

BEPC
SESSION 2025
ZONE I

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

*Cette épreuve comporte deux (02) pages numérotées 1/2 et 2/2.
Le candidat est libre de commencer par la composante de son choix.
Cependant, il devra numéroter ses réponses conformément à la numérotation du sujet.*

PART ONE READING COMPREHENSION (8 pts)

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

CITY AND VILLAGE

Over ages, disparities between village and city life have been evident. There is a huge difference between the way people live in the cities and what people do in villages. Each place has its own advantages and disadvantages.

5 Cities are the hubs of everything, starting from fast food chains to tall buildings. Cities represent the symbol of cultural integration along with globalisation. City life also offers wide options for facilities and opportunities.

The village is the place where we find peace inside ourselves. There are arrays of trees, lakes and rivers. The patch of green lands marks the boundaries of any villages. Only in villages can we see dew on the grass and rituals with full celebrations.

10 Village life is the representation of a rural lifestyle; in contrast, city life represents an urban lifestyle. Cities are overpopulated compared to villages where a small number of people live. The air and water in the village are less polluted, and the village is cleaner with less noise compared to the cities. People in villages are less busy. Cities have innumerable buildings and vehicles and offer better medical care and education.

Adapted from top 10 differences between village life and city life-planningtank.com

COMPREHENSION CHECK

A-Vocabulary check: Choose the best meaning option for each word according to the text.
Write your answers like in the example.

Example: 1- a

- | | | | | |
|------------------------------|---------------|--------------|-------------|---------------|
| 1- huge (L. 1) means: | a) enormous | b) small | c) slight | d) consistent |
| 2- own (L. 3) means: | a) standard | b) general | c) global | d) specific |
| 3- hubs (L. 4) means: | a) goals | b) tops | c) center | d) rooms |
| 4- arrays (L.7) means: | a) things | b) lines | c) shares | d) parts |
| 5- boundaries (L. 8) means: | a) limits | b) centers | c) areas | d) squares |
| 6- dew (L. 9) means: | a) dirt | b) perfume | c) smoke | d) humidity |
| 7- busy (L. 13) means: | a) inactive | b) sleepy | c) free | d) occupied |
| 8- innumerable (L.13) means: | a) many | b) great | c) numbered | d) few |
| 9- care (L.14) means: | a) prevention | b) treatment | c) work | d) group |

B- True / False statements: Decide whether the following statements about the text are true (T) or false (F). Indicate the lines of the text to justify your answers. Write your answers like in the example.

Example: 1-F (L1-2)

- 1- There is a small difference between village and city life.
- 2- Village life and city life have both advantages and disadvantages.
- 3- Cities are the central points for everything in a country.
- 4- Cities don't promote cultural integration.
- 5- Village life is peaceful.
- 6- Villages and cities have different lifestyles.
- 7- Villages are more populated than cities.
- 8- Air and water are not polluted in the village.
- 9- Medical care and education are less important in villages than in cities.

PART TWO LANGUAGE IN USE (6 points)

Task 1: The passage below is about the disadvantages of living in a village. Choose the correct option among the words suggested in each bracket to make the paragraph meaningful. Write your answers like in the example.

Example: 1-have

In the village, there are fewer facilities in comparison to the city. Villagers usually (1- **having / have / has**) difficulty in transportation, education and even medication. Most villages (2- **doesn't have / don't have / didn't have**) equipped and modernized medical facilities. In some cases, the villagers have to travel long distances to reach the hospital. Schools (3- **are / was / is**) also underdeveloped. Besides, seeking a job (4- **can / cannot / couldn't**) also be difficult in the village because there are fewer opportunities.

Task 2: The passage below is an extract of an article about village and city life. Complete each gap with the appropriate word from the box to make it meaningful. One word in the box is not concerned. Write your answers like in the example.

