

BEPC
SESSION 2019
ZONE : III

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

*Cette épreuve comporte deux (02) pages numérotées 1/2 et 2/2.
Le candidat est libre de commencer par la composante de son choix.
Cependant, il devra numéroter ses réponses conformément à la numérotation du sujet.*

PART ONE **READING COMPREHENSION (8 pts)**

Read the text below and do all the activities that follow it.

COLONIAL EDUCATION IN NIGERIA

I had two choices for secondary school: the very popular Dennis Memorial Grammar School or Government College, Umuahia, much farther away and much less known to me. My elder brother John decided I should go to Umuahia. It was not my choice but John was right as usual. Our principal, William Simpson, a man from Cambridge University in the colonial education service, started rebuilding the school. And what a job he did! His experience of
5 colonial education made him realise that too much book work is a real danger and that the painful work imposed in education in colonies was in fact education's greatest enemy.

Simpson was a mathematics teacher but he made a rule that encouraged the reading of novels and prohibited the reading of any textbook after classes on three days of the week. He
10 called it the Textbook Act. Under this law, we could read fiction or biographies or magazines like *Illustrated London News* or write letters. We could also play ping-pong or just sit about but not open a textbook, under the menace of detention. And we had a wonderful library from Robert Fisher's days to support Mr. Simpson's Textbook Act.

Perhaps it was a mere coincidence, but at Government College, Umuahia, students
15 played a remarkable role in the development of modern African literature.

Adapted from The Education of British-Protected Child (2009), by Chinua ACHEBE.

COMPREHENSION CHECK

A **Vocabulary check**

Match each word from Column A with its synonym or definition in Column B according to the text. There are more options in Column B. Write your answers like in the example.

Example: 9. mere = e. simple

COLUMN A

1. choices (L. 1)
2. elder (L. 3)
3. realise (L. 6)
4. painful (L. 7)
5. rule (L. 8)
6. prohibited (L. 9)
7. detention (L. 12)
8. library (L. 12)
9. mere (L. 14)

COLUMN B

- a- regulation
- b- very hard
- c- a room for reading or borrowing books
- d- punishment
- e- simple
- f- options
- g- a shop where we buy books
- h- understand
- i- senior
- j- interdicted, forbade

B Comprehension questions

Give short answers to the following questions on the text. (2 lines maximum).

1. Which schools did the author have to choose from?
2. What gave Government College, Umuahia, its colonial character?
3. What did the *Textbook Act* prescribe to the students?
4. Why did students from Government College, play a big role in modern literature in Africa?

PART TWO LANGUAGE IN USE (6 points)

Task 1

The sentences below are about colonial education in Nigeria. Complete them with the appropriate form of the words between brackets. Write your answers like in the example.

Example: . 2. = stricter

1. For the author, Government College in Umuahia was 1. (*far*) from home than Dennis Memorial Grammar School.
2. In fact, Dennis Memorial Grammar School seemed 2. (*good*) than Government College, Umuahia because it was very popular.
3. When William Simpson became the Principal of Government College, the school rules became 3. (*strict*) than before.
4. Dennis Memorial Grammar School was 4. (*well-known*) than Government College principal.

Task 2: This is a summary of the text you have just read. To make it meaningful, put the verbs brackets into the correct tenses and forms. Write your answers like in the example:

Example: 1. = *had*

The author is talking about his secondary school memories in Umuahia. At the beginning, he 1. (*to have*) to choose between two schools. His elder brother John, who 2. (*to know*) more about schools, 3. (*to choose*) Government College for him. In the end, the author thinks that he he 4. (*to become*) a writer because of the school programme designed by Mr William Simpson, the school Principal.

PART THREE : WRITING (6 points)

TOPIC (Not more than 12 lines)

Your Ghanaian friend Sam wrote you a letter in which he describes the rules in his school. He wants you to tell him about your school rules.

In your reply,

- mention two rules you like in your school;
- list two rules you don't like at all;
- describe how the principal makes you follow the rules.