unités de signification + la synthèse.

B. CONJUGUAISON

Ecrivez correctement le verbe dans chacune de ces phrases.

Q31. Ses plus belles années, Hélène les a **(…)** en Allemagne.

A. vécues **B.** vécus **C.** vécu **D.** vivre

Q32. Il y a de très belles villes en Côte d'Ivoire ; j'en ai **(…)** plusieurs.

A. visités **B.** visité **C.** visitées **D.** visiter

Q33. Des cerisiers en fleurs, j'en ai **(…)** beaucoup dans le jardin botanique.

A. vus **B.** vu **C.** vues **D.** voir

Q34. Jeanne et Lucie se sont (…) une nouvelle voiture.

A. acheté **B.** achetés **C.** achetées **D.** acheter

Q35. Nous nous sommes **(…)** mal en tombant.

A. fais **B.** fait **C.** faits **D.** faire

C. RAISONNEMENT

Q36. La pratique du sport n'est pas un épiphénomène car :

A. elle est facultative
B. elle est nécessaire à l'entretien du corps
C. elle est sans objectif précis
D. elle est exigeante

Q37. Le bizutage est à proscrire :
A. c'est une question épistémologique
B. c'est un fait banal
C. c'est une question d'éthique
D. c'est une évidence

Q38. L'allégorie de la caverne nous apprend que :

A. nos sens nous trompent
B. l'homme doit se fier à ce qu'il voit
C. le prisonnier de la caverne est dans le monde intelligible
D. le monde intelligible participe du monde sensible

Q39. C'est le cerveau qui pense

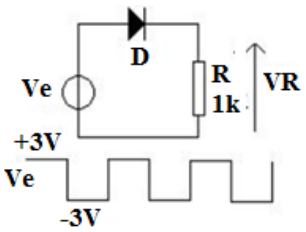
A. Oui, puisque seul, l'homme pense
B. Non, sinon l'homme seul penserait
C. C'est peut-être vrai car les animaux ne pensent pas
D. Non. Sinon les autres animaux penseraient également

Q40. Le corps est-il un obstacle à la connaissance scientifique ?
Choisir la réponse qui convient à la nature de la question

A. Cette question est politique
B. Elle est d'ordre épistémologique
C. Elle est scientifique
D. Elle relève de la philosophie politique

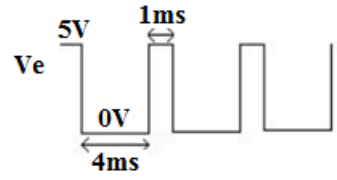
III - EPREUVE DE CULTURE SCIENTIFIQUE

Q41. Ve est un signal alternatif carré d'amplitude 3V. On donne VF = 1V si D conduit. Donner l'allure de VR pour le montage suivant :



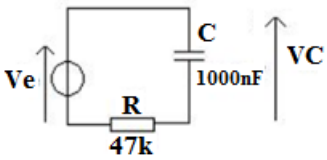
A. signal carré, niveaux 0V et +6V
B. signal carré : niveaux 0V et 2V
C. signal carré : niveau +2V, - 2V
D. signal carré : niveaux 0V et - 2V

Q42. Calculer la valeur moyenne du signal périodique suivant :



A. 1 volt
B. -1 volt
C. 4 volts
D. 2 volts

Q43. Calculer la constante de temps du montage suivant :



A. 47 ms
B. 0,47 ms
C. 47 s
D. 4,7 s

Q44. Si la longueur d'onde d'une onde sonore est de 7,5 m,

A. 2 points distants de 10 m sont en phase.
B. 2 points distants de 15 m sont en phase.
C. 2 points distants de 20 m sont en phase
D. 2 points distants de 25 m sont en phase.

Q45. La plaque signalétique d'un transformateur porte les indications suivantes :
25 kV / 1,5 kV ; 50 Hz ; Sn = 795 kVA.
Le rapport de transformation m vaut :

A. 0,04 **B.** 0,05 **C.** 0,06 **D.** 0,07

Q46. La tension aux bornes d'une résistance de 25 kΩ est de 10 V. La puissance vaut alors :

A. 4 W **B.** 250 mW **C.** 4 mW **D.** 20 mW

Q47. Le moment dipolaire expérimental de la molécule HCl vaut p_{exp} = 1,07 D. Le taux de caractère ionique de la liaison H−Cl est :

A. 63,5%. **B.** 57,5%. **C.** 35%. **D.** 17,5%.

Q48. Prévoir, à l'aide de la classification périodique des éléments, la formule chimique de l'oxyde que forme l'élément oxygène O (Z = 8) avec l'élément sodium Na (Z = 11).

A. Na_2O. **B.** Na_2O_3. **C.** NaO. **D.** NaO_2

Q49. 12457 en décimal s'écrit

A. 30A8 en hexadécimal
B. 3A09 en hexadécimal
C. 0011000010101001 en binaire
D. 11100010101001 en binaire

Q50. L'ensemble des entiers $n \in \mathbb{N}^* \; tels \; que \; (n+1)|(n^2+1)$

A. admet une infinité de solutions dans $\mathbb{N}$
B. admet 1 comme solution
C. n'admet que 4 comme solution
D. On peut montrer que $(n+1) \; ne \; pas \; divise \; (n-1)$

Q51. Soit un ensemble de 10 boules qui sont soit noire soit blanche, soit pleine soit creuse. On considère X un ensemble de 3 boules parmi ces 10, tel que :

i) il existe au moins une boule blanche et creuse.
ii) Si X contient une boule pleine alors celle-ci est noire.

Alors dans X :

A. Toute boule blanche est pleine
B. Toute boule creuse est blanche
C. Aucune boule blanche n'est pleine
D. Toute boule noire est pleine

Q52. Lors d'un oral d'examen de l'INP-HB, 10 élèves tirent successivement, sans remise, une question parmi les 12 proposées. Un étudiant N a fait l'impasse sur 3 questions. On note x le numéro de passage de N et $\mathcal{p}$ la probabilité que N tire une des trois questions non étudiées. Alors :

A. $\mathcal{p}\ est\ indépendant\ de\ x$ **B.** $si\ x = 1\ alors\ \mathcal{p} = \frac{1}{10}$

C. $si\ x = 5\ alors\ \mathcal{p} = \frac{1}{4}$ **D.** $si\ x = 3\ alors\ \mathcal{p} = \frac{1}{3}$

Q53. Soit (u_n) une suite de nombres réels

A. Si (u_n) n'est pas minorée alors elle n'est pas majorée
B. Si (u_n) prend un nombre fini de valeurs alors elle est convergente
C. Si (u_n) est positive et strictement croissante alors $\lim\limits_{n\to\infty} u_n = +\infty$
D. Si (u_n) est bornée alors (u_n) converge

Q54. **A.** La suite $(u_n)_{n\epsilon\mathbb{N}}$ définie par $u_n = 3 + 2^n$ est une suite géométrique
B. Pour toute suite arithmétique on a $u_{n+1} = u_n + u_1$
C. La suite $(u_n)_{n\epsilon\mathbb{N}}$ définie par $u_n = \frac{2^n}{(-3)^n}$ est convergente
D. Un prix qui diminue de 2,5% chaque année diminue de moitié en 20 ans

