المملكة المغربية
وزارة التربية الوطنية والتكوين المهني

المركز الوطني للتقويم والامتحانات والتوجيه

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الدورة العادية **2014**

الموضوع

NS 10

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[1] International TV channels often cover hundreds of stories of young Sub-Saharan Africans who try to emigrate to Europe in search of a better life. They leave their countries crossing the Sahara desert and the sea to reach the continent. Many of **them** lose their lives in the desert. Those who survive face the risk of death while crossing the sea on small and weak boats. Yet, only few migrants give up the dream and decide to return to their home country.

[2] In Morocco, there are about 15,000 African migrants who are awaiting the opportunity to cross over to Europe to realize their dream for a better life. But as the borders to Europe are more and more closed, more migrants are stuck in **the country**. Thomas Estrup, a Danish journalist**,** visited Morocco and wrote about the difficult situation of these migrants. Joshua is one of them. He is a young Nigerian migrant who has been on the road for more than five years. "No border control or fence will stop him from trying," writes Thomas. "I will risk my life to get there. Either you succeed in escaping border control and expulsion or you die," says Joshua.

[3] Joshua's father died when he was young. Joshua left school after six years of education. He wanted to become an engineer, but his mother could not support his education or pay for his living. Unable to find a job, Joshua left his mother and five siblings, who are all thinking about leaving their home in Nigeria. In 2003, he made the 3,000 kilometres long trip through the desert. "I wanted to change my situation and start a new life," Joshua says. "I wanted to go to Europe and find any job. I saw people from my hometown coming back from Europe with money."



Fence near Melilla

[4] Two years later, Joshua had his chance. He crossed to Spain with a group of seven Africans. He cut his feet and ankles while trying to climb the fences. Worse, he got caught by the Spanish police and was immediately deported back to **his homeland**. Back in Nigeria, he decided to make the trip through the desert back to Morocco and attempt to go into Europe a second time. "I had lost everything," says Joshua. "I really wanted to try again." He made both trips on foot and by car through Niger, Algeria and across the border to Morocco. It took Joshua several months to make each trip, most of which is through the Sahara desert.

[5] He simply set out alone with no money. During the trips, he would team up with people from other West African countries who were also heading to Europe. "The worst part was the desert in Niger. We were short of water and food. Also, the police would try to catch us," Joshua says. "If I manage to escape border control, I know that I'll make it into Europe. I have done it before and I'll do it again," he adds.

Adapted from*: http://www.theafricancourier.de/index.php*

خاص بكتابة الامتحان	الامتحان الوطني الموحد للبكالوريا الدورة العادية 2014 الموضوع NS 10	المملكة المغربية وزارة التربية الوطنية والتكوين المهني المركز الوطني للتقويم والامتحانات والتوجيه
رقم الامتحان.....	الاسم الشخصي و العائلي..... تاريخ و مكان الازدياد.....	

المادة الشعبة و المسلك	مدة الإنجاز	المعامل
اللغة الإنجليزية شعبة الآداب والعلوم الإنسانية: مسلك الآداب	3	4

خاص بكتابة الامتحان	النقطة النهائية على 20: بالارقام..... والحروف..... (على المصحح التأكد من أن النقطة النهائية هي على 20)	المادة: اللغة الإنجليزية الشعبة و المسلك: شعبة الآداب والعلوم الإنسانية: مسلك الآداب
الصفحة: 2 على 5	اسم المصحح و توقيعه:.....	**ورقة الإجابة** NS 10

I. COMPREHENSION (15 POINTS)

BASE ALL YOUR ANSWERS ON THE TEXT.

A. CHOOSE THE BEST TITLE FOR THE TEXT. (2 pts)

1. A young African's daily life
2. A young African's dream
3. A young African's tragic end

The best title is . . . . . .

B. ARE THESE SENTENCES TRUE OR FALSE? JUSTIFY. (3 pts)

1. Many migrants from Africa use Morocco as a temporary place before crossing to Europe.

. . . . . .

2. Joshua is the only member of his family who is thinking about immigration.

. . . . . .

3. Joshua couldn't stay in Spain for a long time.

. . . . . .

