

UP TENGRELA

ACADEMIC YEAR:2021-2022

LEVEL: UPPER SIXTH FORM**DURATION: 3 HOURS****ENGLISH TEST****PART ONE: Reading for Comprehension 40%**

Read this text and do all the activities that follow.

“I have a dream”

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply **rooted** in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its **creed**: we hold these truths to be self-confident, that all men are created equal. I have a dream that one day even the red hills of Georgia the sons of former slaves and the sons of former slaves **owners** will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state **sweltering** with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I

have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently **dripping** with the words of interposition and nullification, will be transformed into a situation where little boys and black girls will be able to join hands with little white girls and walk together as brothers and sisters.

I have a dream today.

I have a dream that one day every valley shall be **exalted**, every hill and mountain shall be made low, the rough places will be made plain, and the **crooked** places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the **faith** with which I return to the South. With this faith we will be able **to hew out** of the mountain of despair into a stone of hope. With this faith we will be able to transform the jangling **discords** of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to **jail** together, to stand up for freedom together, knowing that we will be free one day...

From “I have a dream”, Martin Luther King J., 1963

A/VOCABULARY CHECK: All the words from column A are from the text. Match them with their synonyms in column B. **Example: 9-f**

<u>Column A</u>	<u>Column B</u>
1-rooted (L2)	a-being uncomfortably hot
2-creed (L4)	b-elevated
3-owners (L6)	c-curved
4-sweltering (L7)	d-value5-dripping (L13) e-conviction
6-exalted (L17) f-to escape	
7-crooked (L18)	g-disagreement
8-faith (L20)h-planted	
9-to hew out (L21) i-prison	
10-discords (L22)j-possessor	
11-jail (L24)h-emitting	

B/ COMPREHENSION CHECK

Read the text again and provide short answers to the following questions.

- 1-Is Martin Luther King optimist about the situation? Justify your answer.
- 2-Which creed does the author refer to at the beginning of his speech?
- 3-What did the State of Georgia, Mississippi, and Alabama represent in the context of slavery?
- 4-List two wishes of the author for these states?
- 5-How many children did Martin Luther King have?
- 6-What did he want for them?
- 7-Was Martin Luther King a racist or an activist? Justify your answer.
- 8-Which of the words “valley” and “mountain” refers to black people on line 17?
- 9-What did M.L.K. want to denounce in this speech?
- 10-What value does the word “together” convey?

PART TWO: LANGUAGE IN USE 30%

The passage below is about the importance of education. Select the best option among the proposals *in italics* between brackets to make it meaningful. Write your answers like in the example:

Example: 1. **us**

Language is at the very core of what and who we are. All is language – how we perceive ourselves and others, how others perceive **1.** (*we – us – ourselves*), how we communicate **2.** (*in – up – with*) the people around us. This is **3.** (*who – why – when*) I do not **4.** (*hesitate – hesitated – hesitating*) to say that each and every individual in this world has the right to learn his or her language, to become fluent in it, to cultivate it, to read and to write it. Language is a **5.** (*humanism – human – humanist*) right and it is an essential ingredient for

the good things we want for our world: peace, democracy, education and continuous but **6.(sustainability - sustainable - sustain)** development.

Education and culture, of course, are the way forward. This is essential. **7.(Literacy – Illiteracy – Football)**, of course, is the first step to education, and I do not have to tell you that I consider it of paramount importance to teach girls as well as boys to read. However, the experience of **8.(go – going – to go)** to school should not be one of being torn away **9.(from – to – in)** the culture and language into which one was born. Quite the contrary. It should **10.(being – be – to be)** a continuation, a gradual growing out of the family and into a society where one's family and culture are seen as a fully accepted part of it. Schools should encourage them, and help children **11.(build – to build – building)** self-confidence, develop skills and learn to express themselves in a positive and creative way. (...)

PART THREE: WRITING 30%

Do one of the two tasks that follow

TASK 1: During the holidays, in your village in Ghana, your uncle tells you that he won't let his daughter get married to KODJO a gentleman from another ethnic group supposed to be inferior to theirs. In a dialogue, sensitize him in order to make him change his decision. You should make use of expressions of opinion, of agreement and disagreement to design your conversation. **Do it in 25 lines maximum.**

TASK 2: John, a disable person working for "PURSUS MINING", an Australian company, is victim of discrimination. As an eye-witness you decide to write to the general manager to denounce this situation.

Do not exceed 25 lines.

CORRIGE ET BAREME

PART ONE: READING FOR COMPREHENSION

A/ VOCABULARY CHECK 1-h (example); 2-d; 3-j; 4-a; 5-h; 6-b; 7-c; 8-e; 9-f; 10-g; 11-I

B/ COMPREHENSION CHECK 1-Yes, he is. Because he says in paragraph 1 (L1-2) "I still have a dream". 2-He refers to "all men are created equal". 3-They represent the key cities of racism in America. 4-The

author wishes brotherhood, freedom and justice. 5-He had four children.

6-He wanted his children to live in a nation where they will not be judged by the color of their skin but by the content of their character.

7-M.L.K. was an activist because he praised justice, equality and union in the U.S.A.

8-The word "valley" refers to black people.

9-He wanted to denounce racism in America.

10-It conveys the value of solidarity.

PART TWO: LANGUAGE IN USE 30% 1-us (example); 2-with; 3-why; 4-hesitate; 5-human; 6-sustainable; 7-literacy; 8-going; 9-from; 10-be; 11-build

PART THREE: WRITING 30% TASK 1

The expected production is a dialogue.

1-Mechanics 5 pts. -Respect du format général du dialogue. **2-Content** 10 pts.

-Compréhension du sujet.

3-Organisation 5 pts.

-Organisation et enchaînement des idées.

4-language 10 pts.

Choix et utilisation appropriés :

-du vocabulaire, des structures grammaticales, des fonctions langagières nécessaires. TASK 2

The expected production is **a formal letter (a letter of complaint)**. -Respect du format général de la lettre formelle, paragraphes (5 pts.) -Compréhension du sujet. (5 pts.) -Richesse et bonne organisation des idées. (10 pts.) -Vocabulaire et grammaire correcte. (5 pts.) -Utilisation appropriée des connecteurs logiques. (5 pts.)