

Fascicule ANGLAIS 3eme

Conçu selon la méthode communicative proposée au

BFEM

Textes + corrigés

- Illegal migration
- Mamadou Gassama
- Nelson Mandela
- Kobe Bryant
- George Floyd
- Yellow vests (Gilets Jaunes)

Coronavirus
Thomas Sankara
Martin Luther King
Diego Maradona
Papa Bouba Diop

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Text1:

1. Most of the West African migrants who fail to reach Europe eventually return to their own countries, but it can be a bitter homecoming. In Sierra Leone, returnees are often rejected by relatives and friends. They're seen as failures, and many stole from their families to pay for their journey.

2. Fatmata breaks into sobs when she remembers the six months she spent in slavery as the "wife" of a Tuareg nomad who seized **her** in the Sahara desert. "They call him Ahmed. He was so huge and so wicked," she says. "He said, 'You are a slave, you are black. You people are from hell.' He told me when somebody has a slave, you can do whatever you want to do. Not only him. Sometimes he would tell his friend, 'You can have a taste of anything inside my house.' They tortured me every day."

3. That was only the beginning of the horrors Fatmata, aged 28, from Freetown, Sierra Leone, experienced as she tried to cross West Africa to the Mediterranean. She eventually escaped from Ahmed, but was recaptured by traffickers who held her in their own private jail in Algeria.

4. Last December, she arrived back in Freetown, by bus from Mali - after nearly two years away. But there were no emotional reunions, no welcomes, no embraces. Nearly a year later, Fatmata hasn't even seen her mother - or the daughter, now eight, she left behind. "I was so happy to come back," she says. "But I wish I had not."

Readapted from BBC World News-Africa

I- Reading Comprehension (8 marks)

A- Matching: Match each title to its corresponding paragraph's number in the text. (0.5pt/each)

Titles	Paragraph's number
1. What a heartless man!	N°
2. A sad homecoming	N°
3. Looking for freedom	N°
4. A scattered family	N°

B- Multiple choice questions: Put a cross (X) in the best answer. (0.5 pt/each)

5. "her" in paragraph 2 refers to....

- a) Sahara b) Tuareg c) Fatmata d) Wife

6. Fatmata's homecoming was bitter because she.....

- a) didn't make it b) made it c) succeeded d) had no choice

7. "But I wish I had not" means:

- a) I was happy to be back. b) I was unhappy with my owner.
c) I wanted to come earlier. d) I regretted to be back home.

8. "After nearly two years away" means:

- a) Two years and 4 months b) Two years c) 1 year and some months d) Two years and 2 weeks

C- Gap Filling: Complete the following sentences with the list below (0.25pt/each)

Ahmed	mother	Tuareg	daughter	traffickers	Fatmata
-------	--------	--------	----------	-------------	---------

9).....was forced to work as a slave for a man called 10) He is said to be a
 11) When Fatmata went back home, she could neither meet her 12).....nor
 her 13)

D- True or false: Are these sentences true or false? Justify by quoting a specific passage from the text. (1pt/each)

14. Migrants from Sierra Leone receive a warm welcome: -----

Justification:

15. Fatmata flew home right after escaping from Ahmed's tortures: -----

Justification:

16. Returnees from Sierra Leone are rejected because they didn't make it: -----

Justification:

II- Linguistic and communicative competence (7 marks)

E- Use the most appropriate reflexive or relative pronoun to complete the text. (0.5pt/each)

where	when	herself	whose	themselves	who
-------	------	---------	-------	------------	-----

Fatmata 17) is seen as a returnee, faces difficulties within her family. She held 18) accountable for the situation. She wish she stayed 19) she came from but her owner 20) attitude was savage couldn't permit.

F- Complete this dialogue meaningfully between Fatmata and a member of her family. Use the present simple, present continuous or the present perfect continuous. (0.5pt/each)

F: It's the world upside down right here! What a mess!

M: You spent so many years abroad. How 21) abroad?

F: I have been living abroad for over two years.

M: Oh! Really! So many lessons to be learnt from your adventure.

What 22)(do) now?

F: I 23)(be) a housemaid.

M: Great! Keep it up. You can do it. People 24)(make) it here.

F: You are right! "Where there 25)(be) a will, there is always a way."

M: My sister 26)(work) as a beautician and she is really good.

G- What does each sentence express? Choose from the box below. (.05pt/each)

obligation	possibility	permission	request	prohibition	necessity
------------	-------------	------------	---------	-------------	-----------

27. Fatmata needs assistance from her parents: -----

28. May I talk to you Mum? -----

29. You must find a job before it's too late: -----

30. You can make it here my daughter: -----

III- Writing: Choose ONE topic and write about it. (80 – 100 words) 5 marks

Topic1: After having spent more than one year abroad, Fatmata is back. Imagine a discussion between her and her mother.

Topic2: The illegal immigration has become worse than it was some years ago in Senegal. So many young people are losing their lives by crossing the dangerous Mediterranean Sea. What would be your message to President Macky Sall to stop this phenomenon?

Topic3: What are the causes and consequences of illegal migration? What can be done to stop it?

Text 2:

A Malian migrant, hailed as a hero after mounting a daring rescue to save a small boy dangling from a balcony in Paris, is to be made a French citizen.

Mamoudou Gassama won widespread praise after climbing the outside of the building to save the four-year-old. Video showed him being cheered on by spectators as he pulled himself from balcony to balcony to the fourth floor.

After meeting him at the Elysee Palace, President Emmanuel Macron said he would be made a naturalised citizen. He personally thanked Mr Gassama, gave him a medal for courage and said he would also be offered a role in the fire service. Mr Gassama is said to have arrived in France last year, taking the long and dangerous journey to Europe via a boat over the Mediterranean to Italy.

Mr Gassama said he had been walking past when he saw a crowd gathered in front of the building. He told Mr Macron: "I just didn't have time to think, I ran across the road to go and save him. "I just climbed up and thank God, God helped me. The more I climbed the more I had the courage to climb up higher, that's it," he added.

He said that the boy was crying when he hauled him to safety and had also suffered an injured foot.

Local authorities quoted by French media said the boy's parents were not at home at the time.

The father has been questioned by police on suspicion of leaving his child unattended, judicial sources say. The mother was not in Paris at the time, it is believed.

Paris Mayor Anne Hidalgo was among those to praise **the 22-year-old's heroism** and said she had called him to thank him. She referred to him as the "Spiderman of the 18th", referring to the Paris district where the rescue took place, calling him an "example for all citizens".

Readapted from www.bbc.com/news

I-Reading Comprehension (8 marks)

A- Contextual referencing: What or who do the following words refer to in the text.
(0.5pt/each)

1. him (par. 1): -----
2. him (Par.3): -----
3. the 22-year-old's heroism: -----

B- Find the synonyms of these words in the text. (0.5pt/each)

4. courageous (Par.1): -----
5. a group (Par.3): -----
6. alluded to (Par.3): -----

C- Are these statements true or false? Justify by quoting a specific passage from the text.
(1pt/each)

Statements	T	F	Justifications
7. Mr Gassama was encouraged by people as he tried to save the boy.			
8. Mr Gassama has been asked to come and rescue the boy.			
9. The boy's parents are held accountable for the situation.			

D- Information transfer: Complete the following paragraph by using information from the text. (0.5/each)

President Macron met Mr Gassama at 10) to encourage him.
The Malian 11) who arrived in France by crossing the dangerous Mediterranean Sea had got worldwide tweets to encourage him. Paris mayor called him the 12) because the rescue happened at the 13)

II- Linguistic and communicative competence (7 marks)

E- What does each statement express? Choose the right answer from the list below.
(0.5pt/each)

obligation – regret - impossibility – possibility – no necessity - comparison

Statements	Notions
14. Mamadou climbed as rapid as a spider.	-----
15. The boy's parents might be away.	-----
16. Policemen wish they found the boy's parents.	-----
17. Gassama didn't need any help.	-----

F- Complete this paragraph by using the past continuous or the simple past. (0.5pt/each)
Mamadou 18)(walk) past as he 19)(see) the boy dangling from the balcony. Spectators 20) (cheer) on him while he courageously 21)(keep) on scaling from one balcony to the next.

G- After having saved the boy, President Macron received Mr Gassama. Complete meaningfully their dialogue. (0.5pt/each)

Macron: Hi Mamadou. Thanks for your courage. You are a good citizen.

Gassama: Hi President. Thank you for having me.

Macron: 22) did you come in France?

Gassama: I came in France since last year.

Macron: 23) you think of the danger of climbing while doing so?

Gassama: I didn't. I just did it to save the boy.

Macron: Great! 24)?

Gassama: I am 22.

Macron: 25) in France?

Gassama: I have been in France for over 9 months now.

Macron: 26)(have) French papers?

Gassama: No, I don't. I wish I had.

