

LANGUE VIVANTE : ANGLAIS

PART ONE: READING COMPREHENSION

Read the below and do the activities that follow it.

ATTENDING SCHOOL

School – The Ibos never played with that! There were realizing fast that only education could save humans from poverty and disease. Every Ibo family thought it was very important that their children attended school. Boys were usually given preference, thought. So even though Adah was about eight, her parents were still discussing whether they should send her to school. Even if she was sent to school, it was very doubtful whether it would be wise to let her stay long.

Soon, Adah’s younger brother, Boy, started school. Whenever she took Boy to Ladi-Lak Institute, as the school was called, she would stand by the gate and watch all her friends lining up by the school door. Ladi-lak was a very small preparatory school. Children were not taught Youba or any African language. This was why it was such an expensive school. The proprietress was trained in the United Kingdom. Adah would stand there, filled with envy. The envy later gave way to frustration, which she showed in many small ways.

One afternoon a thought suddenly struck her. Yes, she would go to school. She would not go to Ladi-Lak, because Boy was there and they might ask her to pay. She would go to the Methodist School round the corner. Most of her friends attended it and Mr Cole, the Sierra Leonian neighbor living next to them, taught there. Yes, she would go there.

Other children went to school with slates and pencils. She had none. But she had always watched her father shave. He used a broken slate to sharpen his curved knife. Adah put that small slate into her dress pocket and ran as fast as she could to school. With her head up, in determination, she walked into Mr Cole’s class and stood behind. The other children looked up from their work and stared at Adah in wonder. When Mr Cole noticed her presence, he led her to a table and gestured her to sit down. Then she said in her little loud voice: “i came to school – my parents refused to send me!”

Adapted from *Second Class Citizen*, by Buchi Emicheta.

COMPREHENSION CHECK

A. Are these statements true or false?

Read the text and answers. Write **T** or “True” and **F** “False”. Indicate the line number to justify your answer. Write answer like this/

Example: A1 = T (line 1-2)

1. *In Adah’s area people recognized the necessity of school.*
2. *Adah’s parents sent her brother to school because he was younger.*
3. *Adah’s parents decided to send her to school.*
4. *Ladi-Lak Institute was expensive because it was a preparatory school.*
5. *The proprietress studied in Europe.*
6. *Adah did not go to Ladi-Lak because it was preparatory school.*
7. *Mr Cole knew Adah well.*

B. Read the text again and answer the following questions.

1. *What is the importance of school for the Ibos?*
2. *Which school did Adah decide to go to? Why?*
3. *How did she feel when she stood by the gate of Ladi-Lak?*
4. *How did she get a slate?*

PART TWO: WRITING

TASK 1:

The president of your English club asks you to write a paragraph about girls’ schooling in Côte d’Ivoire. Your text will be published in your school magazine

TASK 2:

A South African pupil wrote to your English Club to ask for information about the School system in Côte d’Ivoire. You have been designated by the other club members to write back. In a letter, describe the Ivorian educational system.

The following information can help you.

- Age for starting school
- Primary school
- Secondary school
- The duration
- The subjects learnt
- The examinations taken, etc.

PART THREE: LANGUAGE IN USE

TASK A

Here is a message written in code. Replace each underlined word with its opposite in the box to find the real meaning of the message.

Write your answers like this: 1 = beautiful.

Wise- loves -big –angrily- life- glad –abandoned-
wealthy- beautiful- good- heats- danger- kindly- took care of- young.

Long ago, there was a generous king in India. His (1) ugly palace was in a (2) small city. The king was a (3) bad ruler. He (4) neglected his people. And the people in this country were (5) sad. One day the king spoke softly to his daughter: “you must choose a husband for yourself”. Then his daughter said: “I do not want to marry a poor man. I want to marry (6) stupid man. I want to marry a man who (7) hates life”. A few weeks later, the daughter met a young man and they fell in love.

TASK B

Here’s a dialogue between a candidate and a teacher during an oral examination in English. From the candidate’s answers, re-organise the words in the brackets to find the teacher’s questions. Number your answers as in the dialogue.

1) Teacher:?
(attending / school / what / you / are)

Candidate: I’m attending L.G. Secondary School.

2) Teacher:?
(been / long / L.G School / attending / you / how / have)

Candidate: I’ve been attending L.G. Secondary School for four years.

3) Teacher:?
(you / do / to / go / how / school)

Candidate: I go to school by bicycle every morning.

4) Teacher:?
(do / who / with / city / in / this / live / you)

Candidate: I live with my senior brother.

5) Teacher:?
(school subjects / at / what / good / are)

Candidate: I’m good at English and Spanish, but I’m better at Spanish.

6) Teacher:?
(the / job / future / do / would / like / to / you / what / in)

Candidate: I’d like to be a bank manager.

CORRECTION

PART ONE: READING

COMPREHENSION CHECK

A. Are the statements true or false

A1 = T (line 1-2)

A2 = F (line 3)

A3 = F (line 4-23)

A4 = F (line 9-10)

A5 = T (line 11)

A6 = F (line 14)

A7 = T (line 16-21)

B. Read the text again and answers

1. School is important for them because it can save humans from poverty and disease.
2. She decided to go to the Methodist school because most of her friends attended it and she also knew Mr Cole who was teaching there.
3. She felt unhappy, sad and frustrated.
4. She took it / she stole it

PART TWO: WRITING

Choose only one of these tasks.

TASK ONE

- Tenir compte de la cohérence, la cohésion, l'originalité des idées.
- Structures grammaticale, syntaxique.
- Les fautes de grammaire ou de syntaxe seront sanctionnées.

TASK TWO

- Tenir compte du contenu du système éducatif de la Côte d'Ivoire.
- Tenir compte de la présentation d'une lettre (entête – adresse de l'auteur de la lettre – la date – la signature).
- Tenir compte de la richesse du vocabulaire et de la grammaire.
- Tenir compte des informations données.

PART THREE: LANGUAGE IN USE

TASK A

1 = beautiful

2 = big

3 = good

4 = took care of

5 = glad

6 = wise

7 = loves

TASK B

Teacher's questions

1. What school are you attending?
2. How long have you been attending L.G school?
3. How do you go to school?
4. Who do you live (with) in this city with?
5. What school subject are you good at?
6. What job would you like to do in the future?