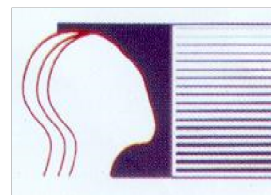




MINISTERE DE L'EDUCATION NATIONALE
INSPECTION D'ACADEMIE DE SAINT LOUIS
CRFPE DE SAINT LOUIS – DEPARTEMENT MOYEN-SECONDAIRE



CENTRE REGIONAL DE FORMATION DES PERSONNELS DE
L'EDUCATION (CRFPE) DE SAINT LOUIS

DEPARTEMENT MOYEN-SECONDAIRE

LIVRET D'ACTIVITES DU PROGRAMME REAMENAGE D'ANGLAIS

NIVEAU: TERMINALE

ANNEE SCOLAIRE 2019 – 2020

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REMERCIEMENTS

Ce guide pédagogique a été réalisé par le collège des formateurs d'anglais du CRFPE de Saint Louis en collaboration avec une équipe dévouée de professeurs d'anglais de l'Académie de Saint Louis, composée comme suit:

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Level: Terminale / Reference to readjusted syllabus (2020): Themes 2 & 3

Text 1: Senegal's Economic and Social Resilience Plan for COVID-19

An interview with Felwine Sarr, professor of Economics at the Université Gaston Berger of Saint Louis in Senegal, for INET's series on COVID-19 and Africa.

You are a member of the committee put in place by President Macky Sall to develop the economic and social resilience plan. Can you tell us about the plan?

From the start of the COVID crisis, a number of fellow economists got together and decided they must think through the economic impact of the COVID-19 crisis and the right measures needed to address it. I find it excellent that many of our proposals have been adopted in the national resilience plan. These included a range of issues: first, particular attention to those sectors most affected by the crisis – tourism, transport, trade, restaurants and other eating places; fiscal measures to provide a tax credit for businesses; a state contribution to unemployment pay in order to help businesses keep hold of their employees; and a ban on laying off staff for three months.

The second major axis addressed the most vulnerable households: Senegal already had a social safety net system covering 580,000 of those households considered most vulnerable, remembering that each household has an estimated 8 to 10 people. The idea was to expand the target group of those most vulnerable to 1 million households, which brings in around 10 million people out of a total population of 16 million, and to provide either urgent food distribution or a cash transfer. So there were two options – financial help or food aid. In the end, we went for the food distribution, since it was more likely that household members would actually get to eat this food, and would avoid the risk of the household head using the cash sum for other less immediate purposes. It seems that those households did receive the food.

The third area concerned those people working in the informal sector. Remember this is a sector for which data lacks, so we had to ask ourselves how best to reach those most affected. Through cash transfers to households in the third income quintile and those reliant on migrant remittances, we could reach them. One of the final questions was to think through how to maintain people working in this sector, and ensure that their activities did not disappear once the crisis had passed.

Once the state had put this plan in place, the next question was how to prepare for post-crisis recovery.

Adapted from <https://www.ineteconomics.org/perspectives/blog/felwine-sarr-the-covid-19-crisis-demonstrates-the-need-to-change-track-and-re-think-the-world-of-tomorrow>

I- READING COMPREHENSION

A- Reorder the following ideas as they appear in the text (use letters a – b – c)

IDEAS	ORDER
1- Informal sector workers are reached through cash transfer	
2- Businesses are supported in order to save employees' jobs	
3- They finally opted for food aid	

B- The following statements are false. Justify each of them by quoting a relevant passage from the text

4- Pr. Felwine Sarr alone proposed the measures to Pr. Macky Sall.

.....

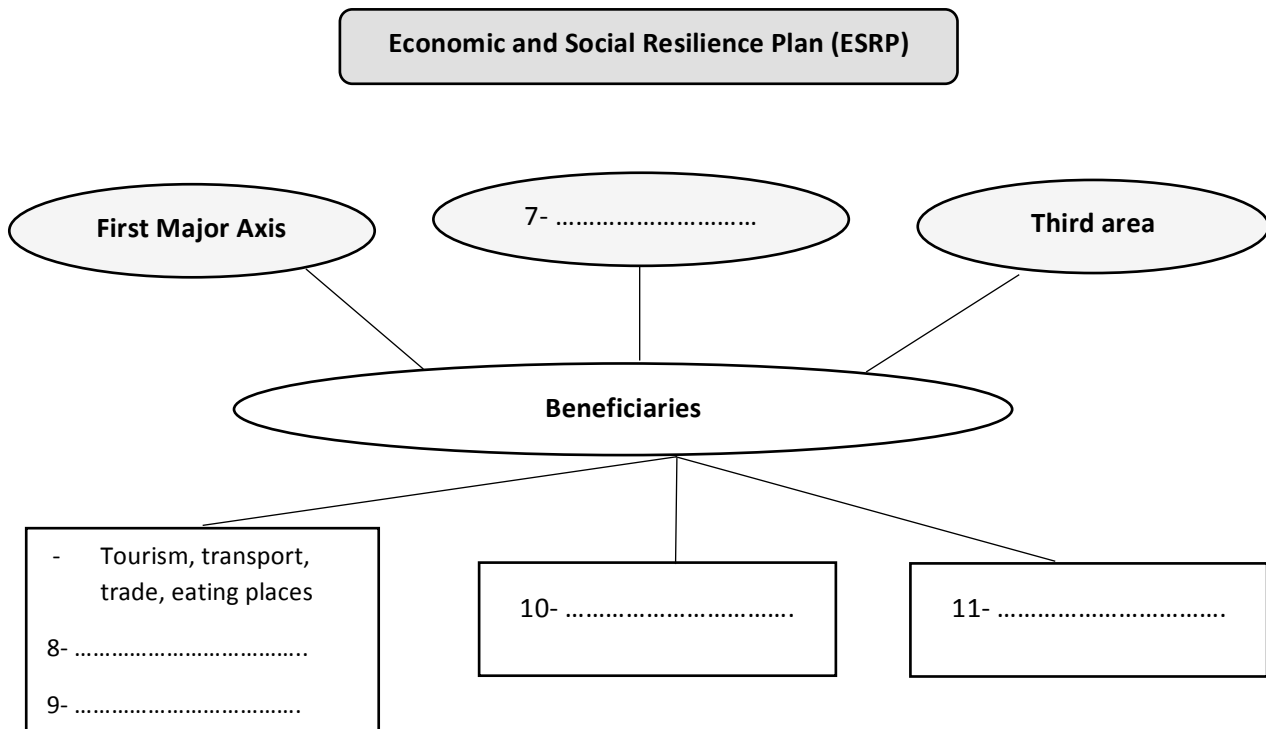
5- They opted for food distribution because of the big number of vulnerable households