Q55. **A.** Une suite géométrique de raison 1,1 est croissante

B. La somme des 500 1er termes de la suite arithmétique de 1er terme 2 et de raison 3 est 375350

C. La suite $(u_n)_{n\epsilon\mathbb{N}}$ définie par $u_n = \frac{1+2n}{5}$ est une suite arithmétique

D. Si une suite géométrique est telle que $u_{30} = 10$ et $u_{34} = 40$ alors sa raison est $\sqrt{2}$

Q56. Soit l'ensemble **X =** $\{\mathbf{1}\ ;\ \mathbf{2}\ ;\ \mathbf{3}\ ;\ \mathbf{4}\ ;\ \mathbf{5}\}$

A. Le nombre de sous-ensemble de **X** est 3^5
B. Le nombre de sous-ensemble de **X** ayant exactement 2 éléments est 20
C. Le nombre de sous-ensemble de **X** ayant exactement 4 éléments est 16
D. Le nombre de sous-ensemble de **X** contenant l'élément 1 est 2^4

Q57. Dans une mare vivent 50 tritons mâles et 75 tritons femelles. Tritonus pêche un triton, regarde son sexe puis le remet dans la mare. Il recommence 5 fois l'expérience. On note X le nombre de tritons mâles pêchés par Tritonus (sur les 5 attrapés).

A. $\mathrm{P(X = 0)} = \left(\frac{3}{5}\right)^5$ **B.** $\mathrm{P(X = 5)} = 1 - \left(\frac{3}{5}\right)^5$ **C.** $\mathrm{P(X = 2)} = \frac{8}{5}\left(\frac{3}{5}\right)^5$ **D.** $\mathrm{E(X)} = 4$

Q58. On considère un ensemble non vide, de pions qui sont blancs ou noirs, ronds ou carrés, en plastique ou en pierre. Sachant que : $\begin{cases} \text{i) aucun pion blanc n'est en plastique} \\ \text{ii) tout pion en plastique est rond} \end{cases}$

A. Il peut exister un pion noir, en plastique et carré **B.** Il peut exister un pion blanc et rond
C. Il peut exister un pion noir et rond **D.** Il peut exister un pion blanc, en plastique et rond

Q59. On considère 3 figures de couleurs distinctes : un carré, un cercle et un losange qui sont rouge, vert ou bleu. Sachant que : $\begin{cases} (1)\ \text{si le carré est rouge alors le cercle est vert} \\ (2)\ \text{si le carré est vert alors le cercle est bleu} \\ (3)\ \text{si le cercle n'est pas rouge alors le losange est vert} \\ (4) \text{si le losange est bleu alors le carré est vert} \end{cases}$ alors :

A. Le cercle est bleu et le carré est rouge **B.** Le carré est vert et le losange est rouge
C. Le cercle est rouge et le carré est bleu **D.** Le carré est rouge et le losange est bleu

Q60. **A.** Pour que $\boldsymbol{z}$ soit réel il suffit que $\mathbf{arg}(\boldsymbol{z}) = \frac{\boldsymbol{\pi}}{\mathbf{2}}\ (\boldsymbol{modulo\ 2\pi})$

B. Pour que $\boldsymbol{z}$ soit imaginaire pur il suffit que $\mathbf{arg}(\boldsymbol{z}) = \frac{\boldsymbol{\pi}}{\mathbf{2}}\ (\boldsymbol{modulo\ 2\pi})$

C. Si $\mathbf{arg}(\boldsymbol{z}) = \frac{\boldsymbol{\pi}}{\mathbf{2}}\ (\boldsymbol{modulo\ 2\pi})$ alors $\boldsymbol{z}$ est imaginaire pur

D. Si $\mathbf{arg}(\boldsymbol{z}) = \mathbf{0}\ (\boldsymbol{modulo\ \pi})$ alors $\boldsymbol{z}$ est réel

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Ministère de l'Education Nationale et de l'alphabétisation --- DRENA ABIDJAN **1**

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Creuset des femmes leaders de ce pays

République de Côte d'Ivoire
Union-Discipline-Travail

2025-2026

Durée: 3hours

DEVOIR D'ANGLAIS

PART I: Read the text below and do all the activities that follow (40%)

Systemic injustice and racism have deep historical roots in this country. Broadly speaking, these terms are defined as deeply ingrained racist thinking, practices, and actions embedded in the core foundations of American society that have persisted over centuries and continue today.

The struggle against racial injustice issues in America boiled over once again in 2020 following the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and countless other Black men and women. Attorney Ben Crump – a fierce advocate for equality, justice, and civil rights for all – represents the Floyd, Taylor, and Arbery families, and many more families of those killed, harmed, or marginalized due to systemic injustice and racism.

Anytime a person is denied their constitutional rights based upon the color of their skin, racial injustice has occurred. Whether it is apparent or not, this form of discrimination is woven into the very fabric of our society, from our economy to our healthcare system to our education system. During the Black Power movement of the 1960s, activists Stokely Carmichael and Charles Hamilton coined the term institutional racism in their book Black Power: The Politics of Liberation in America (1967) to distinguish between individual and institutional racism.

As Michael Eric Dyson reminds us institutional racism requires neither conscious effort nor individual intent." In short, racism is deeply ingrained in all aspects of our society, producing social, economic, and political inequalities that are inextricably connected to the past. In 1939 Billie Holiday sang about "strange fruit" hanging from trees, a reference to lynched Black bodies in the South. Systemic racism tells us that the seeds of this "strange fruit" were sown long ago and that this fruit continues to rot in our present. The tragic killing of George Floyd is a modern-day example of that.

Some people assume that racism happens primarily on an individual level or that only people enact racism. They see racism as the use of racist epithets like the n-word or in overt displays of white supremacy like the 2017 "Unite the Right" rally in Charlottesville, Virginia. However, racism is also insidious. Nearly everything we experience is influenced by our skin color.

The most recent statistics also paint a grim picture of entrenched racial discrimination in the criminal legal system. Innocent Black people are seven times more likely to be the victims of wrongful conviction and incarceration in murder cases than innocent white people. Moreover, more than half of the people currently on death row are Black. And speaking of, more than half of death row inmates exonerated since 1973 were Black.

The point is that racism impacts almost every facet of American life, and systemic racism can be seen in every aspect of our sound and fluctuating society, from the gentrification of our cities to the fact that black mothers are far more likely to die in childbirth in our hospitals. Nowhere is it more apparent than in the surveillance and mass incarceration of Black and Brown people.