Example: 1- with

on - in - to - with - of

In a village, life is calm and quiet. People know one another very well and develop close relationships ...1... everybody. Villagers are very friendly, warm and ready ...2... help others. Even, ...3... special occasions, they join together in the organisation. Because of that, ...4... the village there is a greater bond among villagers.

PART THREE: WRITING (6 points)

Topic (Not more than 12 lines)

You have just received a letter from your Nigerian friend who has some difficulties because she/he is living in a village. In his/her letter, she/he told you that she/he wants to move to the city next to his / her village. Write him/her back to tell him/her what you think of that decision. In your letter,

- identify three (3) advantages of city life;
- point out three (3) difficulties related to life in a city;
- express your opinion about your friend's decision.

BEPC-SESSION 2025
CORRIGE-BAREME : LANGUE VIVANTE 1 ZONE 1

CORRIGE	BAREME
<u>CITY AND VILLAGE</u>	
Ce barème comporte 3 pages numérotées 1/3, 2/3 et 3/3.	
<u>PART ONE : READING COMPREHENSION</u>	
<u>COMPREHENSION CHECK</u>	8 points
A. <u>Vocabulary Check</u> (0,5 point par réponse juste) Exemple : 1 - a	4 points
2 - d	
3 - c	
4 - b	
5 - a	
6 - d	
7 - d	
8 - a	
9 - b	
<u>NB</u> : Accordez le point si le candidat écrit le mot.	

DIRECTION DES EXAMENS ET CONCOURS
Ce barème est national. Seule la commission nationale des corrigés-barèmes est habilitée à le modifier.

CORRIGE	BAREME
<p><u>B. TRUE / FALSE STATEMENTS</u> (0.5 point par réponse juste)</p> <p><u>Example</u>: 1 - F (L1-2)</p> <p>2 - T (L2-3)</p> <p>3 - T (L.4)</p> <p>4 - F (L4-5)</p> <p>5 - T (L.7)</p> <p>6 - T (L.10 -11)</p> <p>7 - F (L.11-12)</p> <p>8 - F (L.12-13)</p> <p>9 - T (L.13-14)</p>	<p>4 points</p>
<p><u>PART TWO: LANGUAGE IN USE</u></p>	<p>6 points</p>
<p><u>Task 1</u> (1 point par réponse juste)</p>	<p>3 points</p>
<p><u>Example</u>: 1 - have</p> <p>2 - don't have</p> <p>3 - are</p> <p>4 - can</p>	

DIRECTION DES EXAMENS ET CONCOURS

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CORRIGE	BAREME
<p><u>TASK 2</u> (1 point par réponse juste)</p> <p><u>Example</u> : 1- with</p> <p>2- to</p> <p>3- on</p> <p>4- in</p>	<p>3 points</p>
<p><u>PART THREE: WRITING</u></p> <p>1. layout (address, date, salutation, closing formula and signature)</p> <p>2. Content</p> <ul style="list-style-type: none"> - Three advantages of city - Three difficulties related to life in a city - Express one's opinion about your friend's decision 	<p>6 points</p> <p>2 points</p> <p>3 points</p>
<p>3. Mechanics</p> <ul style="list-style-type: none"> - Correctness of language - Coherence and cohesion 	<p>1 point</p>

DIRECTION DES EXAMENS ET CONCOURS

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BEPC
SESSION 2025
ZONE II

Coefficient : 1
Durée : 2 H

LANGUE VIVANTE 1 : ANGLAIS

*Cette épreuve comporte deux (02) pages numérotées 1/2 et 2/2.
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PART ONE: READING FOR COMPREHENSION (8 points)

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

HOW TO INTEGRATE URBAN YOUTHS?

Recently, a violent phenomenon which started in a commune of Abidjan has spread fast to the other communes. Now, young men between the ages of 12 and 27 are joining organized youth groups, commonly referred to as “Children in Conflict with the Law”. These boys are described as people who violently rob their victims on the streets and, in some cases, kill them.