Macron: You'll be given French citizenship and you'll join firemen. 27)(be) you ready?

Gassama: Yes, I am.

III- Writing: Choose ONE topic and write about it (75 – 90 words) 5 marks

Topic1: Some people think that the boy's parents are irresponsible. What's your point of view?

Topic2: The boy's father is going to be judged. Imagine a dialogue between him and the judge.

Topic3: Today, many children are victims of parents' carelessness. Discuss this issue with a friend.

Text 3:

When Nelson Mandela stood in front of the Union Buildings in Pretoria 19 years ago to be sworn in as South Africa's first democratically elected president, he embodied the hopes of a nation. Apartheid was vanquished, and in **its** place the rainbow nation was born. It was a time of great optimism. There was much work to do, but there was a feeling that if everyone pulled together, a post-apartheid dream could be realised.

Much of that dream in economic terms was based on the Freedom Charter - the document signed in 1955 by Mr Mandela and others opposed to apartheid. **It** promised work and education for all, and a sharing of the country's vast natural resources.

By the time apartheid came to an end, the South African economy had spent years being battered by sanctions. The infrastructure was, and remains, the most highly-developed in Africa, but the years of economic isolation were taking their toll. In some senses, Mr Mandela and the African National Congress (ANC) inherited an economy that was heading for bankruptcy.

So, it was to prove a difficult task to create a silk purse of an economy from the pig's ear that Apartheid had left behind. However, many analysts point out that great strides were made in delivering some of the Freedom Charter aspirations in the early years of the new South Africa. Dawie Roodt, chief economist at the Efficient Group, says: "Many millions of people got running water, electricity, etc."

Readapted from <https://www.bbc.co.uk/help/web/links>

I-Reading Comprehension (8 marks)

A- Are these statements true or false? Tick (V) in the right column, then justify with a specific quotations from the text. (1pt/each)

Statements	T	F	Justifications
1. When Mandela came to power, Apartheid got worse.			
2. The Freedom Charter's aim was to put in place a divided nation.			
3. When Mandela's ANC took power, the economy of the country was at its peak.			

B- Vocabulary in context: Find in the text (0.25pt/each)

4. Synonyms for:

a) before (Par.1): ----- b) defeat (Par.2): -----

5. Antonyms for:

a) little (Par.1) : ----- b) easy (Par.4): -----

C- Multiple choice questions: Choose the best answer. (1pt/each)

6. The rainbow nation means:

- a) ANC b) Apartheid c) South Africa d) Pretoria
7. Years of economic isolation were taking their toll means:
- a) They were having good consequences b) They were having bad consequences
c) They were having good results d) They were having positive impacts
8. The first paragraph's best title is:
- a) The Apartheid system b) A new era c) South Africa's elections d) A pessimistic nation

D- Contextual referencing: What do the following words refer to in the text?
(0.5pt/each)

9. **its** (Par.1): -----

10. **it** (Par.2) : -----

II- Linguistic and communicative competence (7 marks)

E- Complete this paragraph by using the right tense (Past simple – Past perfect – Past perfect Continuous) (0.5pt/each)

When the ANC 11) ----- (come) to power in 1994, the Apartheid system 12) ----- (take) a terrible toll on the economy. South Africans 13) ----- (grapple) with difficulties before the Freedom Charter 14) ----- (get) implemented by Nelson Mandela.

F- Use the right conditional to complete the following sentences (1pt/each)

If the ANC didn't fight against the Apartheid system, it 15) ----- (destroy) the South African economy forever. However, Nelson Mandela wouldn't be President if South Africans 16) ----- (fight) against his regime.

G- Complete meaningfully this interview between Mandela and a journalist. (0.5pt/each)

Journalist: Hello President. Thank for accepting our invitation.

Mandela: Thank you for having me.

Journalist: 17) ----- is your first message towards South Africans after your election?

Mandela: I thank all South Africans 18) ----- (**whose/which/who**) 19) ----- (take) part in the last election. It showed how great our democracy was.

Journalist: 20) ----- have you been campaigning?

Mandela: I have been campaigning for over 2 years. It 21) ----- (start) long time ago.

Journalist: President, you have much work to do. 22) ----- (be) you optimistic?

Mandela: Yes, I am but I am also asking support from all of you.

III- Writing: Choose ONE topic and write about it (80 – 90 words) 5 marks

Topic1: Discuss with a friend the Apartheid system in South Africa.

Topic2: Democracy is said to be the best form of government. Do you agree or disagree?

Text 4:

Kobe Bryant was "one of the most extraordinary players" in the history of basketball who "inspired people around the world" to play the game. The 41-year-old died in a helicopter crash in California on Sunday along with his 13-year-old daughter Gianna. Bryant, who retired in 2016 after a 20-year career with the LA Lakers, was a five-time NBA champion and was named an NBA All-Star 18 times. He and his wife, Vanessa, have three other daughters - Natalia, Bianca and Capri.

The NBA's all-time leading scorer **Kareem Abdul-Jabbar**, who played for the Lakers from 1975-1989, said: "It's very difficult for me to put in words how I feel. Kobe was an incredible family man, he loved his wife and daughters, he was an incredible athlete, he inspired a whole generation. This loss is hard to comprehend."

Shaquille O'Neal, who won three NBA titles alongside Bryant for the LA Lakers, said: "There's no words to express the pain I'm going through with this tragedy of losing my niece Gigi and my brother, my partner in winning championships, my dude and my homie."

Six-time NBA champion **Michael Jordan** added: "I loved Kobe - he was like a little brother to me. We used to talk often, and I will miss those conversations very much. "He was a fierce competitor, one of the greats of the game and a creative force. Kobe was also an amazing dad who loved his family deeply - and took great pride in his daughter's love for the game of basketball."

Readapted from www.bbc.co.uk/news/entertainment-arts

I-Reading Comprehension (7 marks)

A- A title for this text could be..... (0.5pt/each)

1. a) Kobe's passing b) LA Lakers' players c) NBA players d) NBA Legends

B- Kobe's extraordinary qualities had been praised by NBA Stars. Which adjective best describes him according to : (0.5pt/each)

NBA Stars	Adjectives
2. Kareem Abdul-Jabbar	-----
3. Shaquille O'Neal	-----
4. Michael Jordan	-----

C- Information transfer: Complete this paragraph by using words from the text.
(0.5pt/each)

NBA stars like 5) referred to Kobe Bryant as his 6)
.....As for 7), a three-time NBA champion,
words are inadequate to express her 8)

D- Circle **true** or **false**? Justify by quoting a specific passage from the text. (1pt/each)

9. Kobe's wife, Vanessa lost her only daughter in the helicopter crash: **True – False**

Justification:

10. Shaquille O'Neal and Kobe both played for LA Lakers: **True – False**

Justification:

11. Kobe Bryant's daughter, Gianna likes basketball: **True – False**

Justification:

II- Linguistic and communicative competence (8 marks)

E- Word derivation: Use the right forms of the words between brackets to complete this paragraph. (0.5pt/each)

NBA players mourned the 12. (died) of Kobe Bryant. He 13. (player) for LA Lakers before he announced his 14. (retired) in 2016. He was the 15. (proud) of many NBA players like Michael Jordan.

F- Complete meaningfully this conversation between Magic Johnson and Michael Jordan. (0.5pt/each)

Jordan: I'm speechless brother. Life is too short. Two days ago, Kobe 16)(tweet) me. What a surprise!

Johnson: He 17)(go) without 18)(wave) us goodbye.

Jordan: Right! He 19)(be) a role model to many. It's a great (20)(lose).

Jordan: I couldn't help 21)(burst) into tears when I heard the sad news.

G- Use the right tag at the end of each sentence. (1pt/each)

22. Gianna went to young, ...?

23. LA Lakers's players will mourn for Kobe, ...?

24. Kobe was 41, ...?

III- Writing: Choose **ONE** topic and write about it. (75 – 95 words) **5 marks**

Topic1: Kobe was a role model for many young people who dreamt of becoming basketball players. Who is your basketball or football player? Why is he or she your role model? Which team does he or she play for? Where is he or she from?

NB: Give as many information as possible.

Topic2: Suppose you're the English chairman or chairwoman. Write a short speech to express your feelings on behalf of the EC members after Kobe's death.

Text 5:

Protests over the death of George Floyd entered **their** seventh day on Monday as cities across the country imposed curfews and deployed police in riot gear to control demonstrators. Floyd, a black man, was killed in police custody in Minneapolis one week ago. Video taken by bystanders showed a white police officer kneeling on Floyd's neck as the unarmed man lay handcuffed and cried out that he could not breathe.

The officer, Derek Chauvin, has been charged with murder. The criminal complaint, issued on Friday, accuses Chauvin of having **his** knee on Floyd's neck for eight minutes and 46 seconds, including for nearly three minutes after Floyd was nonresponsive. Chauvin and three other officers involved in the arrest have been fired.