Adapted from https://bencrump.com/blog/racial-injustice-in-america/ accessed on Nov 16 2025

TASK A-VOCABULARY CHECK: Read the text and find the antonyms of the words, definition or expressions below from the text. Write your answers on your answer sheet like in the example: 1***-broadly***

1- In a scarce way **L1**
2- Subsidiary **L2**
3- Shallow or of which lacks power L**6**
4- Stratum **L10**
5- Unwillingness to proceed something L**16**
6- Praising to someone's actions **L21**
7- Clearcut **L 23**
8- Something characterized as pleasant **L25**
9- Setting free from a notified wrongdoing **L26**
10- Freedom **L28**
11- Scattering something **L31**

TASK B-Read the text again and say whether the statements below are true of False. Write **T** for true and **F** for False. Then, justify your answers by indicating the line. Write your answers on your answer sheet, like in Example: **11- T (lines 30-31)**

1. Systemic racism is lightly-rooted in the basic principles of the nation.
2. The text implies that Attorney Ben Crump only represents Black victims of violence.
3. Any discrimination based on skin color is inherently a denial of constitutional rights.
4. Stokely Carmichael and Charles Hamilton distinguished institutional from individual racism.
5. Michael Eric Dyson notes that institutional racism requires no individual intent.
6. The tragic killing of George Floyd represents a new fruit of old injustice.
7. The text suggests that few people believe racism operates solely on an individual level.
8. Some see racism only as obvious acts like insults and white supremacy displays.
9. Racial discrimination in the criminal legal system has recently come down, according to data.
10. More than three quarters of all death row prisoners exonerated since 1973 were Black.
11. Systemic impacts are nowhere more obvious than in disparities involving childbirth.

|**PART II**: **LANGUAGE IN USE** (30%)

TASK A: Write the full, grammatically correct statement using the past form of the modal indicated in parentheses, following the example:

> Example: Elsa / to read the book **(past unreal action)**
> Elsa **would have read** the book.

1. The activists / not to seek judicial review **(past unreal ability)**
2. The city council / to pass an anti-discrimination law **(past unreal recommendation)**
3. The protesters / not to foresee the violent backlash **(past unreal certainty)**
4. The police officer / to show restraint during the arrest **(past unreal assumption)**
5. A better education system / to bear fruit for all children **(past unreal recommendation)**
6. The civil rights leaders / to forgive the government's failings **(past unreal small probability)**
7. The public / not to understand the deep historical roots of the issue **(past unreal possibility)**
8. Rosa Parks / not to flee the city after the bus incident **(past unreal small probability)**
9. Systemic injustice / to stop decades ago **(past unreal ability)**
10. The community / to choose peaceful resistance **(past unreal action)**

Adapted from https://www.englishcoursemalta.com/learn/

<u>TASK B</u>: Read the text below and fill in the gaps with the words below. Number 3 is an example.

3-Higher

Stereotypes ------ less ---- minority ----- lay-offs ----- licensure ---- data ---- regardless ----- higher ---- where ---- tied ----funding

A 2019 *New York Times* article reported that over half of the children in the U.S. attend schools in "racially concentrated districts 1---------- over 75 percent of students are either white or nonwhite."
In addition, Black students often attend schools that receive less funding and provide a lower quality of education. As reported in The Atlantic, Research drawing on 2---------- from school districts in Pennsylvania found that funding was directly 3**---- ------** --to race, not poverty: "No matter how rich or poor the district in question,4---------- gaps existed solely based on the racial composition of the school.
Just the increased presence of 5---------- students actually deflated a district's funding level."
In general, school districts with 6---------- funding are likely to have increased class sizes, reduced school services, lower teacher salaries, and higher teacher 7----------. Black students were three times more likely to attend a school where little more than half of the teachers meet all state certification and 8---------- requirements.
Blackness is criminalized 9---------- of one's age, and thus it is not surprising that Black students were expelled at three times the rate of their white peers. 10---------- about Black females likely contribute to Black girls being suspended at 11-----***higher***---- rates than all other girls (and most boys).
Adapted from https://bencrump.com/blog/racial-injustice-in-america/ accessed on Nov 16 2025

<u>PART III:</u> (Writing 30%) Do only one of the tasks below, no more than 25 lines

<u>TASK A:</u>

As a good student, you must have already heard about Martin Luther's speech in which he shared his dream for humanity. Unfortunately, the issue he has been fighting has worn various modern suits. So, you decide to write a letter to your British best friend Biloush GRAPH, to share your own dream about human rights after presenting the situations of human rights in your home country.

<u>TASK B:</u>

Write your contribution to the topic below: the downsides of racism all over the world and ways out.

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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

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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.

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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.

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COLLEGE PASCAL KOUMASSI **Academic year 2020 – 2021**

Class:T^{le} A

Timing: 3 hours

ENGLISH TEST

Read the text below and do the activities that follow it.

PART ONE: READING

There is no question that American consumers are troubled by the ever growing dangers in the world as it threatens the very foundation of the American way of life. They are also made anxious by the political hubbub, fake news posturing and other distractions that are taking their leaders away from their much more important task of governing and ruling this great nation and setting it on the right course to grow the economy and help American citizens prosper.

In the face of these struggles, Americans are finding solace at the bar, which not only helps them escape from their worries temporarily but also provides much-needed connection with others as they share drinks at the pub.

On the road again

Encouraged by cheaper gas, Americans are getting into their cars and traveling more, going to new places, seeing new sights and just enjoying the road travel experience. This may also be a reflection of the problems confronted in the air travel, which has gotten plenty of press lately.

As for me, when I need to travel places I can reach by car in less than a day, I will always opt for a road trip, rather than undergoing the trials and tribulations of flying. I suspect there are many others that share this view.

More online shopping

Internet shopping is replacing the hassles of in-store shopping, no question of that. It is not only that online gives access to more products, often at a cheaper price, but online saves huge amounts of time when people need a specific item.

Going to the store or the mall, therefore, becomes a discretionary diversion undertaken primarily when people want a *shopping experience*, as opposed to a *buying experience*, in which online often proves to be the best option. **Amazon's record-breaking Prime Day** on July 12, which saw sales rise 60% over last year's, demonstrates just how much shoppers value the comfort and ease of shopping electronically without ever having to cross the threshold of a retail store.

More experiences, fewer things

The fact that sales in used merchandise stores are growing so rapidly is not necessarily a reflection of cash-strapped customers looking for bargains, though surely that plays a role. But I believe it is far more a reflection of consumers turning away from the pursuit of a materialistic culture where one is defined by the things one has. Rather they are chasing more meaningful lifestyle experiences.

In buying previously-owned things, people acknowledge that repurposing, reusing, and seeking out used items is a lifestyle that they embrace. The "Tiny House" movement with its rallying cry "Tiny House-Big Living", is more than just a cable television show. It is a lifestyle that more Americans are pursuing, if not by actually living tiny, but thinking that way. And they start by ridding themselves of all the extraneous junk they collected. When they actually need something, they increasingly are looking to gently-used goods as a better solution, both for their pocketbook and the planet.

Men are getting fashionable

Men are spending more on clothes. This is an interesting trend, especially now that **Walmart** has acquired men's clothing retailer **Bonobos**. Men are paying serious attention to their presentation, both at work to advance their careers and also in their personal lives when casual attire is called for. This woman, for one, applauds men thinking more about how they look and the message it sends to those they meet.

Adapted from https://www.forbes.com/sites/forbes-finds/2018/06/23

COLLEGE PASCAL KOUMASSI **Academic year 2020 – 2021**

Class:T^{le} A

Timing: 3 hours

ENGLISH TEST

VOCABULARY CHECK

A- The words below have their synonyms in the tex. Read it and find them.