5 One of these youths described their state of mind saying, “When we go out, we are like wild dogs. We have to steal, do everything to gain money.”

Exclusion, lack of opportunities and inequalities are only a few of the socio-economic factors that create and reinforce the formation of these violent youth groups. Stigmatization only perpetuates the conditions which lead to the existence of these antisocial groups.

10 Government officials and civil organizations have attempted to eradicate this urban violence phenomenon, but with very little success. Civilians argue that police authorities do not have the necessary means to protect them against the assaults by the youth groups. In desperation, communities have gone as far as to organize self-defense actions, which have inevitably perpetuated cycles of violence in the communes. Till now, they are seeking alternative
 15 responses, which are adequate to their context to overcome this harmful social phenomenon.

Adapted from Interpeace Journal, August 24, 2016

*youths = young people

COMPREHENSION CHECK

A Vocabulary check

Match the words in Column A with their synonyms or definitions in Column B according to the text. One option in Column B is not concerned. Write your answers like in the example.

Example: 1. started = g. commenced

COLUMN A	COLUMN B
1- started (L1)	a- savage
2- fast (L1)	b- resources
3- rob (L4)	c- rapidly
4- wild (L5)	d- dangerous
5- lack (L7)	e- absence
6- perpetuates (L9)	f- full of
7- means (L12)	g- commenced
8- assaults (L12)	h- attacks
9- harmful (L15)	i- maintains
	j- steal from

B Comprehension questions

Write short answers to the following questions on the text (2 lines maximum).

- 1- Where did the phenomenon of “Children in Conflict with the Law” start?
- 2- What is the age group of the “Children in Conflict with the Law”?
- 3- Give two causes of youth violence identified by the writer.
- 4- Have communities’ self-defense actions stopped the phenomenon of urban violence?
Justify your answers with details from the text.

PART TWO: LANGUAGE IN USE (6 points)

Task 1: The paragraph below is about the “Children in Conflict with the Law”. Choose the best options in brackets to make it meaningful. Write your answers like in the example.

Example: 1= referred

The “Children in Conflict with the Law” represent a serious danger in Côte d’Ivoire. They are often (1-referred / refer / referring) to as “microbes”. Some citizens believe that the term “microbes” is not negative enough to describe these young men, while others (2- found / find / finding) the word humiliating. Psychologically and socially, the term “microbe” has a negative impact. Each time community members use this term to describe youths, they are (3-builds / build / building) a barrier between them. Consequently, these young men are (4-stigmatized / stigmatize / stigmatizing) and confined in negative behaviours and identities. This situation creates vicious cycles of violence.

Task 2: The statements below summarize a violent youth’s assault recently committed in Abidjan. Rewrite each of them starting by the underlined words or phrases. Write your answers like in the example.

Example: 1-Populations are generally robbed by violent youths in the evening.

- 1- Violent youths generally rob populations in the evening.
- 2- Recently, a group of young people attacked a supermarket.
- 3- They took everything from the clients.
- 4- Fortunately, the police rescued the victims.

PART THREE: WRITING (6 points)

Topic (Not more than 12 lines)

After an attack by the “Children in Conflict with the Law” in your city, you decide to write an article for the *TIMES* magazine to denounce the phenomenon. In your article,

- Say what the “Children in Conflict with the Law” are;
- describe what they do;
- suggest three solutions to stop this phenomenon.

BEPC-SESSION 2025
CORRIGE-BAREME : LANGUE VIVANTE 1 ZONE 2

CORRIGE	BAREME
<u>How to integrate urban youths?</u>	
Ce barème comporte 4 pages numérotées 1/4; 2/4; 3/4 et 4/4	
<u>PART ONE</u> - Reading for comprehension	8 points
Comprehension check	
<u>A Vocabulary check</u> (0,5 point par réponse juste)	4 points
<u>Example</u> 1. started = g. commenced	
2. fast = c. rapidly	
3. rob = f. steal from	
4. wild = e. savage	
5. lack = a. absence	
6. perpetuates = i. maintains	
7. means = b. resources	
8. assaults = h. attacks	
9. harmful = d. dangerous	
<u>NB</u> = Acceptez les réponses du genre 1- g	

DIRECTION DES EXAMENS ET CONCOURS
Ce barème est national. Seule la commission nationale des corrigés-barèmes est habilitée à le modifier.