.....

6- There were enough information about the informal sector.

.....

C- Read paragraphs 3 and 4 and fill in the blanks in the chart below



D- Find words meaning the same as the following in the indicated paragraphs

12- Suspending workers from employment = (P3)

13- Resistance = (P3)

14- Dependent = (P5)

E- What do the following words refer to in the text?

15- These (P3) =

16- Their (P6) =

II- COMMUNICATIVE COMPETENCE

F- Complete the table appropriately and use it to fill in the blanks in the passage

Noun	Adjective	Adverb
resilience	(17).....	(18).....
(19).....	vulnerable	(20).....
(21).....	(22).....	expandably

As the COVID-19 pandemic continues, governments are focussing on.....plans for the survival of their economy. One thing is certain, the pandemic has exposed the.....of our economic systems. In Senegal, theof the vulnerable groups to 1 million households was meant to reach as many people as possible.

G- After class, a group of students at Gaston Berger University are conversing with Pr. Sarr about the Economic and Social Resilience Plan (ESRP). Complete the conversation meaningfully.

Student 1: Hello, Professor! Could we ask you a few questions about the ESRP?

Pr. Sarr: Hello dear students! It's a pleasure to lend myself to your questions.

Student 1: _____ beneficiaries of the Senegalese government's ESRP?

Pr. Sarr- The main targets of the ESRP are employees, vulnerable groups and informal sector workers.

Student 2- It seems that all of your proposals have been accepted, _____?

Pr. Sarr- Well, not all of them; but most of them have received a green light.

Student 3- Do you think the government is _____?

Pr. Sarr- Absolutely! It's simply a matter of political will. And I believe the government is working on implementing the plan.

Student 4- Many political analysts are concerned about _____ in the management of the ESRP funds?

Pr. Sarr- I can understand their worries because the lack of transparency is real. Senegal does not have good records of transparency in the management of public funds.

Student 1: Thank you for your time, Professor!

Pr. Sarr: You're welcome!

III- WRITING

Read the prompt (topic) below, and write between 150 and 200 words.

Niokhor believes that financial help to vulnerable groups was better than food distribution. Gnilane does not share his point of view. Write down their conversation.

Text 2: Climate change is also a racial justice problem

What does racism mean for climate change and vice versa? Normally, I use this column to respond to questions from readers about climate change. But — amid our ongoing national reckoning with racism prompted by the unequal impacts of the covid-19 pandemic and the recent killings of African Americans at the hands of police — this was the question on my mind. If humanity is going to effectively tackle climate change, scientists and activists told me, it's a question we have to answer. You can't build a just and equitable society on a planet that's been destabilized by human activities. Nor can you stop the world from warming without the experience and the expertise of those most affected by it.

Racism is “inexorably” linked to climate change, said Penn State meteorologist Gregory Jenkins, because it dictates who benefits from activities that produce planet-warming gases and who suffers most from the consequences. One study published last year in the Proceedings of the National Academies of Sciences found that Black and Hispanic communities in the U.S. are exposed to far more air pollution than they produce through actions like driving and using electricity. By contrast, white Americans experience better air quality than the national average, even though their activities are the source of most pollutants so are Chinese exploiters. In a course he teaches called “Climate Change, Climate Justice and Front Line Communities,” Jenkins traces this connection from slavery, which created the economic foundation for the industrial revolution, to modern-day policies that influence where people live and environmental risks to which they are exposed.

Racial inequality also means that the people most at risk from climate change have the fewest resources to cope. According to a study by the Joint Center for Political and Economic Studies, more than 30 percent of Black New Orleans residents didn't own cars when Hurricane Katrina hit — making it almost impossible for them to evacuate. “Unless inequity is addressed now,” Jenkins said, “future impacts from climate change will disable many communities of color.” The same exploits that are causing climate change on a massive scale are causing very immediate health problems in areas inhabited by black and brown people.

There is more to the climate problem than factual knowledge and negotiation skills. The causes of climate change are intricately linked to how countries and companies have created wealth over the past two centuries. From a scientific point of view, it is now clear that a new, low-carbon growth model needs to be found, but its implementation raises important equality issues. Can industrialized nations tell developing ones not to do what has been at the root of their own success?