The protests against police violence **that** have erupted across the country have mirrored those that followed the killing of Eric Garner in 2014. Garner, a black man, died after being choked by a white New York City police officer. Garner's plea, "I can't breathe," became a rallying cry for the Black Lives Matter movement.

No comprehensive official database exists for tracking police violence, though there have been efforts at the federal level to create one. But data compiled by researchers have served as an important source of information about how often people in the United States are killed by police, and who is most likely to be killed.

Readapted from <https://www.nbcuniversal.com/privacy>

I -Reading comprehension (7 marks)

A- Tick (V) true or false, then justify with a relevant quotation from the text. (1pt/each)

Sentences	True	False	Justifications from the text
1. George Floyd was shot by the white police officer.			
2. Some efforts have been made to punish police violence.			
3. Eric Garner was the first black man to experience such a barbaric act.			

B- Find in the text words that similar in meaning to these ones. (0.5pt/each)

4. onlookers: (Par. 1): -----

5. almost (Par.2): -----

C- Complete these sentences by using words from the list below. (0.5pt/each)

neck	Chauvin	Eric Garner	eight minutes
------	---------	-------------	---------------

6. -----knelt down on Floyd's 7. -----for over 8. -----

D- Contextual referencing: What or who do the following words refer to in the text.
(0.5pt/each)

9. "their" (Par.1): -----

10. "his" (Par.2): -----

11. "that" (Par.3): -----

II- Linguistic and communicative competence (8 marks)

E- Complete meaningfully this interview between Donald Trump and a journalist.
(0.5pt/each)

Journalist: Mr. the President, you mentioned police violence in your speech last time,
12.?

Trump: I did because it's high time we 13.(promote) peace in our country.
Policemen have to stop 14.(kill) our citizens.

Journalist: Demonstrations 15.(start) 16.(for/since/ago) last
week. Don't you think police violence has to be fought against before it's too late?

Trump: I agree with you. Citizens have to be protected regardless of their origin or race. If
everyone joins us in combating police violence, we 17.(stop) it soon.

Journalist: Thank you Mr. the President.

F- Ask the question corresponding to the underlined passage in the sentence below.
(1pt/each)

George Floyd died last week in Minneapolis.

18. -----?

19. -----?

20. -----?

G- Choose from the box below the most appropriate word to complete Attorney
General's speech after George Floyd's death. (0.5pt/each)

one	another	they	our	better	he	cope with
-----	---------	------	-----	--------	----	-----------

"Dear fellow citizens! History proves that America's land is that of the free. Policemen's
barbaric act does not 21. ----- that creed. 22. -----should be punished.
We must respect 23. -----for a 24. -----America."

III-Writing: Choose **ONE** topic and write about it. (70 – 80 words) 5 marks

Topic1: Violence is becoming more frequent in the world. People are being killed. What do
you think about this phenomenon? Give your opinion.

Topic2: Many girls are victims of domestic violence. What are the causes? What can be done
to stop such a phenomenon?

Text 6:

Yellow vest protesters from across France are staging protests in Paris to mark the first anniversary of their grassroots movement. Several people have been arrested, police have fired tear gas to disperse some demonstrators, and an attempt to block the main ring-road in the city was repelled. In one area, demonstrators set fire to wooden pallets.

The weekly demonstrations that brought parts of France to a standstill at the end of last year have shrunk to **a few small groups**, turning out each Saturday to press their demands. But three-quarters of French people surveyed by pollsters Odoxa in October said they thought the movement, known in French as the Gilets Jaunes, was not yet over.

At a roundabout near Reims last week, a few dozen protesters in yellow vests cooked sausages over a small fire. The question running through many of the conversations here was: what next? "I don't know how long it'll last," said Stéphanie Logrieco. "Will we finally give up? I don't know. But, in any case, what we have done so far is beautiful. We gathered the crowds and awakened consciences, and I'm happy about that."

The government's fear is that these traditional groups could join up with the yellow vests in a major conflagration of protest. And many yellow vests say they are planning to take part. One of the core traits of the yellow vest network during **its** early stages was a rejection of any kind of organised leadership. Offers of support and alliances from both unions and political parties were routinely rebuffed.

Readapted from <https://www.bbc.com/news/world-europe>

I-Reading Comprehension (7 marks)

A- Multiple choice questions: Choose the best answer. (0.5pt/each)

1. **“the weekly demonstrations”** are happening:
a) every week-end b) every Saturday c) every week d) every Sunday
2. **“three-quarters”** are equivalent to:
a) 1/3 b) 2/3 c) 4/3 d) 3/4
3. **“a few small groups”** in paragraph 2 refers to:
a) the weekly demonstrations b) France c) pollsters d) Gilets Jaunes
4. **“its”** in paragraph 4 refers to:
a) Major conflagration b) government c) yellow vests d) alliances

B- Find the antonyms of these words in the text. (0.5/each)

5. sad (Par. 3): -----

6. modern (Par.4): -----

C- Complete these sentences by using information from the text. (0.5pt/each)

For the anniversary of their movement, 7. -----will meet at Paris.

For most of the time, the demonstrators' protest happened on a 8. -----basis.

D- All these sentences are true: Justify by quoting a specific passage from the text.

(1pt/each)

9. The police violently reacted to demonstrators' protest:

Justification:

10. French people thought that the Gilets Jaunes still exist:

Justification:

11. Protesters of the yellow vest movement had no idea of what they were doing:

Justification:

II- Linguistic and communicative competence (8 marks)

E- Word derivation: Use the right forms of the underlined words to complete this text.

12. -----(**protest**) are to meet President Macron to find a common ground.

A week ago, 13. -----(**leadership**) of the yellow vests met him at the

Elysee Palace and he 14. -----(**promise**) a solution to the problem.

However, some of them are still 15. -----(**doubt**).

F- Demonstrations are frequent in many countries. Complete meaningfully this conversation between Fatou and Doudou about this issue. (0.5pt/each)

Fatou: Hi Doudou! 16).?

Doudou: I'm pretty good! What about you?

Fatou: I'm good too. I couldn't see you this morning. Where 17).(be) you?

Doudou: I was at the "Place de la Nation" with "Y'en a marre"

Fatou: 18). did you go there?

Doudou: We 19).(go) there to protest against the high cost of living in Senegal.

Fatou: Oh my friend! Do you think demonstrations are the solution?

Doudou: Of course they are. If we stay home without any effort whatsoever, authorities

20).(do) anything.

Fatou: But you can protest without 21).(cause) much damage because this country is ours.

Doudou: Absolutely right!

G- Rewrite these sentences without changing their meanings. (1pt/each)

22. "I don't know how long it'll last."

Stéphanie Logrieco said she

23. The police rebuffed demonstrators.

Demonstrators... ..

24. Protesters blocked the main ring-road.

The main ring-road

III-Writing: Choose ONE topic and write about it. (70 – 80 words) 5 marks

Topic1: Discuss with a friend the advantages and disadvantages of demonstrations.

Topic2: Imagine you are the President of the Student's Union in your school. They are planning to protest because they don't have enough classrooms. Write a letter to your headmaster or headmistress to explain why more classrooms need to be built?

Text7:

Mamadou left his home in 2016 headed for France, where he hoped to continue his studies in marketing. He had seen his friends make it abroad so he thought he could as well. Somewhere along the route, he realized that it wasn't as easy as he had imagined. "Too many people lose their lives in the desert. There is nothing to eat or drink. It's a disaster," he recalls.

He had made it all the way to Arlit in northern Niger when he decided to get in touch with IOM¹ and go back home. *"Since I left, I knew about IOM. I watch the news, I'm on Facebook I knew who to call if I was ever in trouble."* Once back, Mamadou signed up for one of the joint EU-IOM reintegration projects aimed at providing income-generating activities for returning migrants from Niger and local community members. He is excited to be part of this project, and sees his migration days as a "young adventurer" as a life lesson. *"I am completely invested in this project and I want to make it work."*

Having heard the stories of abuse his fellow migrants at the centre endured, he is thankful for getting out of this experience unharmed, and for finally having something to look forward to. All migrants assisted by IOM with voluntary return from Niger are eligible for the EU-IOM reintegration programme funded by the European Union. Twenty micro-projects have been set up so far in Guinea-Conakry, Guinea-Bissau, Cameroon, Senegal and Mali for close to 6,000 beneficiaries.

The projects help returnees rebuild their social, professional and personal networks that they may have lost during their migratory journeys, but also support community members in countries of origin to prevent future risky departures and to strengthen the community development mechanisms.