Example 1= threatens

1. Menaces (line2)
2. Confusion, noisy situation (line3)
3. Battles (line 6)
4. Comfort (line 6)
5. Anxiety (line 7)
6. Indispensable (line 7)
7. Scenes, places, landscapes (line 11)
8. Choose (line 13)
9. Difficulties, altercations (line 17)
10. Articles, products (line 19)
11. Paying out (line 27)

B- Read the text again and give short answers to theses questions.

1. What phenomenon is threatening America today ?
2. What should be the main tasks of American leaders ?
3. Why do they find solace in the bar ?
4. Why are Americans travelling more these days ?
5. Why do Americans travel more and more by road ?
6. What type of trip does the author prefer ?
7. What difference is there between the former way of doing shopping and the present one ?

   Give the positive and negative aspects of each
8. What has changed in men's attitude toward fashion ?

COLLEGE PASCAL KOUMASSI **Academic year 2020 – 2021**

Class:T^{le} A

Timing: 3 hours

ENGLISH TEST

PART TWO: LANGUAGE IN USE (30points)

Select the best options in the alternatives. Do like in the example.

Example : 11- which

1. This is the boy…….had an accident.
   That **who** **which** **whose**
2. Yesterday I saw a car ……was really old.
   That **which** **when** **who**
3. Mandy is the girl …… I met on Friday.
   That **who** **which** **whose**
4. I haven't seen Franck, …….brother is five, for a long time now.
   That **who** **which** **whose**
5. The robber stole the car…….the lady parked in front of the supermarket.
   That **who** **which** **whose**
6. This is the man ……house is on fire.
   That **who** **which** **whose**
7. Can I talk to the girl ……is sitting on the bench?
   That **who** **which** **whose**
8. The book ……..you gave me is great.
   That **who** **which** **whose**
9. She likes hamburgers ……are hot.
   That **who** **which** **whose**
10. Bill Clinton, ……..was the president of the USA, has only one daughter.
    That **who** **which** **whose**
11. Medor is the dog ……. I saw last time.
    That **who** **which** **whose**

PART THREE: WRITING(30points)

Write a formal letter to the school headmaster, to complain about the lack of benches in your school. (20 lines maximum)

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School: Collège Privé Pierre **School Year:** 2026 - 2027

Teacher: Mr. Kocou **Class:** Tle A

Student's name: ..... **Date:**

.....

....

ENGLISH QUIZ N° 3	**Mark: / 20**

Exercise 1: Answer the following questions 05 pts.

1. What are the different parts of a formal letter or complaint letter?

.....

.....

.....

Exercise 2: The following sentences describe what the writer does in each paragraph of the letter. Complete them with the words from this list: 10 pts

details ; recipient ; purpose ; invitation ; response ; information

Paragraph 1:

It introduces the (1- .....) of the email, which is to invite the (2- .....) to a conference.

Paragraph 2:

The writer provides more (3- .....) about the conference giving specific (4- .....) about the event.

Paragraph 3:

The writer extends an (5- .....) to join the conference, asks for a (6- .....) and clearly states a call to action.

Exercise 3: Read the text and answer the questions. 04pts

> Most of Africa spent two generations under colonial rule. This column argues that, contrary to some recent commentaries highlighting the benefits of colonialism, it is this intense experience that has significantly retarded economic development across the continent. Relative to any plausible counterfactual, Africa is poorer today than it would have been had colonialism not occurred.
>
> *Source: https://cepr.org/voxeu/columns/colonialism-and-development-africa*

1. What is this paragraph about?

.....

.....

2. According to the writer, has colonialism been beneficial to Africa? Justify your answer.

.....

.....

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C.E. ANGLAIS — **Niveau :** Tle A

DATE : 24 Novembre 2014 — **Durée :** 3 H

LANGUE VIVANTE : ANGLAIS

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

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

PART ONE: READING *(18 pts)*

Read the text below and do the tasks that follow.

Montgomery is a town in Alabama, one of the southern states of the USA, where racial segregation existed as recently as the 1960's. This meant, for example, that a black child could not go to the same school as his white friends. There were separated cafés, cinemas, libraries, supermarkets and separate parts of buses for black people. There were even separate churches for black people. Black people were paid less than white ones for the same work. Many white people looked down on black people, and insulted them, calling adult males 'boy' and 'nigger'. People in authority often treated blacks very unjustly. The division between blacks and whites was very clear in Montgomery.

On 1 December 1955, a black woman called Mrs Rosa Parks got on a crowded bus at the end of a tiring working day. The bus driver ordered her to give up her seat to a white woman. When she refused she was arrested.

This so angered the black community that a boycott of buses was started, led by Martin Luther King. It was this boycott which developed into the Civil Rights movement.

During the campaign, both black and white people joined forces to defy segregation laws, sitting together in restaurants and buses. Once, in Montgomery, a mob of 300 angry whites formed a threatening circle around a bus as it stopped. The first 'freedom rider' to get off was a white man. He was beaten until he became unconscious. He lay in the street for an hour before an ambulance could read him.

Gradually civil rights were won. In April 1965 The Voting Rights Act gave black people the same right to vote as white people.

The improvements that were made were achieved by non-violent mass protests, like 'sit-ins'. They were patterned on the peaceful methods of Mahatma Gandhi and drew their momentum and strength from the Negro church in America.

Extracted from "Go For English Tle", p.25

COMPREHENSION CHECK

A- Answer the following questions on the text.

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1- What suitable heading would you suggest for the text?
2- How would you have felt if you were Rosa Parks or her husband?
3- How would you have reacted? Say why.
4- What approach did Martin Luther King use in his campaigning? Was he right to adopt such an approach?
5- What is the main similarity between the Civil Rights Movement and the struggle of the African National Congress led by Nelson Mandela in South Africa?
6- What did the Civil Rights Movement win for black Americans?

B- The words and expressions of column A are in the text. Match them with their synonyms or meanings in column B according to the text. ***Example: 7 – b***

A	B
1- segregation (L.2) 2- looked down on (..6) 3- crowded (L.9) 4- campaign (L.14) 5- mob (L.15) 6- improvements (L.21) 7- Negro church (L.23)	a- an angry crowd. b- church attended by blacks. c- getting or making better. d- the practice of keeping ethnic, racial, religious or gender groups separate e- treated as inferior or with contempt. f- full of people. g- A planned and organized series of actions intended to achieve a specific goal.

PART TWO: WRITING ***(12 pts)***

Do **only one** of the following two tasks.

Task 1: (25 lines)

"The world's a family". Does this assertion have any meaning in today's society? You should justify your viewpoint by giving examples of facts through personal knowledge.

Task 2: (25 lines)

Very recently at a world conference at the headquarters of the UNO, you delivered a speech to the world population about the importance of tolerance and peace. You are now asked to write your speech for the students to learn at school.