By Sarah Kaplan, Washington Post climate reporter

Adapted from <https://www.washingtonpost.com/climate-solutions/2020/06/29/climate-change-racism/>

I. READING COMPREHENSION

A. Information transfer: Refer to the indicated paragraphs to complete the chart below.

<u>Problem</u>	<u>The main polluters</u>	<u>The main victims of pollution</u>
Global warming	1. _____ (paragraph 2) 2. Chinese exploiters	3. _____ (paragraph 2)

B. The three statements below are false. Quote short passages from the indicated paragraphs for justification .

4. The victims have no role to play in the fight against global warming. (P. 1)

5. Social justice may be achieved in a world where harm is caused to the environment. (P. 3)

6. Jenkins believes that white Americans are very protective of the environment. (P. 2)

C. Summary close: fill in the banks with words from the indicated paragraphs

We can't fight efficiently climate change if we don't take into account questions related to (7) _____ (para 2). According to Jenkins, the roots of this social injustice originates from (8) _____ (para 2). Moreover, the least resourceful people, who don't even own a car, are more exposed to natural disasters such as (9) _____ (para 3). Among the countless impacts of climate change, (10) _____ (para 3) problem appears to be one of the most recurrent issues for marginalized communities.

D. Vocabulary: Find in the text words or phrases ...

a) similar in meaning to:

11. To answer (P. 1) = _____

12. link (P. 2) = _____

b) opposite in meaning to:

13. poverty (P. 4) ≠ _____

E. Referencing: Who do the underlined words refer to in the text?

14. those (P. 1): _____

15. ones (P. 4): _____

II. COMMUNICATIVE COMPETENCE**F. Fill in the blanks with the right tenses of the verbs in parentheses.**

Global attempts to address climate change _____ 16 (be) on the United Nations' agenda for more than 25 years. Back in 1992, world leaders _____ 17 (agree) in Rio de Janeiro to "prevent dangerous anthropogenic interference with the climate system". However, despite a series of global agreements—from Rio 1992 through Kyoto 1997 to Paris 2015—emissions _____ 18 (keep) rising in the future. I wish anyone looking at the planet with open eyes today realized the urgency of _____ 19 (reverse) this trend and preventing irreversible climate disruption.

G. Match each statement to one of the language functions below.

- Comparison – Inability – Certainty –

Statements	Function
20. You can't build a just and equitable society on a planet that has been destabilized by human activities. (Para. 1)	
21. Black and Hispanic communities in the U.S. are exposed to far more air pollution than they produce through actions like driving and using electricity. (P3)	

H. Use the right form of the words in brackets to complete the paragraph below.

To save people from climate change effects, some scientists believe that we should combat _____ 22 (race). Jenkins adds that some of the people who are most exposed to the effects of climate change are living in _____ 23 (disaster) conditions. As a result, this _____ 24 (hindrance) their efforts to fight effectively against polluters. According to climate reporter, Sarah Kaplan, any society that manages to combat racism _____ 25 (success) will take a great leap forward in the fight against climate change.

I. Dialogue completion: Mr Jenkins is having a talk with one of his student.**Student:** Hello Sir.**Jenkins:** Hello gentleman. Are you attending my course on Climate Change, Climate Justice and Front Line Communities this semester?**Student:** Of course, sir. your course is really interesting, _____ 26?**Jenkins:** It is high time, we _____ 27 (to change) our way of understanding things**Student:** You are right sir, _____ 28 this course in Penn State?

Jenkins: I have been teaching it for six years now.

Student: Wow, that's amazing! I wish many activists _____ **29(to attend)** this course so that they would better understand the connection between climate change and racism. If all them had had the opportunity to attend conferences related to climate change, they _____ **30(to be)** more conscious while dealing with this topic.

Jenkins: Quite true. Thank you for your kindness.

III.WRITING

Choose one prompt (topic) and write between 150 and 200 words.

Topic 1 (Dialogue): A friend of yours has experienced the recent event of George Floyd killing in the USA. Upon his return to Senegal, he explains you the difficult living conditions of black people in America. Write down your conversation.

Topic 2 (Essay): Should industrialized nations tell developing countries not to do what has been at the root of their own success? Why or why not? Write an essay in which you take position and defend your point of view with relevant arguments.

Level: Terminale / Reference to readjusted syllabus (2020): Themes 2 & 3

Text 3: World treating symptoms, not cause of pandemics

The world is treating the health and economic symptoms of the coronavirus pandemic but not the environmental cause, according to the authors of a UN report. As a result, a steady stream of diseases can be expected to jump from animals to humans in coming years, they say. The number of such “zoonotic” epidemics is rising, from Ebola to SARS, with the root cause being the destruction of nature by humans and the growing demand for meat, the report says. Even before Covid-19, two million people died from zoonotic diseases every year, mostly in poorer countries. The coronavirus outbreak was highly predictable, the experts said. “Covid-19 may be the worst, but it is not the first,” said the UN environment chief, Inger Andersen.

The biggest economic costs fall on rich nations. This makes a very good case for investment in the countries where diseases emerge, the authors say. The report said a “one health” approach that unites human, animal and environmental health is vital, including much more surveillance and research on disease threats and the food systems that carry them to people.