Adapted from <https://together.un.org>

I-Reading comprehension (8 marks)

A- Give a suitable title to paragraph N°1 (0.5pt/each)

1. Suggested title: -----

B- Decide if these statements are true or false. Tick (V) in the right column. (1pt/each)

Statements	True	False
2. Mamadou's friends are living abroad.		
3. Mamadou successfully reached France.		
4. Mamadou had no idea of IOM when moving his home town.		

¹ International Organization for Migration

C- Matching: Match the following words to their appropriate definitions. (1pt/each)

Words	Definitions
5. Adventurer	Not injured or damaged.
6. migrant	A person who moves from place to another to find work.
	A person who enjoys exciting new experiences.

D- Choose from the text two words related to migration. (0.5pt/each)

7. ----- 8. -----

E- Complete this paragraph with words from the text. (0.5pt/each)

Mamadou wanted to go abroad because his 9. -----were making it.

Fortunately, he met 10. -----which helped him go back 11. -----

II- Linguistic and communicative competence (7 marks)

F- Dialog completion: A journalist is interviewing Mamadou after his homecoming.

Complete his questions or tags coherently. (1pt/each)

Journalist: 12).....(go) abroad?

Mamadou: I went abroad because I wanted to find better living conditions.

Journalist: You mean living conditions right here don't help, 13) you?

Mamadou: Exactly. If I didn't meet IOM, I 14)(come) back home.

Journalist: You are lucky then, 15) you?

Mamadou: I think I am.

G- Choose from the box below the right preposition to complete this paragraph. (0.5pt/each)

from	through	to	across	in	at
------	---------	----	--------	----	----

Many of Mamadou's friends are 16) -----Niger. They came 17) -----France since 2015. Some made it by travelling 18) -----the desert, others 19) -----the dangerous Atlantic Ocean.

H- Fill in the blanks with the appropriate words in the following list. (0.5pt/each)

however	despite	if	because
---------	---------	----	---------

20) -----government's efforts to combat illegal migration, young people keep on crossing the Atlantic Ocean. 21) -----, some still believe they can make it here.

III-Writing: Choose **ONE** topic and write about it. (110 -120 words) 5 marks

Topic1: Illegal migration is becoming more frequent in Senegal. What are its causes? Propose some solutions to fight against the plight.

Tpoic2: Imagine a dialogue with a friend in which you discuss illegal migration.

Topic3: Write a letter to the President to propose some solutions to stop illegal migration.

Text8:

Cristiano Ronaldo has tested positive for coronavirus, the Portuguese Football Federation said in a statement Tuesday. According to the statement, Ronaldo is "well, without symptoms, and in isolation." The 35-year-old Juventus forward played for Portugal against France in the Nations League on Sunday and against Spain in a friendly last week.

Ronaldo will now miss his country's next Nations League fixture against Sweden on Wednesday, as well as Juventus' upcoming matches which include a Serie A clash with Crotone and a Champions League group game against Dynamo Kyiv. Following Ronaldo's positive test, the Portuguese Football Federation also said that every player subsequently returned a negative test on Tuesday morning.

Despite surging cases of Covid-19 across the globe, many footballers have left their clubs to play international games. However, some clubs have not released players to play for their countries, including Austrian side RB Salzburg whose players were called up for Mali, Cameroon, Zambia, Austria and Hungary. On Monday, Ronaldo posted a photo to social media of him sharing a meal with his Portugal teammates.

With his first goal against Sweden, Ronaldo became the second player ever to reach the milestone of 100 international goals. He is now eight goals behind the all-time international record of 109 set by Iranian Ali Daei.

Adapted from <https://amp.cnn.com/privacy>

I- Reading comprehension (6 marks)

A- Vocabulary: Find in the text words similar in meaning to these ones below. (1.5pt)

1. declaration (Par.1) : -----
2. next (Par.2) : -----
3. partners (Par.3) : -----

B- Fill in this chart with information from the text. (0.5pt/each)

First player to score over 100 goals	His nationality	Second player to score 100 goals	His nationality
4.....	5.....	6.....	7.....

C- Information transfer: Read paragraph N° 1 and complete the text below. (0.5pt/each)

In a 8. -----, the Portuguese Football Federation declared that Juventus 9. -----has tested positive for coronavirus. Therefore, he will miss his country's 10. -----match against Spain.

II- Linguistic and communicative competence (8 marks)

D- Choose from the words below to complete this paragraph. (0.5pt/each)

That's why – games – pandemic – players – spread – home

Because of coronavirus 11. -----, many international games had been cancelled to avoid its 12. -----in the world. 13. -----, some clubs did not release their players to play for their country. People had been asked to stay 14. -----and respect the preventive measures.

E- Ronaldo is being interviewed by a journalist. Complete coherently his questions. (0.5pt/each)

Journalist: Hi Ronaldo! You seem to be having no symptoms, 15. -----?

Ronaldo: I have been tested positive but I am not feeling, 16. -----
(nothing/something/anything). I am ok.

Journalist: 17. -----do you say to your Juventus teammates 18. -----
(whose/who/why/when) may worry about you?

Ronaldo: Not to worry. I am pretty good.

F- Rewrite these sentences without changing their meanings. (1pt/each)

19. "Ronaldo has been tested positive for coronavirus but he's well."

The Portuguese Football Federation declared
that.....

20. "Ronaldo flies to Portugal this morning."

The journalist said -----

G- Complete meaningfully this dialogue between two players who are discussing the impact of coronavirus on the football game. (0.5pt/each)

Player1: What a dangerous disease! I couldn't imagine 21. -----(stay) two months without 22. -----(play) football.

Player2: It's unbelievable but it 23.(get) much better now. Let's hope that will be a thing of the past soon. I can't help 24. -----(miss) my manager.

III-Writing: Choose one topic and write about it. (100 – 110 words) 6 marks

Topic1: Discuss with a classmate the negative impact of Covid-19 on schools.

Topic2: Have two football players discuss coronavirus' negative impact on Football.

Text 9:

1. The late president of Burkina Faso, Thomas Sankara - an icon for many young Africans in the 1980s - remains to some a heroic "African Che Guevara", 27 years after his assassination at the age of 37. His ministers drove small cars and travelled economy class, Thomas himself rode a bicycle. Praised by supporters for his integrity and selflessness, the military captain and anti-imperialist revolutionary led Burkina Faso for four years from 1983.
2. But he is seen by others as an autocrat **who** came to power through a coup and valued discipline above human rights. Sankara was a staunch defender of all things home-grown - such as cotton - and yet the African textile industry failed to make him a T-shirt icon. While Burkina Faso's former leader may not be the poster boy of revolution, like Argentine-born Che Guevara, many taxis across West Africa have a round sticker of **him** in his beret on their windscreens.
3. At the moment the family is fighting a legal battle to win the right to open the tomb the government built in Sankara's honour and DNA² test any remains found inside as there has been no real investigation into the exact circumstances of his death, which are still hazy. "He was ahead of his time. The values people agree on today - the need for good governance and reducing consumption - were what Sankara taught us," says the lawyer. "It was all about produce what you consume, be self-sufficient, be honest and live simply," he says.

Adapted from <https://www.com/news/world-africa>

I-Reading comprehension (7 marks)

A- Contextual referencing: What or who these words refer to in the text? (0.5pt/each)

1. **who** refer to: -----

2. **him** refer to: -----

B- Are these statements true or false? Justify by quoting a relevant passage from the text.
(1pt/each)

3. In 1986, Thomas Sankara was still leading Burkina Faso: **True / False**

Justification:-----

4. Thomas Sankara came to power through democratic elections: **True / False**

Justification: -----

5. Thomas Sankara was as envied as Che Guevara. **True / False**

Justification: -----

C- Vocabulary: Find in the text the antonyms of the words below: (0.5pt/each)

Words	Antonyms
6. illegal (par.3)	
7. disagree (Par.3)	

² Deoxyribonucleic acid

D- Gap Filling: Fill in the gaps by using information from the text. (0.5pt/each)

Sankara's 8) wants the government to open his 9) for DNA test because no one knows the exact circumstances of his 10) which occurred when he was just 11)

II- Linguistic and communicative competence (7 marks)

E- Word derivation: Put the right forms of the words between brackets to complete this paragraph. (0.5pt/each)

Since Sankara 12)(death) in 1987, his 13)(law) kept on investigating to know the exact circumstances. Undoubtedly, Sankara was among the best 14)(lead) of his time. That's why his 15) (bury) deserved nationwide honors.

F- Choose words from the box below to complete coherently the paragraph. (0.5pt/each)

Because of	though	In spite of	whose	from	when
-------------------	---------------	--------------------	--------------	-------------	-------------

16) Sankara's efforts to build a strong nation, some people thought he was a revolutionary military 17) actions were against human rights. 18) those beliefs he was assassinated 19) he just started building a new nation.

G- Complete meaningfully this text by using the comparative or the superlative form.

