

COLLEGE MAMADOU TRAORE ACADEMIC YEAR: 2013-2014	Teacher: Sir N'CHO N'Chacou
Level: 2nde A/C	Student's names:
Duration: 2 hours	
Date :	

### ENGLISH TEST N° 1

#### PART ONE: READING (8 points)

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

#### **LAST OF ELEPHANTS**

As human populations increase, the elephant's habitat shrinks. Things look desperate for our largest land mammal, and for smaller animals too.

In 1930 there were about ten million elephants in Africa. In 1980 the first proper census revealed 1 million, three hundred thousand elephants. Ten years later, at the second census, the number had diminished to about 600,000. This decrease was accelerated by the rocketing price of ivory. We can understand a farmer's willingness to become a poacher; the two tusks from one elephant are worth as much as twelve years hard work in the fields.

In Côte d'Ivoire, whose very symbol is the elephant, their population is now just a handful. In Angola, the civil war was largely funded by sales of ivory, and the plentiful Angolan herds were wiped out.

African governments are finally realising that tourists will spend big money to enjoy the site of wild game in natural settings. In south Africa, the only country that set out years ago to conserve wildlife, well-managed game parks earn millions of dollars a year. In nearby Zimbabwe, where they had begun to copy the game park programme, the income earned from safaris is used to set up schools and clinics in the regions near the reserves, and farmers are compensated for lost or damaged crops. Once people understand that wild animals can provide a steady income and other benefits, they do their best to ensure the survival of the environment and the animals. Elephants are important to the ecosystem. They eat the vegetation and convert it to fertiliser. They generate new plants, shrubs and trees through their droppings. They open spaces that enable sunlight to reach the ground and so support other forms of wild life.

Unfortunately, there have been no serious attempts at animal conversation in West Africa. For this reason, few tourists visit the western side of the continent and those countries have lost an important source of revenue as well as their heritage. The way things are going, our grandchildren will only see elephants and other wild animals in picture books.

**David CROSS, ENS 1992**

#### COMPREHENSION CHECK (6 points)

##### A- Vocabulary

All the words in column A are the opposites of words in the text. Find these words and fill in the gaps in column B. Lines are indicated to help you. Write down your answers in the given space like in the example. Example: h- conservation

Column A	Column B
1- expands (L.1)	a- .....
2- Hopeful (L.1)	b- .....
3- increased (L.5)	c- .....
4- quickly falling (L.5)	d- .....
5- peace (L.9)	e- .....
6- rebuilt (L.10)	f- .....
7- irregular (L.16)	g- .....
8- extinction (L.)	<b>h- conservation</b>

**B- Comprehension:**

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

- How many elephants were there in Africa in 1990?  
 .....  
 .....
- Why does the farmer in the text want to become a poacher?  
 .....  
 .....
- Give two reasons why animal conservation is important.  
 .....  
 .....  
 .....
- List two things that elephants bring to the ecosystem.  
 .....  
 .....  
 .....
- Is the author optimistic about the future of animals? Justify your answer.  
 .....  
 .....  
 .....  
 .....  
 .....

**PART TWO: WRITING (8 points)**

This image shows a full page of a document template designed for handwriting practice or general note-taking. It consists of approximately 30 evenly spaced horizontal dotted lines across the entire width of the page. There are no margins, headers, footers, or other markings present.

### **PART THREE: LANGUAGE IN USE (6 points)**

**A-** Fill the box with either the verbs or the nouns formed from them.

VERBS	NOUNS
<b>To argue</b>	.....
.....	<b>comparison</b>
<b>To protect</b>	.....
<b>To choose</b>	.....
<b>To assign</b>	.....
<b>To involve</b>	.....
.....	<b>consumption</b>
.....	<b>condemnation</b>

**B-** Put the bracketed verbs into the correct tense and form.

- 1- If the policeman (to search) ..... thoroughly the bag in the car, he (to find) ..... the gun.
- 2- If Kofi (to have)..... some money, he (to leave) ..... the village.
- 3- They (not to hear)..... us if we (to talk) ..... speedily.

**C-** Put each verb in brackets into the present perfect active or passive and write it in the gaps

- Asta: (1- You/to hear) ..... the good news?  
 Dimba: what news?  
 Asta: The government (2- to create) ..... a special fund for school leavers like ourselves to return to the village as farmers or craftsmen. I'm going to apply.  
 Alain: Are you joking? What do you know about farming? (3- You/ ever to try) ..... carpentry, or masonry or plumbing? How about car repair?  
 Patrick: Alain's right. But I heard yesterday those new centres for agricultural and vocational training (4- to build) ..... to provide the necessary skills and funds (5- to allow) ..... for that.