“There has been so much response to Covid-19, but much of it has treated it as a medical challenge or an economic shock,” said Professor Delia Grace, the lead author of the report by the United Nations Environment Programme (Unep) and the International Livestock Research Institute. “But its origins are in the environment, food systems and animal health. This is a lot like having somebody sick and treating only the symptoms and not treating the underlying cause. There are many other zoonotic diseases with pandemic potential.”

“An intense surge in human activity is affecting the environment all across the planet, from burgeoning human settlements to food production, to increasing mining industries,” said Doreen Robinson, UNEP’s chief of wildlife. “This human activity is breaking down the natural buffer that once protected people from a number of pathogens. It’s critically important to get at the root causes, otherwise we will just be reacting to things.” If we keep exploiting wildlife and destroying our ecosystems, then we can expect to see a steady stream of these diseases jumping from animals to humans in the years ahead.

Adapted from <https://www.theguardian.com/world/2020/jul/06/coronavirus-world-treating-symptoms-not-cause-pandemics-un-report> Retrieved July 8, 2020.

I-READING COMPREHENSION

A. Fill in the gaps with words from the indicated paragraphs in the text.

Zoonotic diseases, including the current(P.1), are caused by germs that spread from (P.4) to human beings. Man's destructive action on (P.1) has once again proven the need of balance to preserve the(P.4).

B. The three statements below are false. Use the provided space to quote a justification from the indicated paragraphs of the text.

1.Covid-19 is the first zoonotic disease mankind has ever known (P.1)

2.Zoonotic diseases affect the economy of poorer countries more than developed countries. (P.2)

3.The experts believe that zoonotic diseases will decrease in the coming years. (P.4).....

C. Find words corresponding to the following definitions in the indicated paragraphs.

appear for the first time (P.2):

infections (P.4):

A biological community of interacting organisms and their physical environment (P.4):

Fundamental or essential (P.3):

D.What do the following words refer to in the text?

It (line 15):

This (line 19):

E.Fill in this table with information from the text.

Actions exerted by man on the environment	Consequences	Solutions to prevent the spread of zoonotic diseases
1-..... 2-	3-..... 4-.....	5-..... 6-.....

II. COMMUNICATIVE COMPETENCE

E. Complete the passage below by underlining the correct option.

Researchers are noticing (unexpected / expectedly / expected) positive side effects of the (pandemic/epidemic/endemic). This is the diminishing of the emission of gases in the atmosphere (thanks to / despite / because of) lockdown measures enforced in many countries. People were (compelled / allowed / prohibited) to stay home; so they (were moving / are moving / move) less than usual. Consequently, many more diseases are looming ahead because of physical inactivity.

F. Here is a dialog between two members of the “EchoVert” movement; they are talking about the consequences of Covid-19 on the environment. Complete it meaningfully.

Abou: With the Covid-19, masks, gloves, and hand sanitizer are now essential for self-protection,
.....?

Thioro: You’re right! They are indeed. However, I believe that their excessive use is detrimental to people’s health,?

Abou: Of course they may be extremely harmful if we do not dispose of them responsibly. This has increased the problem of garbage management, which has always been a serious environmental issue in Senegal.

Thioro: For some researchers, water supply may be affected as well,?

Abou: That’s what they say, but time will tell.

Thioro:

.....
.....?

Abou: I think we should start by sensitizing people to let them know that they should act and play their role in the preservation of the ecosystem for future generations.

G. React to the following situations in a meaningful way.

Situation1. Living conditions are getting harder and harder. Having enough to eat is becoming more and more difficult with the scarcity of agricultural products. You are concerned about this situation, and you really want things to change.

I wish

Situation2: You are requested to politely give your point of view about the bad attitude of many citizens regarding the preservation of the environment. Start your statement as suggested!

If only

III. WRITING

Please choose one prompt (topic), and write about it between 150 and 200 words.

Topic 1: The Covid-19 is a disease that may have much impact on the environment. Write an essay to talk about the positive or the negative effects of covid-19 on the environment. Please, remember that your essay will cover one side only.

Topic 2: A reporter is interviewing a member of the “Ecovert” movement about the consequences of the Covid-19 on the environment. Write down their conversation.

Level: Terminale / Reference to readjusted syllabus (2020): Theme 4

Text 4: Digitalizing Sub-Saharan Africa: Hopes and Hurdles

In many sub-Saharan African countries, digital tools are supporting efforts to cope with the COVID-19 pandemic. In Rwanda, for example, anti-epidemic robots are monitoring patients, delivering food and medication, while free e-consultation tools are helping Nigerians to self-assess infection risk and get tested based on symptoms. Countries in the region have embraced digital platforms—from Côte d'Ivoire's new ePassport agency, to Kenya's eCitizen portal—to continue delivering government services during the current health crisis.

While telework arrangements have allowed businesses to continue partial operations in many countries, the switch to telework has been less pronounced in Sub-Saharan Africa. The region's less reliable internet connectivity and electricity supply have been limiting factors. Sub-Saharan Africa's race to digitalize faces other hurdles. Mobile download speeds in the region are, on average, more than 3 times slower than in the rest of the world. Affordability remains a lingering obstacle as the cost of accessing digital technologies remains high relative to incomes.

Digitalization is advancing fast in the financial sector, where some Sub-Saharan countries are global leaders in mobile money transactions. Governments are also taking advantage of the region's leadership in mobile money to provide immediate support to households and businesses impacted by the pandemic, while promoting social distancing. For instance, Togo's social protection program uses mobile money and electronic cash transfers to support vulnerable households and informal sector workers.