(-er –more – est – most) (0.5pt/each)

Though Sankara was one of the 20)(young) African President. He was said to be the 21)(tough) and the 22)(dynamic). He was 23)(daring) than many Head of States of his time.

H - Put the verbs between brackets into the correct tense (1pt/each)

In 1983, Thomas 24)(bring) many changes in Burkina Faso. He would have rebuilt a stronger nation if they 25)(kill) him.

III-Writing: Choose **ONE** topic and write about it. (90 – 110 words) 6 marks

Topic1: October 15th is Sankara's death anniversary. Do you think that he should be always remembered as a hero? Why?

Topic2: According to many people, Thomas Sankara was an icon. Who is your icon? Why is he or she your icon? (Give as many information as possible).

Topic3: Imagine a dialogue in which you discuss Sankara's positive impact on Burkina Faso and Africa at large.

Text10:

Martin Luther King, Baptist minister and social activist who led the civil rights movement in the United States from the mid-1950s until his death by assassination in 1968. His leadership was fundamental to that movement's success in ending the legal segregation of African Americans in the South and other parts of the United States. King rose to national prominence as head of the Southern Christian Leadership Conference, which promoted nonviolent tactics, such as the massive March on Washington (1963), to achieve civil rights. He was awarded the Nobel Peace Prize in 1964. In 1944, at age 15, King entered Morehouse College in Atlanta.

He never forgot the time when, at about age six, one of his white playmates announced that his parents would no longer allow him to play with King, because the children were now attending segregated schools. Dearest to King in these early years was his maternal grandmother, whose death in 1941 left him shaken and unstable. Upset because he had learned of her fatal heart attack while attending a parade without his parents' permission, the 12-year-old King attempted suicide by jumping from a second-story window.

At Morehouse, King favored studies in medicine and law. King's mentor at Morehouse was the college president, Benjamin Mays, a social gospel activist whose rich oratory and progressive ideas had left an indelible imprint on King's father. King graduated from Morehouse in 1948.

Readapted from <https://www.corporate.britannica.com/privacy-policy>

I-Reading comprehension (6 marks)

A- Gap filling:

1. Fill in this chart with information taken from the text. (0.25pt/each)

<u>Years</u>	<u>Events</u>
a).....	March on Washington
1964	b).....
c).....	Graduation
1941	d).....

B- Vocabulary: Find in the text the opposite of the following words: (0.5pt/each)

2. forbid (Par. 2): -----

3. stable (Par.): -----

C- Sentence completion: Complete this paragraph with words or expressions taken from the text. (0.5pt/each)

Martin Luther King was not allowed to be with his 4) -----because of his race. King's life became harder when he lost his 5) -----in 1941.

D – Decide whether these sentences are true or false and justify by quoting a relevant passage from the text. (1pt/each)

Sentences	True	False	Justifications from the text
6. King's movement promoted peace.			
7. King's grandmother died from segregation.			
8. King studied law at college.			

II- Linguistic and communicative competence (8 marks)

E- Asking questions: Ask the question corresponding to the underlined passage. (0.5/pt/each)

King spent four years at Morehouse to study medicine.

9.?

10.?

11.?

12.?

F- King was being interviewed on CNN by a journalist. Complete meaningfully his questions. (0.5pt/each)

Journalist: Martin Luther King, You are an activist, 13) -----?

Martin: Right!

Journalist: 14)?

Martin: I have been fighting for justice for over 8 years.

Journalist: Some people said if you are not arrested, you 15)(jeopardize) the country's stability. 16) your answer?

Martin: I don't think they are right. I am a non violence promoter, instead.

G-Rewrite these sentences without changing their meanings. (1pt/each)

"I regretted many people didn't support my philosophy."

17. King wishes.....

"I am not afraid now. I have seen the promised land."

18. King said

H- What do these sentences express? (1pt/each)

Sentences	Notions
19. You'd better stop fighting.	
20. I am more energetic than ever.	

III- Writing: 6 marks

Choose one topic and write about it. (110 – 120 words)

Topic 1: Martin Luther King was a hero for many people in the world. Who is your hero? Why is he or she your hero? What does he or she achieve?

Topic 2: Choose your hero and discuss his or her achievements with a friend.

Text11:

Football legend Diego Maradona, one of the greatest players of all time, has died at the age of 60. **The former** Argentina attacking midfielder and manager suffered a heart attack at his Buenos Aires home. He had successful surgery on a brain blood clot earlier in November and was to be treated for alcohol dependency.

Maradona was captain when Argentina won the 1986 World cup, scoring the famous ‘hand of God’ goal against England in the quarter-finals. Argentina and Barcelona forward Lionel Messi paid tribute to Maradona, saying he was “eternal”. “I keep all the beautiful moments lived with him and I send my condolences to all his family and friends.”

In a statement on social media, the Argentine Football Association expressed “**its** deepest sorrow for the death of our legend”, adding: “You will always be in our hearts.” Declaring three days of national mourning, Alberto Fernandez, the president of Argentina, said: “You took us to the top of the world. You were the greatest of them all. Thank you for having existed, Diego. We’re going to miss you all our lives.”

Maradona played for Barcelona and Napoli during his club career, winning two serie A titles with the Italian side. He started his career with Argentinos Juniors, also playing for Sevilla, and Boca Juniors and Newell’s Old Boys in his homeland. He scored 34 goals in 91 appearances for Argentina, representing **them** in four World Cups.

Readapted from [www.bbc.co.uk.world/news/sport](http://www.bbc.co.uk/world/news/sport)

I - Reading Comprehension (7 marks)

A- Tick (V) in the true or false column and justify by quoting a relevant passage from the text. (1pt/each)

Statements	T	F	Justifications from the text
1. Maradona was born in 1961.			
2. Maradona scored the ‘hand of God’ goal in the 1986 World Cup final.			
3. Maradona played four World Cups for Argentina.			

B- Contextual referencing: What or who these words or expressions refer to in the text?
(0.5pt/each)

4. the former (par.1) refers to: -----
5. its (Par.3) refers to: -----
6. them (par.4) refer to: -----

C- Gap filling: Complete these sentences with information taken from the text.
(0.5pt/each)

Maradona played for both 7) and 8) and he won two 9) titles in Italy.

D- Vocabulary: Find in the text the equivalent of the following sentence: (1pt/each)
« L'ancien milieu de terrain et sélectionneur de l'Argentine a succombé à une crise cardiaque dans sa capitale natale ».

10).....
.....

II- Linguistic and communicative competence (7 marks)

E- Dialogue completion: Complete meaningfully this dialogue between Messi and a journalist. (0.5pt/each)

Journalist: You lost a football star and a friend, 11)?

Messi: Sure! Maradona was both a friend and an icon. I can't help 12)(mourn) such a great footballer.

Journalist: Many are saying, Maradona was 13)(great) than all players of his time. Do you think he was the 14)(prolific) scorer of Argentina?

Messi: undoubtedly. He was the 15)(good). May God be pleased with him.

F- Report what Messi said after Maradona's death. (2.5pts)

"I keep all the beautiful moments lived with him and I send my condolences to all his family and friends."

Messi declared that 16).....
.....

G- After Diego's death, The President of the Argentine Football Association made a declaration. Complete it coherently. (0.5pt/each)

"We lose one of the 17)(big) football player in the world. We wish he 18).....(stay) with us for some more time. He will be 19)(miss) by the world of football because he did so much for 20).....(the latest / the latter / the last)"

III-Writing: Choose ONE topic and write about it. (100 – 110 words) 6 marks.

Topic1: Diego Maradona was the Argentine's greatest football star ever. Who is your country's football star? Why is he or she the star? Which club does he or she play for? How many African/World cups does he or she play? (Give as many information as possible).

Topic2: Who is your favourite football player? Imagine a dialogue with a friend in which you try to show that he or she is the best.

Text 12:

1. Yayi Bayam Diouf says that for the past two months, she has managed to prevent any boats leaving her home area in Senegal, loaded with migrants trying to reach Spain's Canary Islands. "Every morning I go to the seaside, I call many young fishermen and I start speaking to them," she says. She started her campaign after her only son drowned trying to reach the Canary Islands. "He died in the sea with 81 young people who were all fishermen and all from our village." She lives in Thiaroye, a poor suburb of 45,000 people on the outskirts of the Senegalese capital, Dakar, which used to be a traditional fishermen's village.

2. Mrs Diouf says poverty resulting from the declining fish-stocks is the major reason why young people are prepared to risk drowning in the Atlantic Ocean to reach Europe. Many locals blame the scarcity of fish on overfishing by massive European trawlers. They say they cannot compete in their traditional wooden vessels. "From our forefathers, all our families are fishermen. The men used to go and fish, the women used to buy and sell their products," says Mrs Diouf.