C. ANSWER THESE QUESTIONS. (3 pts)

1. How did Thomas Estrup know about Joshua's story?

. . . . . .

2. Why didn't Joshua become an engineer?

. . . . . .

3. What problems did Joshua and other Africans face while crossing Niger?

. . . . . .

لا يكتب أي شيء

في هذا الإطار

D. PICK OUT FROM THE TEXT SENTENCES OR EXPRESSIONS WHICH SHOW THAT (2 pts)

1. It's becoming harder to get to Europe. (Paragraph 2)

. . . . . .

2. Joshua hasn't given up the hope of going to Europe. (Paragraph 5)

. . . . . .

E. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (3 pts)

1. **them** (paragraph 1) **:** . . . . . .
2. **the country** (paragraph 2) **:** . . . . . .
3. **his homeland** (paragraph 4) **:** . . . . . .

F. CHOOSE THE RIGHT ANSWER. (2 pts)

1. "**Those who survive**" (paragraph1) means
   a. Those who live together.
   b. Those who live in tents.
   c. Those who stay alive.

   1: . . . . . .

2. "**He would team up with the people**" (paragraph5) means
   a. He would fight with the people.
   b. He would join the people.
   c. He would work with the people.

   2: . . . . . .

II. LANGUAGE (15 POINTS)

A. FILL IN THE GAPS WITH THE APPROPRIATE PHRASAL VERBS FROM THE LIST. (2 pts)
look down – look after – turn down – take after – come back

Leila will be late for the party this afternoon because she needs to . . . . . her little sister. She says she will join us when her parents . . . . . from the dentist's.

B. PUT THE WORDS IN BRACKETS IN THE CORRECT FORM. (2 pts)

1. Education is a very important factor in a country's (develop) . . . . . .
2. Taking care of the environment is the (responsible) . . . . . .of every citizen.

لا يكتب أي شيء

في هذا الإطار

C. REWRITE THESE SENTENCES BEGINNING WITH THE WORDS GIVEN. (3 pts)

1. Samir goes to a cybercafé because he does not have an Internet connection.
   If Samir . . . . . .
2. "I'll take you on a trip to Agadir after the exam," the father told his children.
   The father promised . . . . . .
3. Our school has used *Massar* to process students' marks.
   Massar. . . . . to process students' marks.

D. PUT THE VERBS IN BRACKETS IN THE CORRECT TENSE. (2 pts)

Last summer, I travelled by plane to Paris for the first time. I (feel) . . . . . .very nervous during the journey because I (never/ take) . . . . . the plane before.

E. CORRECT THE UNDERLINED MISTAKES. (2 pts)

1. The doctor advised my mother <u>not eating</u> . . . . . sugar anymore.
2. Do you still remember the teachers <u>which</u> . . . . . taught you in primary school?

F. FILL IN EACH GAP WITH THE APPROPRIATE LINKING WORD FROM THE LIST. (2 pts)

besides – despite – that's why – although – due to

1. Jelloul speaks three foreign languages . . . . . he has never been to school.
2. The doctor says that Amal's sleeping problems are . . . . . the long hours she spends online.

G. MATCH THE EXPRESSIONS WITH THEIR APPROPRIATE FUNCTIONS. (2 pts)

EXPRESSIONS	FUNCTIONS
1. I think that Bayern Munich is the best football team in Europe. 2. If only we hadn't spoken to him that way. 3. I'm sorry to say this, but these are not the printers I ordered. 4. What about eating out together tonight?	a. suggesting b. expressing opinion c. regretting d. complaining

1: ……... 2: ……. ... 3: ……..... 4: …….....

لا يكتب أي شيء

في هذا الإطار

III. WRITING (10 POINTS)



You attended an event organised by your school environment club to celebrate Earth Day. Use the information in the chart below to write a report about this event.

Organisers	Club members and some teachers
Topic	Environmental problems in the region
Date and place	22nd April, Municipality conference room
Participants	About 120 people: teachers, students, environmentalists, school environment clubs, factory owners, NGOs....
Activities	Morning : 2 presentations, film and discussion Afternoon : debate + poster exhibitions + competition + prize distribution ceremony
Conclusion	Opinions and reactions

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