There are also benefits for businesses and workers. Firms using email for business record annual sales that are 2.6 times higher. On average, digitally-connected firms employ eight times more workers, and create higher skilled, full-time jobs. This is not to discount concerns about automation and potential job losses, but smart policies can help reap the benefits of digitalization. And, where digitalization supports better policy design and better economic outcomes, it can be a win-win.

These advances mean that digitalization can play a vital role in supporting the region's post-pandemic recovery. Emerging from the pandemic will depend on integrating digital strategies within each country's broader development agenda.

<https://www.imf.org/en/News/Articles/2020/06/15/na061520-digitalizing-sub-saharan-africa-hopes-and-hurdles>
Retrieved on July 8, 2020

I. READING COMPREHENSION

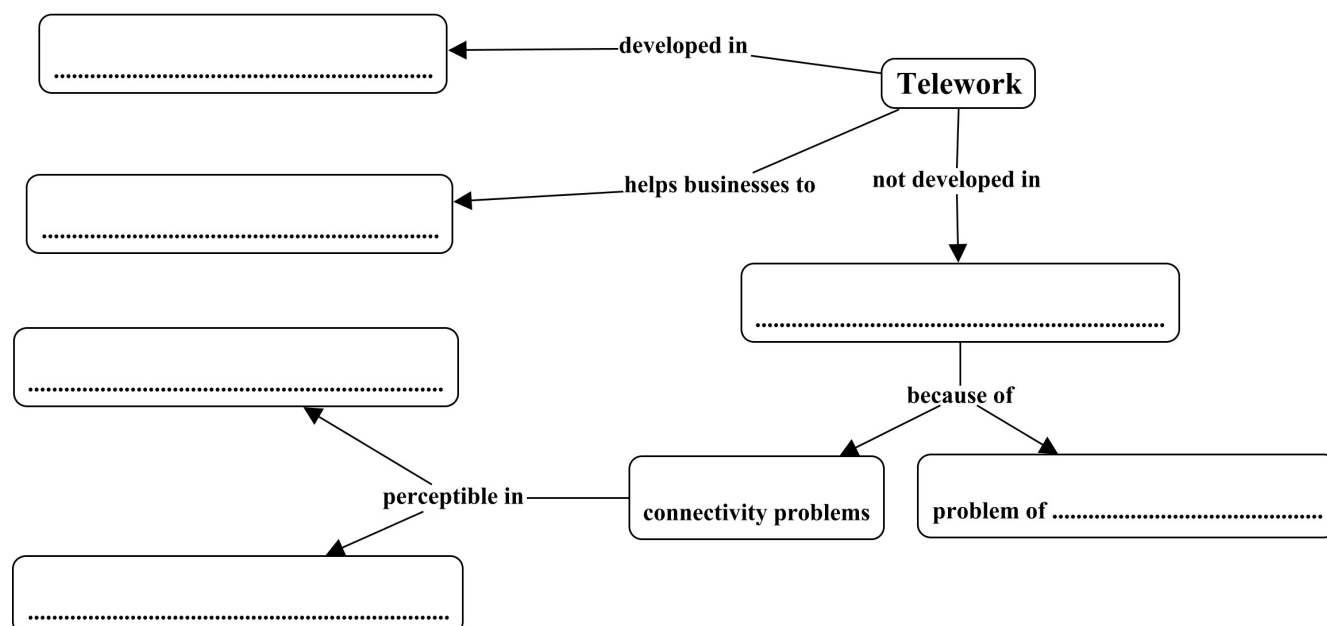
A/ Fill in the table with information from paragraphs 1

Responses to COVID-19				
Countries				
Digital tools created				
Purpose / Objective

B/ Complete the following paragraph with information from the above table

The obligation to respect social distancing in this COVID-19 context has made a lot of countries shift to innovative practices in different domains. In Rwanda for example, a¹ has been created for the purpose of² At the same time, free e-consultation tools have been designed in³ in order to⁴ Similarly, to ensure continuity in the delivery of government services a country like⁵ has created a⁶ while⁷ has invented⁸