3. Although Mrs Diouf says the boats no longer leave Thiaroye, local young people are as keen as ever to seek their fortunes in Europe, despite the risks. "If today, as we speak, I see a boat going, I would be among the volunteers, let alone tomorrow," said Malick Sall, a young electrician in his mid-twenties. "If most of us are trying to leave this country, it's because we have no opportunities here," he said, blaming the "government for not helping the youth at all".

Readapted from www.bbc.com/news-africa

I -Reading Comprehension (6 marks)

A- Read the text and tick off (V) the correct answer. (0.5pt/each)

1. **the declining fish-stocks** (Par.3) means:

- a) There are more and more fish b) fish are becoming rarer c) fish are stocked

2. **A good title for paragraph N° 2 could be...**

- a) Mrs Diouf's poverty b) Young people's daily activities c) The causes of migration

3. **Young people are as keen as ever means:**

- a) they are as eager as ever b) they are as proud as ever c) they are as happy as ever

B- Vocabulary: Find in the text the equivalent of these expressions in English.

(0.5pt/each)

4. Je vais au bord de la mer tous les matins (Par.1) : -----

5. A plus forte raison demain (Par.3) : -----

C- Decide whether these statements are true or false then justify by quoting from the text.

(1pt/each)

6. Yayi Bayam Diouf started her campaign long before her son died in the sea: **T / F**

Justification: -----

7. Overfishing causes young people's migration: **T / F**

Justification: -----

8. According to Malick Sall, the government doesn't play ball: **T / F**

Justification: -----

D- Gap filling: Complete this paragraph with information taken from the text.

(0.5pt/each)

The 9) -----is due to overfishing. That's the reason why 10) -----
-----are trying to go to Europe though there are some 11) -----

II- Linguistic and communicative competence (7 marks)

E- Fill in the blanks by using the most appropriate answer from the box below.

(0.5pt/each)

despite	unless	more	since	while	however
----------------	---------------	-------------	--------------	--------------	----------------

Young people won't stop illegal migration 12) -----the government finds jobs for them. Some of them are trying to make it through the treacherous desert 13) ----- others are crossing the dangerous Atlantic Ocean. 14) -----Mrs Diouf's efforts to convince her village's youth, some are 15) -----than eager to take the next boat.

F- Complete meaningfully this paragraph by circling the most suitable answer.

(0.5pt/each)

Yayi Bayam Diouf lost her son a month 16) -----(**for/since/ago**). She said there is 17) -----(**something/nothing/anything**) more embarrassing than losing her son like this. Then she kept on 18) -----(**talk**) to young people 19) ----- (**who/whose/whom**) lives are in danger.

G- Dialogue completion: Complete coherently this dialogue between Yayi Bayam Diouf and a young man who wants to migrate. (0.5pt/each)

YBD: My son, don't you think you can make it here?

Migrant: No mother! It's 20) -----(**hard**) than you can imagine.

YBD: 21) -----do you think it's impossible?

Migrant: Because the youth is jobless. Jobs can't be found 22) ----- (**nowhere/anywhere/somewhere**) in this country.

YBD: Never give up! Just try 23) ----- (**someone/something/somewhere**).

III -Writing: Choose one topic and write about it. (100 – 110 words) 6 marks

Topic1: Write a letter to the President to suggest him some solutions to youth migration.

Topic2: Despite the government's efforts to stop illegal migration, young people are still crossing the Atlantic Ocean to go abroad. What are the causes? Propose some solutions.

Topic3: Your brother wants to risk his life by taking the desert to go to Europe. Imagine the dialogue and try to convince him to stay.

Text13:

1. Mor Ndiaye, 34, has lived all his life in St Louis, a bustling fishing town in northern Senegal. **Its** sandy streets are crammed with children and roaming goats. Life here was good until a few years ago when everything changed. "The fish just vanished, what can we do? We used to catch enough fish in a day or two. Now we need to go out at sea for weeks to catch the same amount. It's terrifying, we can only rely on God," he says, standing next to men carrying fish in large plastic crates over their heads from the few traditional wooden boats arriving ashore.

2. St Louis, a former French West African colonial capital, lies at the heart of one of the world's richest fishing areas. Fish caught here - mainly sardinella and other so-called pelagic or open sea fish migrating up and down the coast - have provided up to 75% of the protein consumed by millions of people in Senegal and across Africa's interior in countries like Burkina Faso and Mali.

3. As fish run out, artisanal fishermen are building larger boats to go further out to sea, making overfishing even worse. Others have decided to migrate to Europe. **They** include Amadou Dieye, 28, who tried to get to Spain last August but gave up after spending several days drifting at sea when the boat's engine broke down. "There were more than 100 people in the boat. Everyone was getting ill. It was terrible," he explains, while standing near the beach.

4. "Every year there are less and less fish. Many young fishermen like me who don't have families want to migrate, but I won't try it again. I saw things I never want to experience again." Less fish has also meant that the price of this once-cheap staple has increased. At the local fish market, dozens of women are busily selling sardinella amid the searing heat, but the frantic activity belies a different reality.

Readapted from www.bbc.co.uk/news/world-africa

I -Reading comprehension (7 marks)

A- Read the text and find the corresponding title to each paragraph. (0.5pt/each)

Titles	Paragraph's number
1. What a bad experience!	N°
2. A sudden change.	N°
3. Strategies to catch more fish.	N°
4. A variety of fish.	N°

B- All these sentences are true. Justify your answer by quoting a specific passage from the text. (1pt/each)

5. St Louis fishermen are hopeless (Par.1):

6. Fishermen are looking for ways and means to catch more fish. (Par.3):

7. Amadou Dieye didn't reach Spain (Par.3):

C- Contextual referencing: What or who do the following words refer to in the text?
(0.5pt/each)

8. **its** (paragraph 1) refers to: -----
9. **they** (paragraph3): refer to -----
- D-** Find in the text words which mean. (0.5pt/each)
10. too much sand (Paragraph 1): -----
11. in the middle of (Paragraph 4): -----

II- Linguistic and communicative competence (7 marks)

E- Report the following sentences. (2pts)

“It’s terrifying. We can only rely on God.”

12. Mor Ndiaye said

“I won’t try it again. I saw things I never want to experience.”

13. He told the journalist that

F- Word derivation: Complete this paragraph by using the right form of the words between brackets. (0.5pt/each)

European trawlers in some way are the causes of fish 14------(scarce). They are not helping the 15------(young) who has any other 16 -----(choose) but crosses the 17 -----(danger) Atlantic Ocean.

G- Decide what do these sentences express? Choose from the box below. (0.5pt/each)

comparison	advice	wish	regret	necessity	obligation
-------------------	---------------	-------------	---------------	------------------	-------------------

18. I wish I had stayed home: -----
19. You’d better work here: -----
20. The living conditions are harder than you imagine: -----
21. I’d rather you didn’t go: -----

H- Complete meaningfully this small paragraph by using words from the list below.

(0.5pt/each)

any – no – some

“There isn’t 22) -----young man who wants to stay in St-Louis. 23) -----are ready to move heaven and earth to reach Europe.” Mor Ndiaye said.

III-Writing: Choose one topic and write about it. (90 – 105 words) 6 marks

Topic1: Fish are become rarer. Two fishermen are discussing this issue. Imagine the dialogue.

Topic2: Some fishermen said that overfishing is among many other reasons why young people are migrating. Do you agree or disagree? Give your point of view.

1. In the main city of Tambacounda in Senegal's eastern region, the main bus terminal is hardly ever empty. Located 600km (370 miles) east of the capital Dakar, the impoverished region borders Mauritania, Mali, Guinea and The Gambia. Many of the region's residents go abroad to flee poverty.

2. Aissatou Sanogo's husband, Souleymane, was one of them. She is only 25 years old but her features are drawn. She is wearing the white veil of recent widows. "**He** left on 6 November," she says. "He went to Bamako in Mali and spent five days there, then he went to Libya. He spent five months there, and on 18 April, he boarded a boat to Europe. The accident happened on 19 April. **I** heard he was in the hospital or with the Red Cross. But on 11 June, I was told my husband had drowned."

3. Mrs Sanogo shows pictures of their wedding and of the baptism of their three children, emphasizing the fact that she had not wanted her husband to leave his job delivering bread. "I told him that I did not want him to go because I would much rather have my husband close to me," she said. "I told him that even if we did not have a lot, he was earning some money and that I was not asking for much. But he insisted that he wanted to give us a better life, and not depend on anyone, and also provide for his sick father."

4. From Tambacounda, most migrants go to Mali, and from there to Burkina Faso and then to Niger's northern town of Agadez, from where they travel across the Sahara desert into Libya. It is the last stop on land before people smugglers put them on boats towards Italy. But many are unprepared for what happens on the way, says Aliou Mbow, 23: "Travelling conditions are so hard, even to get to Libya".

