

## Epreuve d'anglais

### Section A: Grammar.

**I. Complete the dialogue between a student and her teacher with appropriate expressions formed with the words in the brackets.**

**Student:** Please sir, for the past one month people.....(talk)about good governance. What does it mean?

**Teacher:** It is a new idea. Good governance.....(practice) in our families, in schools, at our work, in short everywhere.

**Student:** How can good governance be practiced in our school?

**Teacher:** when we come early to school, pass our examination without.....(cheat). When you are honest, hardworking and polite, it is good governance.

**Student:** Let's look at good governance in the country.

**Teacher:** When you are free to elect your leader. If they don't perform ..... (good) you ..... (not re-elect) them. Transparency is also good governance. Bribery and corruption is bad governance.

**II. Complete the second sentence so that it means the same as the first sentence they have been started for you.**

a. My daughter doesn't eat junk food because she doesn't want to gain weight.

My daughter doesn't eat junk food in order .....

b. Although Malom had financial problems, she was always cheerful.

Malom was always cheerful in spite..... financial problem.

c. You should go on a diet or start working out.

Either.....

d. Why should the boy child have more privileges than the girl child?

Angela wondered.....

e. My son likes to pay for things with his credit card because it is convenient.

My son would rather.....

### Section B : Vocabulary.

**I. Complete the exchange with the most appropriate words chosen from those in the box. There are more words than you need.**

**Friendship, tolerant, behind, differences, accept, agree, conclusion**

**Benji:** I hear Bess and Tuma were in a fight yesterday. What was the problem again?

**Karen:** This time it is a case of gossip. Bess couldn't find her cell phone and jumped into..... that Tuma had taken it. Tuma is very angry.

**Benji:** Tell Bess that trust is very important for a good.....to exist. It is equally bad to talk about other ..... Their backs.

**Karen:** They really need to work out their ..... for the sake of peace.

**Benji:** Tuma didn't..... my advice at first but now he wants peace.

**Karen:** That's superb!!

**II. Complete each sentence with the correct word chosen from those in the brackets.**

Inequality between men and women results in poorer health for children and greater poverty for the family. The UN agency UNICEF found that in places where women are (1).....(excluded remove, included) from family decisions, children are more likely to suffer from (2) ..... (ill-nourished, malnourish, malnutrition). There would be 13 million (3) ..... (more, fewer, least) malnourished children in South Asia if women had an equal say in the family, UNICEF said.

UNICEF (4)..... (investigates, controlled, surveyed) family decision- making in 30 countries around the world. Their chief finding is that equality between men and women is vital to (5) ..... (increasing, producing, reducing) poverty and improving health, especially that of children, in developing countries.

### Section C: Comprehension.

**Read the following passage carefully and the answer the questions that follow. Use correct English sentences, as far as possible, your own words.**

For decades, Ebola haunted rural African villages like some mythic monster that every few years rose to demand a human sacrifice and then returned to its cave. It reached the West only in nightmare form, a Hollywood horror film that make eyes bleed and organs dissolve and doctors despairs because they have no cure.

But 2014 is the year an outbreak turned into and epidemic, driven by the very progress they has paved roads and raised cities and lifted thousands out of poverty. This time it reached crowded slums in Liberia, Guinea and Sierra Leone; it travelled

to Nigeria and Mali, to Spain, Germany and the U.S. It struck doctors and nurses, in unprecedented numbers, wiping out a public-health infrastructure that was weak in the first place. One August day in Liberia, six pregnant women lost their babies when hospitals couldn't admit them for complications. Anyone willing to treat Ebola victims ran the risk of becoming one.

There was little to stop the diseases from spreading further. Governments weren't equipped to respond; the World Health Organization was in denial. First responders were accused of crying wolf, even as the danger grew. But the people in the field, the special forces of Doctors without Borders (DWB), the Christian medical relief workers of Samaritan's purse and many others from all over the world fought side-by-side with local doctors and nurses, ambulance drivers and burial teams.

Ask what pushed them, and some talk about God; some about country; some about the instinct to run into the fire, not away. "If someone from America comes to help my people and someone from Uganda," says Iris Martor, a Liberian nurse, "then why can't I?" Foday Gallah, an ambulance driver who survived infection, calls his immunity a holy gift. "I want to give my blood so a lot of people can be saved," he says. "I am going to fight Ebola with all of my might."

DWB nurse's assistant, Salome Karwah stayed at the bedsides of patients, bathing and feeding them, even after losing both her parents—who ran a medical clinic—in a single week and surviving Ebola herself. "It looked like God gave me a second chance to help others," she says. Tiny children watched their parents die, and no one could so much as embrace them, because embraces could kill. "You see people facing death without their loved ones, only people in space suits," says DWB president Dr. Joanne Liu. "You should not die alone with space—suit men".

Those who contracted the disease encountered pain like they had never known. "It hurts like they are busting your head with an axe," Karwah says. One doctor overheard his funeral being planned. Asked if surviving Ebola changed him, Dr. Kent Brantly turns the question around. "I still have the same faults that I did before", he says. "But whenever we go through a devastating experience like what I've been through, it is an incredible opportunity for improvement of something. We can say," How I be better now because of what I've been through? Not to do that is kind of shame."

**The choice by Nancy Gibbs; Culled from time magazine Dec 22/Dec 29 2014**

### **Questions.**

1. How was Ebola considered in rural Africa?
2. In which year did Ebola become an epidemic? How was it epidemic?
3. Name any two difficulties encountered in the fight against Ebola.
4. What motivated those who are fighting this disease?
5. Describe how an Ebola patient feels.

### **Section D: Composition.**

**Write an essay of between 200 and 250 words on one of the following topics.**

1. You are the president of the student's union in your school. You want to deliver a speech on the occasion of the youth Day on 11<sup>th</sup> of February, on violence in the school milieu. Write a speech in which you explain the causes, say who the perpetrators and the victims are and what should be done to solve the problem. Your name is Makouot and you study in GHS Nkoupit.
2. Write an article to be published in Cameroon Tribune Newspaper "war is not the best solution to resolve social conflicts in the world" Your article should sensitise perpetrators of war on the dangerous consequences on individuals, properties and the state in general.
3. The commonwealth has organized a writing competition for the best essays in Cameroon... The topic is as follows: "A social problem that is important to you, such as poverty, access to healthcare, or access to an education or use of the social media". Write your essay in which you identify the problems, say why it is important to you. Explain using your personal experiences how this problem has affected you and others in your community propose possible solutions that can solve this problem.