1/4

CORRIGE	BAREME
<p><u>B. Comprehension Questions</u></p> <p>1. it started in a commune of Abidjan</p> <p>2. They are between 12 and 27.</p> <p>3. Two causes identified by the writer</p> <ul style="list-style-type: none">- Exclusion- lack of opportunities- Inequalities- Stigmatization <p><u>NB</u>: Acceptez deux des causes ci-dessus.</p> <p>4. NO (they haven't)</p> <ul style="list-style-type: none">- Because they have perpetuated cycles of violence in communes.- Because communities are still seeking alternative responses <p><u>NB</u>: Acceptez l'une des justifications ci-dessus</p> <p>* (1 point par réponse juste)</p>	<p>4 points (1 point par réponse juste)</p>

DIRECTION DES EXAMENS ET CONCOURS
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2/4

CORRIGE	BAREME
<u>PART TWO</u> = Language in use	6 points
<u>TASK 1</u> (1 point par réponse juste)	3 points
Example: 1 - referred 2 - find 3 - building 4 - stigmatized	
<u>TASK 2</u> (1 point par réponse juste)	3 points
Example: 1. Populations are generally robbed by violent youths in the evening. 2. Recently, a super market was attacked by a group of young people. 3. Everything was taken from the clients. 4. Fortunately the victims were rescued by the police.	

DIRECTION DES EXAMENS ET CONCOURS

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3/4

CORRIGE	BAREME
<p><u>PART THREE= Writing</u></p> <p><u>Consignes générales</u></p> <p>1. Le candidat a donné une définition correcte de "children in conflict with the law". (1 point)</p> <p>2. Le candidat a décrit ce qu'il faut. (1 point)</p> <p>3. Le candidat a suggéré trois solutions pour freiner le phénomène. (2 points)</p> <p>4. Le candidat a écrit avec peu de fautes d'orthographe et de grammaire et a utilisé un vocabulaire approprié. (1 point)</p> <p>5. Le candidat a respecté le type d'écrit. (1 point)</p>	<p>6 points</p>

DIRECTION DES EXAMENS ET CONCOURS

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4/4

BEPC
SESSION 2025
ZONE III

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

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PART ONE READING COMPREHENSION (8 pts)

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

FASHION – ALL OVER THE WORLD ?

Today, dedicated followers of fashion look to cities such as New York, London and Milan for their inspiration and to buy the latest trends. The fashion scene changes with every season and in many countries; this means that there are four collections, one for each season: Spring, Summer, Autumn and Winter.

- 5 The concept of fashion trends developed in the 14th century in Europe, but what about fashion in the rest of the world? As economies grew and people became more affluent, more people could afford to buy designer clothing across the world.

- To sum up, fashion is closely interlinked with the history of the world. Periods of rapid change and movement of people influenced the garments and styles that people chose to wear.
- 10 Nowadays, people are still extremely conscious about the way they dress for various occasions. Adolescents and young adults feel very proud of the brands they wear, whether it is for college, partying or sportswear. Their parents feel the same for their own designer labels. There are designers or boutique brands all over the world. In many Asian countries, local designers can charge a small fortune for exclusive bridal wear and other outfits.

Adapted from <https://www.collegetrinity.com>

COMPREHENSION CHECK

A-Vocabulary check: Find in the text the words or expressions whose definitions or synonyms are given below. The lines are indicated to help you. Write your answers like in the example.