I -Reading Comprehension (6 marks)

A- Decide whether these sentences are true or false. Justify by quoting a relevant passage from the text. (1pt/each)

Sentences	True	False	Justifications from the text
1. Tambacounda's residents go abroad because of poor living conditions.			
2. Mrs Sanogo forces her husband to go abroad.			
3. Mrs Sanogo's husband was jobless when he left.			

B- Multiple choice questions: Circle the best answer. (0.5pt/each)

4. **He** (Paragraph 2) refers to:

- a) Mrs Sanogo b) Sanogo's husband c) Sanogo's husband's father

5. Mrs Sanogo's husband died on:

- a) 19 April b) 11 June c) 6 November

C- Vocabulary in context: Find the definitions of these words in the text. (0.5pt/each)

6. Women whose husbands have died and who have not married again (Par.2): -----

7. An international organization that takes care of people suffering because of war or natural disasters (Par.2): -----

D- Find the antonyms of these words in the text. (0.5pt/each)

8. wealth (Paragraph 1): -----

9. easy (Paragraph4): -----

II- Linguistic and communicative competence (8 marks)

E- Mrs Sanogo is being interviewed by a journalist after her husband passed away.

Complete coherently his questions. (0.5pt/each)

Journalist: Hello Mrs Sanogo! My condolences go to you and your family.

Sanogo: Thank you!

Journalist: 10).....?

Sanogo: He left on 6 November early in the morning.

Journalist: He was jobless, 11).....?

Sanogo: No, he was not. He wanted to find a better life.

Journalist: What a pity! Are you alone 12).....(for / since / ago) he left?

Sanogo: I am living with my three children.

Journalist: They will miss him, 13).....?

Sanogo: Absolutely!

F- Mrs Sanogo surprisingly reacted when she heard her husband's death. Choose from the list below the most suitable answer. (0.5pt/each)

"I'll call him – Oh my God! – He can earn his life abroad – I wish he had stayed here – The living conditions are hard – Words can't express my sadness – What am I going to tell my children? – He is a coward".

14. -----

15. -----

16. -----

17. -----

G- Choose from the box below the right preposition and complete this paragraph. (0.5pt/each)

to	from	on	under	by	in
----	------	----	-------	----	----

Most of the migrants are 18) Tambacounda. They travel 19) boat and go 20) Libya through the Sahara desert. Once 21) Libya, they are tortured and made to work as slaves. Many die 22) their way.

H- Complete this paragraph by using the words from the list below (pt/each)

although – unless – if- because – In spite of

Mrs Sanogo feels alone 23) her husband died. Her children are also traumatized 24) their mother's efforts to soothe their pain away.

25) ".....your father hadn't gone, this situation wouldn't have happened", said Mrs Sanogo.

III-Writing: Choose one topic and write about it. (100 – 110 words) 6 marks

Topic1: So many young people find it difficult to get a job in Senegal. Two youngsters are discussing the scarcity of jobs. Imagine the dialogue.

Topic2: Write a letter to the President to suggest him some solutions to youth's joblessness.

Topic3: Young people are risking their lives to go to Europe. Discuss with a friend and try to convince him or her not to go.

Text15:

1. Like many others paying tribute to Bouba Diop, Salif Diao and Gabriel Zakuani described **him** as a gentle giant.

“He was that powerhouse when we (the Senegalese squad) sent someone to the opposition dressing room we would always send him because he was the biggest in the team. He would always try and have that angry face but it was funny because he couldn’t do any an angry face. So we would be behind him laughing because he was a powerhouse but with a baby face”.

2. “He scored the winning goal against France in the opening match of the 2002 World Cup. Just a fantastic moment, a legendary moment and **I** can still see his smile and baby face. He was just so strong so powerful. The symbols of Senegal are the Baobab tree and the lion and so he was a perfect symbol for our team as he had the heart of a lion and the strength of the Baobab tree. He made a whole nation happy and proud”, the former Liverpool player added.

3. Zukuani got to know Bouba Diop while the two were at Fulham together. “On the pitch you think “a beast” just an animal smashing everything that’s moving but as a person he had nothing bad about him. He was just a proper nice person. He was having his apartment refurbished and he asked if he could use one of my bedrooms. I was going on holiday at the time so I gave him the keys to my house and said “do whatever you want”, Zakuani recalled with a laugh.

Readapted from www.bbc.co.uk/sport/africa

I- Reading Comprehension (7 marks)

A- Find in the text words or expressions similar in meaning to these ones below.
(0.5pt/each)

1. amusing (Par.1): -----
2. fabled (Par.2): -----
3. entire (Par.2) : -----

B- Contextual referencing: What or who do these words refer to in the text? (0.5pt/each)

4. **him** (Par.1) : -----
5. **I** (Par.2): -----

C- Gap filling: Complete this paragraph with information taken from the text.
(0.5pt/each)

According to 6), Bouba Diop was the powerhouse of Senegal’s squad. His 7) against France was a legendary moment because he made all Senegalese 8)

D- Tick (V) in the true or false column and justify by quoting a relevant passage from the text. (1pt/each)

Statements	T	F	Justifications
9. Bouba Diop was a powerhouse with an angry face.			
10. Bouba Diop played for Liverpool.			
11. Zukuani and Bouba both played for Fulham.			

II- Linguistic and communicative competence (7 marks)

E- Complete coherently this small paragraph by using the most appropriate answer.
(0.5pt/each)

Bouba Diop was the 12)(**taller / tallest / tall**) in the Senegalese team. He was a 13)(**stronger / strong / strongest**) and an excellent 14)(**score / scored / scorer**) for both Senegal and Lens. In 2002, he 15)(**bring / brought / brings**) Senegal on top of world football.

F- Which of the following adjectives best describe Bouba Diop in the Senegalese squad?
Choose from the list below. (0.5pt/each)

humorous – angry – big – unethical – kind – difficult – awkward – modest

16. 17. 18. 19.

G- Complete meaningfully Elhadj Ousseynou Diouf's speech during Bouba Diop's burial.
(0.5pt/each)

“Thank you Gaidé for 20)(represent) Senegal with dignity and honour. You 21)(make) us proud on 31 May 2002 when you 22)(score) the only goal of the match. Your legacy should be 23)(teach) to the next generation. Today, Aliou Cissé is the 24)(good) man to instil your courage and patriotism into Sadio's mané's generation and beyond. May your soul 25)(rest) in peace, Gaidé”.

III-Writing: Choose one topic and write about it. (110 – 120 words) 6 marks

Topic1: Bouba Diop's death left many Senegalese speechless. Why is that so? Discuss his extraordinary football career with a brother or sister.

Topic2: Some football and basketball players died in the last months. Choose one and discuss his or her career with a friend.

ANSWERS SHEET

Text 1:

I-Reading Comprehension

A1 = 2 B5 = c C9 = Fatmata D 14: False: "...returnees are often rejected".
A2 = 1 B6 = a C10 = Ahmed D15: False: "...but was recaptured by....".
A3 = 3 B7 = d C11 = Tuareg D16: True: "They are seen as failures".
A4 = 4 B8 = c C12 = mother
C13 = daughter

II- Linguistic and communicative competence

E17 = who	F 21 = How long have you been living?	G 27 = necessity
E 18 = herself	F 22 = are you doing?	G 28 = permission
E 19 = where	F 23 = am	G 29 = obligation
E 20 = whose	F 24 = are making	G 30 = possibility
	F 25 = is	
	F 26 = works	

Text 2:

I -Reading Comprehension

A 1 = Gassama	C 7: True: "...showed im being cheered..."
A 2 = the boy	C 8: False: "...walking past when e saw".
A 3 = Gassama	C 9: True: "...The father has been questioned".
B 4 = daring	D 10 = the Elysee Palace
B 5 = a crowd	D 11 = migrant
B 6 = refer to	D 12 = spiderman of the 18 th D 13 = Paris District

II- Linguistic and communicative competence

E 14 = comparison	E 18 = was walking	F 22 = when	F 26 = Do you have?
E 15 = possibility	E 19 = saw	F 23 = Did	F 27 = Are...?
E 16 = regret	E 20 = were cheering	F 24 = How old are you?	
E 17 = no necessity	E 21 = kept	F 25 = How long have you been in France	

Text 3:

I-Reading Comprehension

- A 1 = False: "...a post Apartheid dream..." B 4 = a) in front of C 6 = c
A 2 = False: "...work and education for all.." B 4 = b) vanquished C 7 = b
A 3 = False: "Apartheid was vanquished...". B 5 = a) much C 8 = b
B 5 = b) difficult

D 9 = Apartheid

D 10 = Freedom Charter

II- Linguistic and communicative competence

- E 11 = came F 15 = would destroy G 19 = took
E 12 = had taken F 16 = fought G 20 = How long...?
E 13 = had been grappling G 17 = what G 21 = started
E 14 = got G 18 = who G 22 = Are ...?