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PART THREE: LANGUAGE IN USE *(10 pts)*

A- This is an interview with Mother Teresa. Complete it with the list of words or expressions provided below. **Example: 11 – *are you doing for these dying people***

home for the dying – are you doing for these dying people – abandoned – in 1972 – a centre of worship and devotion of the Hindus – Where was that – to convert them – to India – when did all this begin with you – to the hospital – to die with love and dignity.

Mother Teresa, who is 79, was awarded the Nobel Peace prize .....1..... . Her Calcutta home for the homeless has received more than 50,000 patients since 1972, very few of whom are Christians. There is no effort .....2..... . Mother Teresa described her purpose simply as 'picking up the sick and dying from the streets and helping them .....3..... (as children of God)'

Interviewer: Mother Teresa, ...4..... ?

Mother Teresa: It was many years ago when I was at home with my people.

Interviewer: .....5..... ?

Mother Teresa: Mother Teresa: In Skopje in Yugoslavia. I was only 12 years old then. We had very good priests who were helping boys and girls to follow their vocation. It was then that I first knew I had a vocation to the poor, in 1922. I went .....6..... in 1929.

Interviewer: started teaching in a convent, then set up a school of your own for poor children. What did you do after that?

Mother Teresa: In 1952 we opened our first .....7..... .

Interviewer: When you say 'home for the dying', you mean that these are people on the streets who have been .....8..... and are dying.

Mother Teresa: Yes. The first woman I saw I myself picked up from the street. She had been half eaten by the rats and ants. I took her .....9..... , but they could not do anything for her. They only took her in because I refused to move until they accepted her. The local authorities offered me a part of the Kali Temple as a home for the dying. It was an empty building. I was very happy to have that place, especially as it was .....10..... . Within 24 hours we had our patients there.

Interviewer: What exactly .....11..... ?

Mother Teresa: First of all, we want to make them feel that they are wanted. We want them to know that there are people who really love them.

Visitez votre bibliothèque **www.leSavoir.net** pour plus de documents

B- **Linking words**: Look at the sentences and the three words below them. Decide which word completes each sentence. Write your answers like this: ***11 - Moreover***

1- I spent several years in Spain, ... I never learnt to speak Spanish.
and – despite – yet

2- She found the job very tough. ..... she stayed at the company and was finally promoted.
And – Nevertheless – Though

3- They went to the beach ..... the bad weather.
although – and – despite

4- He spent several years in Finland..... then moved to Poland.
and – despite – however

5- He never went to university, ... getting top marks at school.
although – in spite of – nevertheless

6- She has recovered from the accident now ..... she still feels scared when she goes anywhere in a car.
but – despite – in spite of

7- Even ..... Paul's brother lives in Brazil, he has never been there.
although – despite – though

8- She apologized for taking the car without my permission. ..... , I was still angry.
Also – Despite – However

9- ..... the bad weather, they still went ahead with the game.
Although – Despite – However

10- Not only did he lose the business ..... he lost his house as well.
also – and – but

11- Peter was a good musician. ..... he was a skilful footballer.
But – Although – Moreover

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ENGLISH CLASS TEST

School Year: 2026-2027

Class: Terminale A2

Duration: 3h

Instructor: Mr. AKPOLE Darus

PART ONE: Reading for Comprehension **(30%)**

Read the text carefully and do the activities below.

ARTIFICIAL INTELLIGENCE: OPPORTUNITY OR THREAT?

Artificial Intelligence, commonly called AI, is changing the way people live, study and work. AI refers to computer systems that can perform tasks which usually require human intelligence. These tasks include understanding language, recognizing images and solving certain problems. Today, AI is used in hospitals, schools, banks, farms, factories and many other workplaces. In hospitals, some systems **5** help doctors analyze medical images and detect diseases earlier. In agriculture, digital tools can help farmers monitor crops and predict weather conditions. At school, students use AI-powered applications to practise languages and find explanations. Teachers can also use these tools to prepare activities and adapt learning to students' needs. However, AI should support education rather than replace teachers or students' own efforts. One major advantage of AI is that it can process large amounts of information **10** very quickly. It can also perform repetitive tasks, save time and help workers make better-informed decisions. For businesses, these benefits may improve productivity and reduce some operating costs. Nevertheless, the development of AI raises important concerns about the future of employment. Some tasks are now performed by machines, and certain workers may need to learn new skills. People whose jobs involve repetitive activities may be especially affected by automation. Instead of fearing every **15** new technology, workers can prepare through training and lifelong learning. Another concern is privacy because AI systems may collect and analyse personal information. If this information is not protected, it can be misused or shared without people's permission. AI can also produce false information or unfair results when its data or design is biased. That is why users must check important information instead of trusting every computer-generated answer. Students, for example, should not **20** copy AI-generated essays and present them as their own work. Doing so prevents them from developing their writing, reasoning and problem-solving skills. Governments, companies and schools therefore have a responsibility to establish clear rules. These rules should protect personal data, reduce discrimination and encourage responsible use. People should also learn how AI works and understand both its possibilities and its limits. In Africa, AI could support healthcare, education, agriculture and **25** access to useful information. However, unequal access to electricity, the internet and digital training remains a serious challenge. Communities need affordable technology and opportunities to develop digital skills. AI is neither automatically good nor automatically bad; its impact depends on how people use it. If society uses it responsibly, AI can become a useful tool for progress rather than a threat.

***Source**: Adapted by the teachers from UNESCO (2025), ''AI and Education: Protecting the rights of learners''*

A. Vocabulary Check

Match each word or expression in Column A with its correct meaning in Column B. One example is given. **Example:** ***1-e***

Column A	Column B
1. Repetitive 2. Automation 3. Affordable 4. Bias 5. Productivity 6. Opportunity 7. Privacy 8. Challenges 9. Skills 10. Responsible 11. Information	a. The protection of personal information b. A situation that offers a chance for progress c. The ability to produce goods or services efficiently d. The use of machines or technology to perform tasks e. Something that happens again and again f. Possible to buy because the price is reasonable g. Unfair preference for or against someone or something. h. Knowledge or abilities needed to do a job i. Responsible and careful in the way something is done j. Difficult situations that require effort to overcome k. Facts or details about something

B. Comprehension Check

Read the text again and say if the following statements are true or false. Write **T** for True and **F** for False. Then justify your answers by indicating the lines from the text. Write your answer like in the example. ***1. T. (L1)***

1. Artificial intelligence is changing the way people live, study and work.
2. AI systems can only perform mathematical calculations.
3. AI is used in different sectors, including healthcare and agriculture.
4. Doctors can use AI to help detect diseases.
5. Teachers use AI tools to replace students' efforts completely.
6. AI can perform repetitive tasks and save time.
7. The development of AI has no effect on employment.
8. Workers may need to learn new skills because of automation.
9. AI systems can never produce false information.
10. Students should copy AI-generated essays and present them as their own work.
11. The benefits of AI in Africa depend partly on access to technology and digital training.

