

**EPREUVE D'ANGLAIS**

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.*

**Black or White?**

One day near the end of my second term at school the principal came into our room and, after talking to the teacher, for some reason said: "I wish all of the white scholars to stand for a moment." I rose with the others. The teacher looked at me and, calling my name, said: "You sit down for the present, and rise with the others." I did not quite understand her, and questioned:  
5 "Ma'am?" She repeated, with a softer tone in her voice: You sit down now, and rise with the others." I sat down dazed. I saw and heard nothing. When the others were asked to rise, I did not know it. When school was dismissed, I went out in a kind of stupor. A few of the white boys jeered me, saying: "We knew he was coloured." "Shiny" said to them: "Come along, don't tease him, and thereby won my undying gratitude.

10 I hurried home as fast as I could. As I passed through the hallway, I saw that my mother was busy with one of her customers; I rushed up into my own little room, shut the door, and went quickly to where my looking-glass hung on the wall. For an instant, I was afraid to look, but when I did, I looked long and earnestly. How long I stood there gazing at my image I do not know. When I reached the head of the stairs, I heard the lady who had been with my mother  
15 going out. I ran downstairs and rushed to where my mother was sitting, with a piece of work in her hands. I buried my head in her lap and blurted out: "Mother, mother, tell me, am I a nigger? I could not see her face, but I knew the piece of work dropped to the floor and I felt her hands on my head. I looked up into her face and repeated: "Tell me, mother, am I a nigger?" There were tears in her eyes and I could see that she was suffering for me. And then it was that I  
20 looked at her critically for the first time.

I had thought of her in a childish way only as the most beautiful woman in the world; now I looked at her searching for defects. I could see that her skin was almost brown, that her hair was not so soft as mine, and that she did differ in some way from the other ladies who came to the house; yet, even so, I could see that she was very beautiful, more beautiful than any of them.  
25 She must have felt that I was examining her, for she hid her face in my hair and said with difficulty: "No, my darling, you are not a nigger." She went on: "You are as good as anybody; if anyone calls you a nigger, don't notice them." But the more she talked, the less was I reassured, and I stopped her by asking: "Well, mother, am I white? Are you white?" She answered tremblingly: "No, I am not white, but you—your father is one of the greatest men in  
30 the country – the best blood of the South is in you—

<https://nationalhumanitiescenter.org/pds/maai2/identity/text5/johnsonrace.pdf>

**A/ VOCABULARY: Finding words**

Each of the following definitions and meanings refers to a word in the text. Read the text and find the corresponding word or expression(s) and write them down. The lines given as reference will help you.

Write your answers like this: **1 – term**

- |   |           |
|---|-----------|
| 1. one of the three parts of an academic year | (Line 1)  |
| 2. cool voice                                 | (Line 5)  |
| 3. mocked at, laughed at                      | (Line 8)  |
| 4. annoy persistently                         | (Line 9)  |
| 5. ran fast                                   | (Line 10) |
| 6. in a serious manner                        | (Line 13) |
| 7. asked                                      | (Line 16) |
| 8. drops of liquid from the eyes              | (Line 19) |
| 9. imperfections                              | (Line 22) |
| 10. despite that                              | (Line 24) |
| 11. shake involuntarily                       | (Line 29) |

**B/ COMPREHENSION CHECK: True or false statements**

Read the text again and decide whether the following statements are true or false according to the text.

Write (T) for true and (F) for false. Write your answers like this example: **1 – F (line 1 – 2)**

- 1- The principal asked black students to stand up first.
- 2- The narrator wasn't surprised when the teacher asked him to sit down.
- 3- The narrator rose with the black students.
- 4- A few of the white students were convinced that the narrator was a white boy.
- 5- The narrator's mother was occupied when he got home.
- 6- The narrator looked at himself in his mirror for a long time.
- 7- The mother was troubled by her son's questions.
- 8- The narrator had looked at his mother attentively before that day.
- 9- The mother recognized that her son was black.
- 10- The mother was a black woman.
- 11- The narrator's father was a white man from the South of the USA.

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

A/The following text is about the poor living conditions of blacks in the US. Select the most appropriate word from the box below to fill in the blanks. Write down your answer like this: **1 – racism**

**among – because – Blacks – economic – hope – jobs – racism – social – status – therefore – times**

**Today's Black America**

In spite of the measures taken, (1) ....still prevails in the US.

To the racial problem is added a (2) .....problem. Because they often receive a mediocre education and (3).....they are discriminated against, the (4).....are always given the most menial and least paid (5).....Most of them remain in the low-income brackets and have no (6).....of ever improving their social (7)..... Moreover, they are always more affected than the Whites by (8).....difficulties (the

unemployment rate is four times as high (9).....the Blacks as among the Whites).

It is (10).....not surprising that their reactions against a society which has thus ill-used them should at (11).....be violent.

**B/***The passage below is about the rights of citizens in a democratic country. Read it and choose the correct modal verbs to complete the text. Write your answers like this: 1 – shouldn't*

In a democracy, every citizen has certain basic rights which the state (1- **cannot/shouldn't**) take away. The state (2 – **could / must**) respect people's beliefs and opinions. Citizens (3- **are allowed to / ought to**) assemble and protest against government actions. However, citizens (4-**couldn't /mustn't**) use violence to protest, and they (5- **can / must**) respect the law. In a democracy, no one (6- **ought to /may**) be subjected to inhuman treatment or imprisoned without legal justification. Political leaders (7- **can /have to**) be chosen by the people in elections. In most democracies, voting is not an obligation and citizens (8- **mustn't/don't have**) to vote if they don't want to. Positive discrimination (9- **could/must**) encourage more woman to enter politics. In democracy, politicians (10- **have to/could**) be elected by the people. In a dictatorship, citizens (11- **cannot/must not**) choose their leaders.

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

Do only one of the two tasks below:

#### **Task 1:**

People in your neighbourhood are practicing discrimination among them days after days. As a citizen, you decide to write a letter of complaint to the minister of justice and human Rights in order to stop this phenomenon. In your letter,

- Give the reason of your writing
- Give some causes and consequences of discrimination
- Propose some solutions in order to cope with this phenomenon.

**(20 to 25 lines)**

#### **Task 2:**

As a member of your English club, you have been invited by an NGO to attend a conference in Ghana on human rights. Back from the conference, you are asked to deliver a speech. In your speech,

- Give the definition of racism.
- Present the dangers of racism
- Suggest some solutions to reduce intolerance all over the World.

**(20 to 25 lines)**