Text 4:

I-Reading Comprehension

- A 1 = a) Kobe's passing C 5 = Michael Jordan D 9: True: "...have three other daughters"
B 2 = incredible C 6 = little brother D 10: True: "My partner in winning..
B 3 = winning C 7 = Shaquille O'Neal D 11: True: "...his daughter's love for. .."
B 4 = fierce (or amazing) C 8 = pain

II- Linguistic and communicative competence

- E 12 = death F 16 = tweeted F 20 = loss G 24 = wasn't he?
E 13 = played F 17 = went F 21 = bursting
E 14 = retirement F 18 = waving G 22 = didn't she?
E 15 = pride F 19 = was G 23 = won't they?

Text 5:

I-Reading Comprehension

- A 1: False: “..Kneeling on Floyd’s neck”. C 6 = Derek Chauvin D 9 = protests
A 2: True: “though there have been efforts...” C 7 = neck D 10 = Chauvin
A 3: True: “...that followed the killing of Eric...” C 8 = eight minutes D 11 = The protests
B 4 = bystanders
B 5 = nearly

II- Linguistic and communicative competence

- E 12 = didn’t you? E 15 = started F 18 = Who died last week in Minneapolis?
E 13 = promoted E 16 = since F 19 = When did George Floyd die in Minneapolis?
E 14 = killing E 17 = will stop F 20 = Where did George Floyd die last week?
G 21 = cope with G 22 = They G 23 = one another G24 = better

Text 6:

I-Reading Comprehension

- A 1 = c) every week B 5 = happy
A 2 = d) $\frac{3}{4}$ B 6 = traditional
A 3 = a) the weekly demonstrations C 7 = yellow vests protesters
A 4 = c) yellow vests C 8 = weekly
D 9: “have fired tear gas to disprse”.
D 10 : “...was not yet over”.
D 11: “..what next?”.

II- Linguistic and communicative competence

- E 12 = protesters F 16 = Are you good? G 22 = didn’t know how long it would last.
E 13 = leaders F 17 = were G 23 = Demonstrators were rebuffed by the police.
E 14 = promised F 18 = why G 24 = The main ring-road was blocked by protesters.
E 15 = doubtful F 19 = went
F 20 = won’t do F 21 = causing

Text 7:

I-Reading Comprehension

A 1 = What an illusion! (or any other good proposal)

B 2: True C 5 = A person who enjoys exciting new experiences.

B 3: False C 6 = A person who moves from one place to another to find work.

B 4: False D 7 = migrants D 8 = returnees

E 9 = friends E 10 = IOM E 11 = home

II- Linguistic and communicative competence

F 12 = Why did you go abroad? G 16 = from H 20 = Despite

F 13 = don't you? G 17 = in H 21 = However

F 14 = wouldn't come G 18 = across

F 15 = aren't you? G 19 = through

Text 8:

I-Reading Comprehension

A 1 = statement C 8 = statement

A 2 = upcoming C 9 = forward

A 3 = teammates C 10 = friendly

B 4 = Ali Daei II- Linguistic and communicative competence

B 5 = Iranian D 11 = pandemic E 15 = don't you?

B 6 = Ronaldo D 12 = spread E 16 = anything

B 7 = Portuguese D 13 = That's why E 17 = what

D 14 = home E 18 = who

F 19 = The Portuguese Football Federation declared that Ronaldo had been tested positive for coronavirus but he was well.

F 20 = The journalist said Ronaldo flew to Portugal that morning.

G 21 = staying G 22 = playing G 23 = is getting G 24 = missing

Text 9:

I-Reading Comprehension

A 1 = Thomas Sankara B 3: True “led Burkina Faso for four years from 1983”.

A 2 = Che Guevara B 4: False “...to power through a coup”.

B 5: False “...Like Argentina-born Che Guevara”

C 6 = legal D 9 = tomb

C 7 = agree D 10 = death

D 8 = lawyer D 11 = 37

II- Linguistic and communicative competence

E 12 = died F 16 = in spite of G 20 = youngest H 24 = brought

E 13 = lawyer F 17 = whose G 21 = toughest H 25 = hadn't killed

E 14 = leaders F 18 = because of G 22 = the most dynamic

E 15 = burial F 19 = when G 23 = more daring

Text 10:

I-Reading Comprehension

A 1 a) 1963 B 2 = allow C 4 = white playmates

b) Nobel Prize B 3 = unstable C 5 = grandmother

c) 1948 D 6: True “...nonviolent tactics...”

d) Grandmother's death D 7: False “...fatal heart attack...”

D 8 = “...studies in medicine and law..”

II- Linguistic and communicative competence

E 9 = Who spent four years at Morehouse to study medicine?

E 10 = How many years did King spend at Morehouse to study medicine?

E 11 = Where did King spend four years to study medicine?

E 12 = Why did King spend four years to study medicine?

F 13 = aren't you? F 14 = How long have you been fighting for justice?

F 15 = would jeopardize F 16 = What is? G 17 = King wishes many people had supported his philosophy. G 18 = King said he was not afraid then. He had seen the Promised Land.

H 19 = advice H 20 = comparison

Text 11:

I-Reading Comprehension

- A 1: False "...died at the age of 60..." B 4 = Diego Maradona
A 2: False "...in the quarter-finals..." B 5 = The Argentina Football Association
A 3: True "...them in four world cups..." B 6 = Argentina
C 7 = Barcelona D 10 = "The former Argnetina attacking midfielder and manager
C 8 = Napoli suffered a heart attack at his Buenos Aires home"
C 9 = Serie A

II - Linguistic and communicative competence

- E 11 = didn't you? F 16 = Messi declared that he kept all the beautiful moments lived
E 12 = mourning him and he sent his condolences to all his family and friends"
E 13 = greater G 17 = biggest G 20 = the latter
E 14 = the most prolific G 18 = had stayed
E 15 = best G 19 = missed

Text 12:

I-Reading Comprehension

- A 1 = b) fish are becoming rarer B 4 = "Every morning I go to the seaside"
A 2 = c) The causes of migration B 5 = "let alone tomorrow".
A 3 = a) they are as eager as ever
C 6: False: "...after her only son drowned". D 9 = scarcity
C 7: True: "...blame the scarcity of fish on overfishing..." D 10 = young people
C 8: True: "...for not helping the youth..." D 11 = risks

II- Linguistic and communicative competence

- E 12 = unless F 16 = ago G 20 = harder
E 13 = while F 17 = nothing G 21 = why
E 14 = despite F 18 = talking G 22 = anywhere
E 15 = more F 19 = whose G 23 = something

Text 13:

I -Reading Comprehension

- A 1 = Par. 4 B 5 “...we can only rely on God”
A 2 = Par. 1 B 6 « ...larger boats to go further out to sea”
A 3 = Par.2 B 7 « ...but gave up after spending »
A 4 = Par.3 C 8: its refers to Saint-Louis C9: they refer to others
D 10 = sandy D 11 = amid

II- Linguistic and communicative competence

E 12 = Mor Ndiaye said it was terrifying. They could only rely on God.

E 13 = He told the journalist that he wouldn't try it again. He had seen things he never wanted to experience.

- F 14 = scarcity F 15 = youth F 16 = choice F 17 = dangerous
G 18 = regret G 19 = advice G 20 = comparison G 21 = wish
H 22 = any H 23 = some

Text 14:

I-Reading Comprehension

- A 1: True “...go abroad to flee poverty” B 4 = He refers to Souleymane
A 2: False “..have my husband close to me...” B 5 = b) 11 June
A 3: False “...his job delivering bread..”
C 6 = widows D 8 = poverty
C 7 = The Red Cross D 9 = hard

II – Linguistic and communicative competence

- E 10 = When did he leave? F 14 = Oh my God
E 11 = wasn't he? F 15 = What am I going to tell my children?
E 12 = since F 16 = Words can't express my sadness.
E 13 = won't they? F 17 = I wish he had stayed here.
G 18 = from G 19 = by G 20 = to G 21 = in G 22 = on
H 23 = because H 24 = in spite of H 25 = if

Text 15:

I-Reading Comprehension

A 1 = funny

C 6 = Salif Diao

A 2 = legendary

C 7 = winning goal

A 3 = whole

C 8 = proud

B 4 = Him refers to Bouba Diop

D 9: False “...he couldn’t do an angry face”

B 5 = I refer to the former Liverpool player

D 10: False “...were at Fulham together”.

D 11: True “..were et Fulham together”.

II- Linguistic and communicative competence

E 12 = tallest

F 16 = humorous

G 20 = representing

G 24 = best

E 13 = strong

F 17 = big

G 21 = made

G 25 = rest

E 14 = scorer

F 18 = kind

G 22 = scored

E 15 = brought

F 19 = modest

G 23 = taught

Good Luck to all the candidates! Enjoy your revisions!