PART TWO: Language in Use **(30%)**

Task 1: Complete the paragraph with the appropriate words or expressions from the box. Use each word or expression only once. **Example: 1. Used to**

used to – smartphones – letters – nowadays – travelled – communicate – electricity – entertainment – traditional – faster – spend

In the past, African people had a different lifestyle from today's. They **(1)** travel long distances on foot or by bicycle. People often wrote **(2)** to their relatives who lived far away. Today, they use **(3)** to communicate instantly. **(4),** communication is much **(5)** than it was in the past. In many villages, people depended on **(6)** sources of light before electricity became widely available. For **(7)**, people

gathered around the radio or told stories at night. Today, television and the Internet provide various forms of **(8).** In the past, many families **(9)** more time together because they had fewer digital distractions. People also **(10)** differently, using local means of transport. Although modern life offers many advantages, some people still value **(11)** customs and practices.

Task 2: Complete the text with the correct forms of the verbs in brackets. Answer like in the example.
Example: 1. Has changed

Life in Africa **(1. Change)** considerably over the years. In the past, people **(2. Use)** traditional methods to communicate with relatives who lived far away. They often **(3. Write)** letters and waited several days or weeks for a reply. Today, people **(4. Use)** smartphones and the Internet to communicate instantly. Technology **(5. Make)** communication faster and easier. Last year, my school **(6. Organize)** a conference on artificial intelligence. Before the conference started, the organizers **(7. Prepare)** all the necessary documents. Nowadays, many students **(8. Rely)** on digital tools to improve their English. However, teachers believe that students should develop their own skills. While some students **(9. Search)** for information online yesterday, others were reading books in the library. By the time our teacher arrived, we **(10. Already / finish)** the first activity. We believe that technology **(11. Continue)** to transform education in the coming years.

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

Choose Only One Task

Task 1

Your school English Club is preparing a discussion on Artificial Intelligence. Write a paragraph of 150–200 words. In your paragraph,

- Give two (2) advantages of AI;
- Give two (2) disadvantages of AI;
- Give your opinion on how students should use it responsibly.

Task 1

There are frequent power cuts in your neighborhood, and sometimes people go for weeks without electricity. Write a letter of complaint to the authority responsible for the electricity supply. In your letter:

- State your complaint and give concise details about the frequent power cuts in your neighbourhood.
- Describe the consequences of the problem on students, workers, families and businesses.
- State what should be done to solve the problem and explain why these measures are necessary.

Instruction: ***Write your letter in 200 to 250 words.***

BAREME SIMILI BAC

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PART ONE : READING COMPREHENSION. (40 points)

A. VOCABULARY

(1 pt/réponse. 10 points)

1. citizens
2. dissent
3. accountability
4. grievances
5. enacting
6. mistrust
7. far-reaching
8. prevents
9. advocating
10. awareness
11. *disregards (example)*

B. COMPREHENSION (2 pts/réponse. 30 points)

1. protests and demonstrations mean to demand justice, accountability, and better governance.

2. protest and demonstrations are met with excessive force, arbitrary arrests or even violent measures.

3. the use of ammunition by security forces cause injuries and deaths.

4. governments use legal and technological tools.

5. no they don't. The measures not only violate individual freedoms but also deepen the mistrust between governments and their populations. Lignes 9-10

6. repression has caused violent uprisings, leading to intability and economic decline.

7. they must stop adopt inclusive governance and prioritize respect for civil rights.

8. governments should enact and enforce laws protectign freedoms of expression, assembly, and the press.

9. dialogue between citizens and governments.

10. respecting civil rights help achieve sustainable development and lasting peace.

PART TWO : LANGUAGE USE 1.5pts/réponse (30 points)

A.

1- challenges
2- suppressed
3- detained
4- rights
5- inequalities
6- employment
7- deaths
8- displacement
9- address
10- protection
11- commitment (example)

B.

1- Freedom (example)
2- Safety
3- Democracy
4- Transparency
5- Justice
6- Prevention
7- Awareness
8- Violence
9- Detention
10- Impartiality
11- Peace / Peacefulness

PART THREE : WRITING. (30 points)

TASK A. Le candidat ou la candidate devra produire un **letter of complaint** tout en respectant le format et les contenus requis d'une lettre formelle.

TASK B. Le candidat ou la candidate devra écrire **un email amical** tout en respectant le format et les contenus requis d'un email informel.

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GROUPE SCOALIRE LES SANTS ANGES
CE ANGLAIS
Année scolaire : 2024-2025

SERIE A2 – coefficient : 3
Durée : 3H

SIMILI BAC

LANGUE VIVANTE 1 : ANGLAIS

SERIE : A2

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

PART ONE : READING (40%)

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

The Disregard for Civil Rights and Liberties in Africa.

The violation of civil rights and liberties remains a critical issue in many African countries. Citizens often face oppression, particularly when expressing dissent against their governments. Protests and demonstrations, meant to demand justice, accountability, or better governance, are frequently met with excessive force, arbitrary arrests, or even violent measures by state authorities.

In nations where freedom of expression and assembly are restricted, citizens are often left with no safe platforms to express their grievances. For instance, during peaceful protests, security forces sometimes employ live ammunition, leading to injuries and deaths. Governments also use legal and technological tools to suppress opposition, such as stopping the internet, detaining journalists, and enacting restrictive laws. These measures not only violate individual freedoms but also deepen the mistrust between governments and their populations.

The consequences of these actions are severe and far-reaching. They discourage political participation, foster resentment, and push citizens to lose faith in their governments. In some cases, repression has caused violent uprisings, leading to instability and economic decline. Moreover, the lack of accountability and transparency prevents the development of inclusive societies, where the rights of every individual are respected.

To end the cycle of repression, African countries must adopt inclusive governance and prioritize respect for civil rights. Governments should enact and enforce laws protecting freedoms of expression, assembly, and the press. Civil society organizations and international bodies must also play an active role by advocating for human rights and holding oppressive regimes responsible.

Dialogue between citizens and governments is crucial to fostering trust. Platforms for peaceful negotiation and conflict resolution must be encouraged. Education and civic awareness campaigns can permit citizens to know and defend their rights. Additionally, the promotion of independent judicial systems will help ensure that violators of civil liberties are held accountable.

In conclusion, addressing the disregard for civil rights in Africa requires collective effort from governments, citizens, and the international community. Respecting these rights is not only a moral obligation but also a necessary step toward achieving sustainable development and lasting peace.

Adapted from https://www.amnesty.org.

COMPREHENSION CHECK

A. Vocabulary *(1pt / answer)*

Read the text and find the words or phrases which definitions or synonyms are given below. The lines where you can find them are indicated. Write your answers on your answer sheet like in the example. *Example : 11- disregard*

1. natives of a country, nationals **(line 1)**
2. dissatisfaction, disagreement **(line 2)**
3. responsibility, answerability **(line 3)**
4. complaints, criticisms **(line 6)**
5. approving, voting for **(line 8)**
6. doubt, lack of confidence **(line 9)**
7. important, significant **(line 11)**
8. stops **(line 14)**
9. arguing for, promoting **(line 17)**
10. conciousness, understanding **(line 20)**
11. negligence **(line 23)**

B. Comprehension *(3pts / answer)*

Read the text again and write short answers to the following questions.