C/ Complete the chart with information from paragraph 2

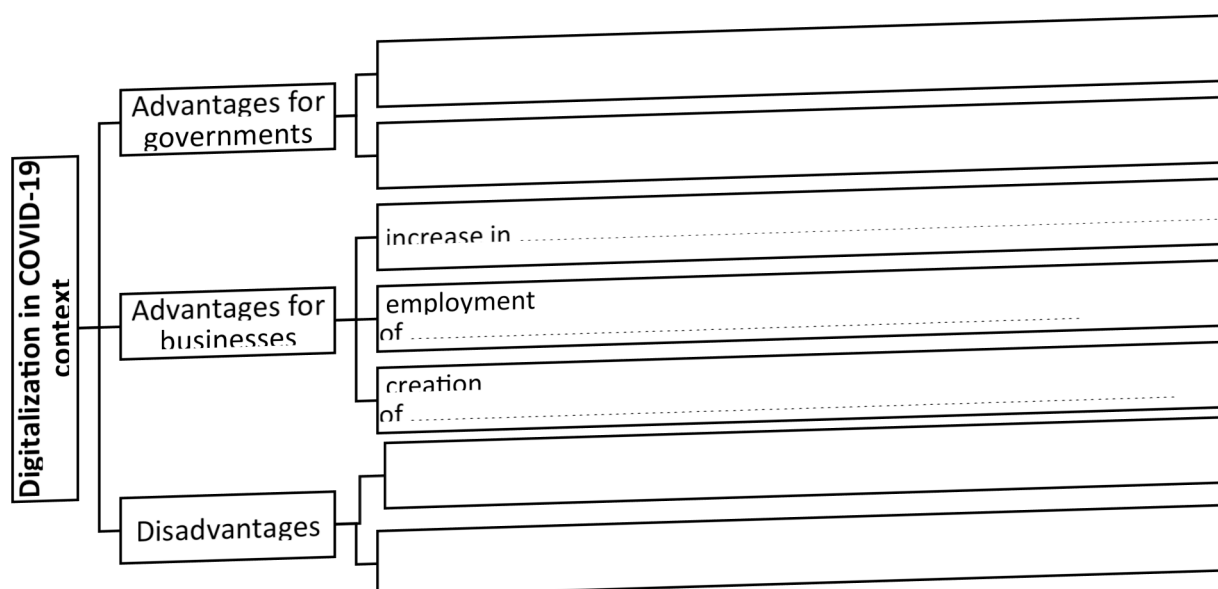


D/ Complete the paragraph below with information from activity 3

The coronavirus pandemic has accelerated the development of telework in¹ so as to help businesses to² On the other hand, this innovative practice is not very developed in³ for mainly to reasons. The first obstacle related to energy. It is

namely a problem of⁴..... The second obstacle is a⁵
 It is mainly observable in⁶
and⁷

E/ Complete the chart with information from paragraphs 3&4



F/ Complete the paragraph below with information from activity 5

Digitalization is a trend in this context of COVID-19 pandemic. This new phenomenon has advantages at different levels. At governmental level, it helps¹

..... it also makes it possible to² In the field of business, this situation has favored an³ It has also encouraged⁴ and⁵

..... However, digitalization entails some disadvantages on account of⁶ and⁷

G/ Complete the following statements with information from paragraph 5.

This pandemic is teaching us that the future of the Sub-Saharan region lies on¹ So the condition for countries to successfully overcome this situation is to² in their³

II. COMMUNICATIVE COMPETENCE: Expressing wishes and regrets

H/ Reviewing the rules

Expressing a wish or regret about a present situation:

If only / I wish + simple past

or

I regret (I'm sorry/ It's a pity) + present tense

Expressing a wish or regret about a past situation:

If only / I wish + past perfect (had + PP)

or

regret (I'm sorry/ It's a pity) + simple past

I/ Communicative Practice

I.1 *This is an extract from an article about COVID-19 by a worried journalist. Fill in the blanks with the right options.*

The world is moving while Africa is lagging behind. I wish our authorities (were – had been – would be) aware of that situation now. This pandemic is teaching us that the future of the continent lies in technological development. So I wish they (started – had started – would start) investing in technology soon. That's an emergency because we need to catch up with developed countries.

It's a pity that our level of technological development (was – is – had been) so worrying. So I wish vigorous measures (are taken – had been taken – were taken) right now, for, as I said, that's the only way to development.

Two months ago a lot of companies closed because of the pandemic. I'm sorry such a situation (had occurred – occurred – would occur) in the country. That was surprising because on a conference last year, some specialists insisted on the importance of digitalization. I wish our authorities (followed – had followed – would follow) their recommendations then.

I.2 *In this COVID-19 context, the need to abide by social distancing requirements has made a lot of countries around the world shift to telework. Yet, in Africa, it is very difficult to widely adopt that strategy because of connectivity obstacles. A young activist and a government official are debating the issue. Complete their discussion meaningfully.*

Activist: It's a pity public services (to have) difficulties to turn to teleworking.

Official: That's quite normal. Africa is not a developed continent.

Activist: You never acknowledge your responsibility regarding the present situation of the continent. I wish you.....

Official: We want to be honest with people; you do know the situation is hard everywhere. I wish you.....

Activist: How could you ask me to be less critical! We warned you two years ago about the connection between development and technology, but you refused to listen. I wish

.....

Official: We were sensitive to your warning indeed. Yet we had other priorities.

Activist: I'm sorry you

Official: Stop saying that we don't care about the development of the continent. We are as patriotic as you are.

Activist: What have you done to change this situation?

Official: We have ordered some modern equipment from Europe. I wish our partners

..... soon.

Activist: Let's hope so !

1.3 React to the following situations meaningfully

Situation 1: A lot of people in your town do not respect social distancing requirements.

Your reaction: That's very risky. I wish authorities

Situation 2: Your friend Ndiaga says he does not believe in the existence of coronavirus.

Your reaction: Ndiaga is unconscious. I wish

Situation 3: An old person died from coronavirus because he refused to go to hospital.

Your reaction: That's too sad. I wish

Situation 4: Your school did not receive enough material to protect students.

Your reaction: What a shame! I regret that the state.....

Situation 5: Following the medical staff's protest against lack of protective material in hospitals, the president is addressing the nation on TV tonight.

Your reaction: That's a good thing. I wish he

Situation 6: A lot of students refuse to wash their hands when they enter school.

Your reaction: That's a bad attitude. I wish the administration

Situation 7: Every day, a lot of people die from COVID-19 in your country.

Your reaction: Specialists are working hard presently. If only a vaccine.....

.....