Example: 1- trends

- 1- tendencies (L.2)
- 2- groups of clothing (L.3)
- 3- have the money (L.7)
- 4- fashion creator (L.7)
- 5- textiles (L.9)
- 6- trademarks (L.11)
- 7- put on (L.11)
- 8- wedding (L.14)
- 9- clothes (L.14)

B Comprehension questions:

Write short answers to the following questions about the text. (2 lines maximum).

- 1- Why do followers of fashion look to cities like London and Paris?
- 2- How do seasons influence the fashion scene?
- 3- List two reasons why more people could be able to buy designer clothing in the 14th century.
- 4- Do young people and parents have the same reactions to fashion? Justify your answer.

PART TWO LANGUAGE IN USE (6 points)

Task 1: Below is a conversation between two students discussing a coming fashion show. Choose the best options in brackets to make the conversation meaningful. Write your answers like in the example.

Example: 1-at

A: Hello my dear! Tomorrow is the fashion show (1- in / at/ to) school. How about taking part (2- in / at/ on) it?

B: No, thank you! I'm not interested (3- in / at/ on) it.

A: Why not? It's an opportunity (4- in / at/ to) discover famous designers and the latest trends.

B: Really! That sounds interesting. I didn't know that. Ok, I will find a way to be there.

Task 2: The following paragraph is about fashion. Read it and fill in the gaps with the correct words in the box below. One word is not concerned. Write your answers like in the example.

Example: 1- they

theirs - them - their - themselves - they

Nowadays, life is becoming more and more difficult. In Abidjan, many adolescents prefer wearing second-hand clothes because ...1... are trendy and affordable. For ...2..., Western-used clothes reflect. ...3... personality because they identify ...4... more with modern clothes than with traditional ones.

PART THREE: WRITING (6 points)

Topic (Not more than 12 lines)

During your recent stay in Accra, you participated in a fashion show as a spectator. Back to your country, you decide to write an article to describe the event to the readers of the English Club Magazine.

In your article,

- list the participants at the event;
- describe what they were wearing;
- express your feelings about the event.

BEPC-SESSION 2025
CORRIGE-BAREME : LANGUE VIVANTE 1 ZONE 3

CORRIGE FASHION	BAREME
PART ONE : COMPREHENSION CHECK	
A- VOCABULARY CHECK (0,5 pt par réponse)	
2. Collections 3. afford 4. designer 5. garments	6. brands 7. wear 8. bridal 9. outfits
B- Comprehension Questions (1 pt par réponse)	
1. They look to London and Paris (Milan) for their inspiration (and to buy the latest trends)	4 pts
2. The fashion scene changes with every season. OR - There are four collections, one for each season: Spring, Summer, Autumn, and Winter.	
3. As economies grew and people became more affluent (had more money)	
4. Yes, because young people and their parents feel very proud of the brands they wear.	

DIRECTION DES EXAMENS ET CONCOURS

Ce barème est national. Seule la commission nationale des corrigés-barèmes est habilitée à le modifier.

1/3

CORRIGE	BAREME
PART TWO: LANGUAGE IN USE	6 pts
TASK 1: 3 pts (1 pt par réponse juste)	
2. in	
3. in	
4. to	
TASK 2: 3 pts (1 pt par réponse juste)	
2. them	
3. their	
4. themselves	
PART THREE: WRITING	6 pts
Éléments à considérer:	
- Le candidat a donné un titre à l'article:	1 pt
- Le candidat a donné la liste des participants à l'événement (stylists, top models, ...)	
- Le candidat a décrit les vêtements des participants (traditional clothes,	1 pt

DIRECTION DES EXAMENS ET CONCOURS

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2/3

CORRIGE	BAREME
modern clothes - - -)	1 pt
- Le candidat a exprimé ses sentiments (I really enjoyed ... I loved ... the show was interesting ...)	1 pt
- Correction de la langue (vocabulaire/ grammaire)	2 pts

DIRECTION DES EXAMENS ET CONCOURS

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3/3