1- What is the objective of protests and demonstrations in many African countries?
2- How are protests and demonstrations met?
3- What does the use of ammunition by security forces cause?
4- How do governments suppress opposition?
5- Do the measures taken by governments have positive consequences? Justify your answer.
6- What has repression provoked ?
7- What must African countries do to stop the cycle of repression?
8- According to the author, what should governments do?
9- What can encourage trust ?
10- What are the advantages of respecting civil rights?

PART TWO : LANGUAGE USE (30%)

A. The passage below is about human rights and freedom. As you read it, fill in the gaps with the words from the box below. One word is not concerned. Example 11 : commitment. *(1.5pts / answer)*

Apartheid, detained, commitment, rights, suppressed, challenges, inequality, employment, protection, displacement, address, deaths

In many parts of Africa, human rights and freedoms continue to face significant (1) _____. Freedom of speech is often (2) _____ by governments that fear criticism. Journalists and activists are frequently (3) _____ or even imprisoned for exposing corruption or (4) _____ violations. Additionally, many countries struggle with systemic (5) _____, where minorities and women face limited access to education and (6) _____ opportunities. Armed conflicts in some regions also result in the (7) _____ of innocent civilians and force millions into (8) _____ camps. International organizations are working to (9) _____ these issues by promoting accountability and offering (10) _____ to victims. However, sustainable change requires stronger (11) _____ from both African leaders and the global community.

Adapted from https://www.amnesty.org.

B. All the adjectives below are about civil rights on the African country. As a civil right fighter, find the nouns deriving from those adjectives. Do your work like in the example. *(1pt / answer)*

***Example** : freedom*

Adjectives	nouns
1- free	freedom
2- safe	
3- democratic	
4- transparent	
5- just	
6- prevented	
7- aware	
8- violent	
9- detained	
10- impartial	
11- peaceful	

PART THREE : WRITING (30%)

Do <u>only one</u> of the two tasks below. (Do not exceed 25 lines)

<u>Task A</u>

As the president of an NGO that fights for human dignity called RIGHT FOR ALL, you are deeply concerned about the increasing violations of human rights and civil liberties in several African countries. As part of your civic responsibility, you decide to write a letter to the English Prosecutor of the International Criminal Court (ICC), to bring attention to this issue. In your letter,

- *State the complaint.*
- *Mention the consequences of the problem. (three consequences)*
- *Suggest measures ICC can take to stop that social phenomenon.*

<u>Task B</u>

Today is Human Right Day. Pokou your friend from Ghana, has written you an email to have information about human rights and freedoms in your country. Write him back.

In your email,

- *Mention examples of rights in your country.*
- *Indicate how the populations of your country benefit from civil rights.*
- *Propose what the government should do to reinforce the liberty of populations.*

Pokou's email : ***<u>pokouthebest@hotmail.fr</u>***

Your email : <u>thebaccalaureatwinner@gmail.com</u>

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Coefficient : 4
Coefficient : 2
Durée : 03 heures

LANGUE VIVANTE 1-ANGLAIS

SERIES : A1 – 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 tasks that follow it.

Transborder Terrorism in West Africa

Transborder terrorism in West Africa has catalyzed profound social and economic regressions across the region. The collapse of international counterterrorism support, especially after Western military withdrawals, created a crucial lack of security. Migration flows from conflict zones are increasing, driven by displacement and insecurity. Humanitarian crises are deepening as essential services collapse under terrorist violence. Youth unemployment and socio-political disaffection provide fertile ground for recruitment.

Socially, it erodes public trust in state institutions, fuels intercommunal tensions, and drives recruitment by extremist groups through social alienation and insecurity. Populations in vulnerable communities, increasingly align with armed groups due to state neglect or corruption.

Economically, terrorism disrupts trade, agriculture, and investment. The informal economy — which constitutes 60–70% of the regional Gross Domestic Product (GDP) — is particularly vulnerable to terrorist financing, illicit activities such as gold mining and drug trafficking. Many Countries in west Africa suffer direct economic losses. The region collectively spends approximately $84 billion annually on securitization, diverting funds from development.

Terrorism also reverses hard-won development gains, as noted by the UN Deputy SecretaryGeneral in 2024, and undermines regional cooperation, especially as Sahelian states increasingly disengage from ECOWAS security mechanisms. Without coordinated governance, economic resilience, and cross-border intelligence sharing, the threat will continue to expand.

Terrorist groups exploit ethnic tensions and state fragility to gain local support or compliance. Attacks in urban centers like Grand-Bassam (Côte d'Ivoire) signal expanding reach beyond rural bastion. Militarization alone has proved insufficient without resolving governance and development gaps. Intelligence sharing and de-radicalization programs are now prioritized to deal with root causes. However, regional cooperation with prioritizing collective security over sovereignty remains the main solution.

Adapted from UN News (2024): https://news.un.org/en/story/2024/06/1150816 UNDP (2023)

COMPREHENSION CHECK

A. Vocabulary 10%

The words in column A are from the text. Find them and match them with their synonyms or meanings in column B. One option in column B is not concerned. Write your answers like in the example.

Example: 1 - k

Column A	Column B
1. collapse (L.2) 2. withdrawals (L.3) 3. erodes (L.7) 4. alienation (L.8) 5. disrupts (L.10) 6. reverses (L.15) 7. undermines (L.16) 8. threat (L.18) 9. compliance (L.19) 10. root (L.22) 11. sovereignty (L.23)	a. autonomy b. reduces c. fundamental d. erupts e. submission f. menace g. detachment h. interrupts i. disengagements j. compromises k. break-down l. overturns

B. Comprehension 30%

Read the text again and say if the following statements are true (T) or false (F). Justify your answers by indicating the lines. Write your answers like in the example.

Example: 1. F (L. 1)

1. Transborder terrorism has improved social and economic conditions in West Africa.
2. Western military withdrawals contributed to security gaps in the region
3. Migration flows are decreasing due to improved security conditions.
4. Youth unemployment contributes to extremist recruitment.
5. Terrorism strengthens public trust in state institutions.
6. Rural communities sometimes support armed groups because of perceived state neglect.
7. The informal economy represents only a small percentage of the region's GDP.
8. Many west African countries have suffered significantly higher economic costs from terrorism.
9. The region spends most of its resources on development rather than security.
10. Terrorist attacks are limited to rural areas.
11. Regional cooperation that prioritizes collective security is presented as a long-term solution.

PART TWO: LANGUAGE IN USE 30%

A. The text below is about transborder terrorism. To make it meaningful, complete each gap with the appropriate words from the box. One word is not concerned. Write your answers like in the example. *Example: 1 - deaths*

forces	**struggles**	**threat**	**Secretary**	**region**	**new**
deaths	**security**	**democratic**	**ethnic**	**weaponry**	**agreed**

west Africa has emerged as a global epicenter of terrorism, with over half of global terrorism-related **(1)** ……... now occurring in the region. The Sahel **(2)** ……, particularly Mali, Burkina Faso, and Niger, serves as the primary incubator for transnational terrorist groups. ECOWAS **(3)** …… to maintain unified strategy amid shifting alliances. Terrorist groups now use drones and advanced **(4)** ……., escalating lethality and operational reach. Regional leaders have **(5)** …….. to harmonize legal frameworks for cross-border prosecution of terrorism offenses.