Level: Terminale / Reference to readjusted syllabus (2020): Themes 3 & 5

Text 5: African nations seek their own solutions

Senegalese researchers are working to develop a prototype ventilator that could cost a mere **\$160** each instead of tens of thousands of dollars. The team is using 3-D printed parts to find a homegrown solution to a medical shortfall that has struck even the richest countries: how to have enough breathing machines to handle an avalanche of COVID-19 patients who need the devices to help increase their blood oxygen levels. "Africans must find their own solutions to their problems", said Ibrahima Gueye, a professor at the Polytechnic School of Thies in Senegal, a member of the team developing the prototype ventilator.

Their efforts are being mirrored elsewhere across the continent, where medical supplies are usually imported. Many hope that these efforts to develop ventilators, personal protective equipment, sanitizers and quick-result tests will lead to more independent solutions for future health crises. In Ethiopia, biomedical engineer Bilisumma Anbesse is among those volunteers repairing and upgrading old ventilators. Alcohol-based hand sanitizers are being produced in Zimbabwe on university and technical college campuses that have been transformed into COVID response factories. Higher Education Minister Murwira said the teams are also producing face masks, gowns and aprons. Ghana is using drone technology to transport COVID-19 tests and protective gear in collaboration with an American company called Zipline that already was distributing medical products to remote parts of the country.

It's not known whether these projects will be finished before the virus hits its peak in Africa, but observers say the longer-term impact of such ingenuity is substantial. "Necessity is the mother of invention," said Dr. Ogburn, deputy director of the Africa Centers for Disease Control and Prevention. African nations are understanding the importance of local production and ingenuity. "We cannot expect others to come to our assistance. No one is coming to defeat this virus for us", Nigeria's President Muhammadu Buhari tweeted recently.

Adapted from <https://www.voanews.com/covid-19-pandemic/african-nations-seek-their-own-solutions-virus-crisis> Retrieved July 16, 2020.

I. READING COMPREHENSION

A/ Referencing: What or who do the following items refer to in the text?

a) \$160: _____

b) Their: _____

B/ Information transfer: Each of the countries below is working on some projects, using techniques/strategies or has initiated something to fight against the Covid-19. Complete the table by referring to the text.

COVID 19 pandemic fight in Africa			
Ethiopia	Ghana	Senegal	Zimbabwe
Initiative: a _____	Initiative: b _____	Initiatives (2) c _____ d _____	Initiatives (3) e _____ f _____ g _____

C/ Matching: Match the speakers (people) to their speeches

Buhari	Murwira	Dr. Ogwel	Ibrahima Gueye
--------	---------	-----------	----------------

SPEAKERS	SPEECHES
a)	Africans should not wait for others to come and fight the virus for them.
b).....	“We have the obligation to solve our difficulties ourselves.”
c).....	Workers are producing local materials to fight the disease.

D/ Cloze test: Fill in the gaps with words similar in meaning to the underlined ones from the indicated paragraphs.

In Senegal, the Covid-19 led some researchers to work on a project of making a (new model / P.1) _____ of ventilator in order to improve the number of respiratory machines for patients. Their action has been (copied / P.2) _____ in other African countries that seek solutions to the pandemic too. In some (distant / P2) _____ zones, drones are used to carry the tests. However, there is a doubt about whether the efforts being made to fight the pandemic in the continent, are going to be achieved as early as possible before the virus reaches the (top level / P3) _____.

II. COMMUNICATIVE COMPETENCE

E/ Dialogue completion:

Complete with the right questions or tag; Also, use the verbs in parentheses in the correct tenses.

**Context: A journalist is interviewing a researcher from the University of Dakar about their projects in the fight against the Covid-19 pandemic.*

Journalist: Dr. Sy, welcome to our radio broadcast! It's a pleasure to have you here and to talk about your projects. So,

_____?

Researcher: Thank you for your question. Well, we are currently working on two projects. The first project is about creating a new ventilator prototype, and the second one is about hand sanitizers.

Journalist: That's great! _____?

Researcher: We have chosen to work on these projects because we know that, in our country, there is no factory that produces them. So we want to be the first local producers in this field.

Journalist: Interesting. I guess you received help from the government, _____?

Researcher: Not at all; We **(to finance)** _____ by an American company so far.

Journalist: _____?

Researcher: Of course, we did. President Macky Sall was informed about our projects two weeks ago, but there has been no official reaction yet.

Journalist: Now, isn't it time you **(to meet)** _____ with him? If he listens to your explanations and your innovative ideas, I'm sure he **(to support)** _____ you financially.

Researcher: We hope so.

Journalist: Thank you so much for your time.

Researcher: _____.

F/ Word formation: Use the right form of the words between brackets to fill in the gaps.

The fight against the Covid-19 pandemic has become a **[continent]** _____ fight since African countries are now working to develop their own machines and medical supplies. These efforts will make them be **[depend]** _____ from Europe and America.

Africans should be **[invent]** _____ and discoverers in order to be able to solve their problems themselves. This also, will help to reduce the **[import]** _____ of European products and boost African economies.

G/ Language functions: What function does each of the following statements express?

Wish	Suggestion	Uncertainty	Necessity
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Statements	Function
1) It's not known whether these projects will be finished before the virus hits its peak in Africa	
2) "Africans must find their own solutions to their problems"	

III. WRITING

Choose one prompt (topic), and write between 150 and 200 words.

