

EPREUVE :

ANGLAIS: LANGUE VIVANTE 2*Cette épreuve comporte trois (3) pages numéroté 1/3-2/3-3/3**Do all the activities of this examination paper on your answer sheet.***PART ONE: READING (40 %)****Read the text below and do the tasks that follow.****Violence on our campus: The example of Zimbabwe.**

The recent spate of violent student demonstrations has brought ahead the current crisis pervading higher education in Zimbabwe. There are four issues which underlie the dramatic and often spectacular confrontations between students and the state which have come to dominate university policies in Zimbabwe.

- 5 Essentially, these hinge on efforts by the state to interfere in jealously guarded freedoms enjoyed by the University.

In recent years, the state has tried to assume the right to appoint top university officials. It has adopted the measures which impinge on academic freedom. It has attempted to stifle free speech on Campus. Moreover it has ignored welfare issues affecting students.

- 10 In 1980, the University had 2,400 students. Within five years this had more than doubled. By 1990, there were ten thousand students. This rapid growth has put severe strain on the facilities within the university. By 1984, there was a lack of teaching and research space.

- The economy was beginning to decline. The number of graduates able to find employment began to fall. By the mid-eighties, the majority of the students' population came from peasant and working class families. This meant that there were more keenly aware of the consequences of the economic decline.
- 15

Thus in March 1988, they issued an ultimatum to the university authorities demanding an increase in their funding. Six months later they organized an anti-corruption demonstration which ended in violence, when the police tried to prevent them from leaving campus for Harare city centre.

These clashes marked the beginning of the hostility and political opposition to the government, and a new atmosphere of confrontation with the police.

- By October 1989, this antagonism had reached such a pitch that the government closed the University for six months. The students refer to themselves as "the voice of voiceless" and
- 25 "the conscience of society".

Adapted from Focus on Africa, October 1992, page 30

COMPREHENSION CHECK**A/ VOCABULARY**

Match the words or phrases in column (A) with their meanings or synonyms in Column (B).
One meaning or synonym is not concerned. Write your answers like in the example.

Example: 1-a= an unusually large number of events

(A)	(B)
1.Spate (L1)	a- an unusually large number of events
2.Pervading (L2)	b- to explain
3.Underlie (L2)	c- spreading everywhere
4.Hinge on (L5)	d- have an effect on something causing problems
5.Impinge on (L8)	e- prevent from happening
6.Stifle (L9)	f- important repercussion
7.Severe stain (L11)	g- depend
8.Decline (L13)	h- produced or provided something
9.Keenly (L15)	i- deeply
10.Issued (L17)	j- to gradually become less
11.Pitch (L 23)	k- the level or degree of something
	l- the beginning of something

COMPREHENSION QUESTIONS

Decide whether the statement below is true or false. Write (T) for true and (F) for false. Then, give the line(s) of the text to justify your choice.

Example: 1-F (L 1-2)

- 1-Violence could be remarked only on campus.
- 2-The confrontations were between the students and the Ministry of Higher Education.
- 3-The number of students constitutes a serious issue.
- 4-Some researchers are organized in some lakes as teaching and research space.
- 5-Many students could find employment after they were graduated.
- 6-The economy of Zimbabwe has always climbed.
- 7-Most of the students came from middle classes.
- 8-The students do have scholarships.
- 9-The students begged the authorities of the university to increase their scholarships.
- 10-In October 1989, the antagonism made the students obtain satisfaction.
- 11-The students considered themselves as the ones who spoke on behalf of the population.

PART TWO: LANGUAGE IN USE (20 %)

A/Rewrite the following sentences into the reported speech. Number one is an example for you.

1. "Don't be silly," He told Bintou.

=He told Bintou not to be silly.

2. "What time will you have your lunch?" Keita asked Sonia.

3. "Do keep quiet or the teacher will hear us and we shall get in trouble." Affoué told Awa.

4. "Why you open the window?" the police asked the thief.

5. "Do you always wash the baby in the morning?" the teacher asked Reine.

6. "They organized Balla's birthday two days ago", Yao told Fatou.

7. "My parents will send me abroad", Amari said.

8. "They wrote a letter to their uncle yesterday", Grandmother said.

9. "I will buy you a new bicycle if you do well at school", my mother told me.

10. "I don't understand why you can't keep quiet during the lessons", the teacher told us.

11. "The women went to their field yesterday", Aya told her boy-friend.

PART THREE: WRITING (40 %)

Do only one of the two tasks. (25lines)

TASK A:

Your Liberian pen-friend asked you to tell him/her about violence on the campus in your country through the following questions:

-What are the origins of violence on campus?

-What methods do the authorities use to solve violence?

-Is there any hope for students in your country?

In a letter, try to answer to his/her letter.

TASK B

Most of the time, governments in Africa try to resolve violence by violence. Do you agree or disagree with this method? Give reasons and examples to support your point of view.