Joint military **(6)** ……., such as the 5,000-strong Sahelian alliance, aim to coordinate transnational operations. However, The UN Security Council describes the **(7)** …… as alarming. The Deputy **(8)** ……. General underscored the need to use "all existing tools", while also designing **(9)** …… solutions collectively to meet the expectations of the people.

Peace and **(10)** …… must underpin the 'Vision for Africa' in the African Union's Agenda 2063 socio-economic development framework, with a strong emphasis on strong **(11)** ……..… institutions. The African Union and regional bodies face challenges in enforcing mandates without political will.

Adapted (from UN News (2024): https://news.un.org/en/story/2024/06/1150816 UNDP (2023):

B. The sentences below are about transborder terrorism. Read them carefully and choose the best option between brackets to make them meaningful. Write your answers like in the example

Example: 1- have expanded

1) Groups like JNIM and ISGS (have expanded / are expended / has expended) operations across borders.
2) Populations (were put / are put / are putting) in question our models of democracy and the need to be made fit.
3) Root causes of conflicts in the region (has to be / have to be / has been) addressed.
4) Efforts must be (step / stepping / stepped) up to achieve the development targets by the 2030.
5) The Secretary General (emphasized / emphasizing / emphasize) the need for investments in energy, food systems and education.
6) with women playing a central role, Africa (will been / will be / will being) a vital player in finding ways to end conflicts around the World.
7) If regional collaboration improved, terrorist networks (become / became / would become) weaker.
8) Before international support arrived, some border areas (are / were / have been) poorly protected.
9) By next year, regional organizations (will have developed / would develop / will developed) new strategies against transborder terrorism.

10) While local populations (are living / were living / was living) in fear, authorities prepared emergency responses.
11) Had international partners provided assistance, the situation (would slowly improved / would had slowly improved / would have been slowly improved).

PART THREE: WRITING 30%

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

<u>TASK</u> A

The Ambassy of the USA organised a debate about Transborder terrorism in West Africa in which you were invited. At your school English club, you decide to inform the members about what you learnt there. In your speech pronounced in English,
- say what Transborder terrorism is,
- tell how it operates across borders in West Africa,
- explain the consequences of these terrorist attacks on the populations.

<u>TASK</u> B

During the last international forum about terrorism in Durban (South Africa), the Deputy General Secretary of the United Nations declared: "transborder terrorism has become a major threat to peace, security, and development in West Africa." In a competition organised by the American cultural centre, you are asked to write an essay to clarify this declaration.
In your writing,
- give the causes of transborder terrorism in West Africa,
- explain its consequences on the region, - suggest possible solutions to combat it.

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School: Collège Moayé Dhan Bingerville **School Year**: 2025-2026

English Council **Duration**: 2h30min

DRENA

ENGLISH COMMON TEST TLE

PART ONE: reading for comprehension (08 points)

Americans Are Changing Their Living Styles

There is no question that American consumers are troubled by the ever growing dangers in the world as it threatens the very foundation of the American way of life. They are also made anxious by the political hubbub, fake news posturing and other distractions that are taking their leaders away from their much more important task of governing and ruling this great nation and setting it on the right course to grow the economy and help American citizens prosper.

In the face of these struggles, Americans are finding solace at the bar, which not only helps them escape from their worries temporarily but also provides much-needed connection with others as they share drinks at the pub.

Encouraged by cheaper gas, Americans are getting into their cars and traveling more, going to new places, seeing new sights and just enjoying the road travel experience. This may also be a reflection of the problems confronted in air travel, which has gotten plenty of press lately.

As for me, when I need to travel places I can reach by car in less than a day, I will always opt for a road trip, rather than undergoing the trials and tribulations of flying. I suspect there are many others that share this view.

Internet shopping is replacing the hassles of in-store shopping, no question of that. It is not only that online gives access to more products, often at a cheaper price, but online saves huge amounts of time when people need a specific item.

Going to the store or the mall, therefore, becomes a discretionary diversion undertaken primarily when people want a *shopping experience*, as opposed to a *buying experience*, in which online often proves to be the best option. **Amazon's record-breaking Prime Day** on July 12, which saw sales rise 60% over last year's, demonstrates just how much shoppers value the comfort and ease of shopping electronically without ever having to cross the threshold of a retail store.

The fact that sales in used merchandise stores are growing so rapidly is not necessarily a reflection of cash-strapped customers looking for bargains, though surely that plays a role. But I believe it is far more a reflection of consumers turning away from the pursuit of a materialistic culture where one is defined by the things one has. Rather they are chasing more meaningful lifestyle experiences.

In buying previously owned things, people acknowledge that repurposing, reusing, and seeking out used items is a lifestyle that they embrace. The "Tiny House" movement with its rallying cry "Tiny House-Big Living," is more than just a cable television show. It is a lifestyle that more Americans are pursuing, if not by actually living tiny, but thinking that way. And they start by ridding themselves of all the extraneous junk they have collected. When they actually need something, they increasingly are looking to gently used goods as a better solution, both for their pocketbook and the planet.

Adapted from https://www.forbes.com/sites/forbes-finds/2018/06/23/

COMPREHENSION CHECK

A/ Vocabulary: *read the text and find in it words or expressions that correspond to the synonyms or definitions below at the indicated lines. Do like the examples*: 1- consumers.

1- People who buy things with the objective of eating or using them (L1)
2- Menaces (L2)
3- People living in a country legally (L5)
4- Comfort, consolation (L5)
5- Make the choice of (L12)
6- Sufferings and ill-treatments (L13)
7- Troubles, unwanted annoyances (L15)
8- Very small (L30)
9- Not essential (L31)

B/ Comprehension questions*: read the text again and decide if the following statements are TRUE or FALSE. Do like the example*: 9-TRUE.

1- American traders are facing difficulties.
2- American consumers are also worried by the pollical noise and instability.
3- The American leaders are really focused on their mission of governing.
4- American people find comfort in pubs, and night clubs.
5- Travelers don't enjoy their road trip.
6- On July 12th, stores' sales decreased.
7- Consumers like to remain in their materialistic style.
8- People dislike buying used objects.
9- Americans are looking for a reduced lifestyle.

PART TWO: language use

Task: *choose the correct form of the verb between brackets to express past habits that no longer exist. Do like the example*: 1- would.

1- When I was very young, I (**used to/ would**) always go shopping on Saturdays.
2- American people (**used to / would**) live above their salaries.
3- At primary school, big boys (**used to/ would**) wrench youngers' bread.
4- As a kid, my grandmother (**would/ used to**) tell me short stories every day, but today I'm older.
5- Formerly, Americans (**used to/ would**) buy more expensive things, but today they are seeking for cheaper objects.

PART THREE: writing

You ordered a sophisticated computer online from a company in the United States. The delivery is taking too much time. You write a letter to the customer's office regarding the delaying delivery to express your feelings. In your letter:

- Say why you are writing the letter,
- Talk about your complaint,
- Claim for the cancellation of the order with a total refund. (**20-25 lines**)