Topic 1: “*We (Africans) cannot expect others to come to our assistance.*”

Do you agree with this statement by Nigeria's President Buhari? Write an essay in which you take position, and defend it with relevant arguments.

Topic 2: You are a researcher at the Department of Physics of Cheikh Anta Diop University.

You are invited to a high school FOSCO's event as the godfather. You would like to talk about the importance of science and technologies, and to encourage high school students to embrace the S streams because our country desperately needs scientists. Write down your speech.

Level: Terminale / Reference to readjusted syllabus (2020): Themes 1 & 3

Text 6: Staying home isn't an option

Oishi knows she shouldn't be wandering the streets right now. She's heard of COVID-19 and knows she might get sick if she doesn't stay inside. But her family is struggling to make ends meet during the lockdown, so she's outside trying to sell the discarded goods she has been able to scavenge on the streets of Dhaka.

"I don't have any choice but to help my father sell this stuff," 11-year-old Oishi says. "When I'm not helping my father, I have to help my mother with household chores and also look after my siblings." Stories like Oishi's are common in the capital of Bangladesh, where desperate children are doing their best to help their families scrape together a living. But while Oishi's family is poor, she knows she has a home to return to at the end of each day.

For the children living on country's streets, the story is quite different. Hundreds of thousands of children are living on the streets in Bangladesh, and the number is expected to continue growing. For many of them, the COVID-19 pandemic is proving particularly tough. Not only do these children often lack access to soap and clean water to help protect against coronavirus, but even basic guidance like "stay home" means little if you don't have a home to go to.

In coordination with Bangladesh's Department of Social Services, UNICEF reaches out to children living on the street to offer them psychosocial support and non-formal education, while its Child Protection Support Centres provide access to basic social services, protection from harm, and reintegration services. UNICEF also supports temporary shelters that provide children with food and water, health care and a safe space in which to play and relax away from the pressures of life on the streets. "We're a lot better off inside the shelter than outside," says 14-year-old Shahina. "Corona can't get us here if we practice good basic hygiene and physical distancing."

<https://www.unicef.org/coronavirus/many-bangladesh-staying-home-isnt-option>

I- READING COMPREHENSION

A- Choose the right option (a, b, or c)

1- “she might get sick if she doesn’t stay inside” *means*:

- a- She will surely get sick if she doesn’t stay inside.
- b- She will probably catch the disease if she goes out.
- c- She needs to go out if she doesn’t want to get sick.

2- “her family is struggling to make ends meet” *implies* that ...

- a- her parents have difficulty to provide for her family’s basic needs.
- b- her family is very wealthy.
- c- her family is planning to meet at the end of the month.

B- Fill in the gaps with words from the indicated paragraphs of the text.

Because of the economic 3 _____ (P4) her family is undergoing, Oishi feels compelled to get out of home in order to support her family despite the risks associated with Covid 19. The situation for poor families like hers is becoming more and more 4 _____ (P2). It’s all the more worrying that the situation is 5 _____ (P3) to prevail up to months to come. Under these conditions, respecting simple 6 _____ (P3) from the health care officers is not an easy thing, but people have to if they wish to stay safe.

C- Complete the two tables below with information from the text.

Table 1:

Name	Home city	Age	work
Oishi	7.....	8.....	9..... 10. help her father 11.....

Table 2

Children living in the street	
Two (2) problems they encounter	Two (2) types of support they receive
12.....	14.....
13..... ...	15.....

D- The statements below are false; Justify by quoting specific passages from the text.

16. Oishi goes down the street because she is not aware of the risks of catching Covid 19.

17. Oishi’s living conditions are worse than those of the children living in the street.

E- List the two preventive measures against COVID 19 that are mentioned in the text

18. _____

19. _____

II- COMMUNICATIVE COMPETENCE

F- Fill in the gaps using the right connectors from the box

Many families are going through very hard times. 20 _____ , people whose survival depends on daily activities find it difficult to make ends meet 21 _____ the lockdown. Some of the preventive measures have seriously impacted their lives and, 22 _____ , have become insupportable, leading lots of people to resume their outdoor works 23 _____ the continuing rise in Covid 19 cases.

G- Oishi is chatting with her friend Olga. Complete their dialogue meaningfully.

Olga: hello, Oishi! I 24 _____ (not see) you for a long time. What 25 _____ during all these months of lockdown?

Oishi: I have been collecting and selling discarded goods to support my family. It's not realistic to order people to stay home without any financial support, 26 _____?

Olga: Of course not. People really need help. I wish the government and the NGOs 27 _____.

Oishi: I guess they will. Meanwhile, we have to find something to help our families survive.

Olga: Absolutely! Let's be optimistic, 28 _____ ? The situation will soon go back to normal.

H- Fill in each gap with the correct form of the word in brackets.

Despite Oishi's 29 _____ (know) about the high probability of catching the virus outside, she carries on with her activities. She spends the day in the street trying 30 _____ (despair) to find something to support her family. In the street, she meets 31 _____ (home) children of her age who spend the night there. Thankfully, UNICEF is on work to help them cope with this 32 _____ (deplore) situation.

III. WRITING

Read the prompt (topic) carefully, and compose a speech of 150 – 200 words.

Topic: The Ministry of Education is celebrating World Children's Day on November 20. As the Country Director of UNICEF-Senegal, you have been invited to the ceremony and you will deliver a speech in front of government officials, religious leaders, and other invitees including children. You decide to talk about the situation of child begging and child abuse in Senegal. Write down your speech !