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## CONCOURS BLANC

SESSION D'AVRIL 2017  
TOUTES SERIES

EPREUVE D'ANGLAIS  
DEUX HEURES

### Conseils méthodologiques

L'épreuve d'anglais a pour objectif d'évaluer le niveau de grammaire, de vocabulaire et d'orthographe du candidat, ainsi que son aptitude à la compréhension de la langue écrite.

**1<sup>ère</sup> partie : Grammaire.** Cette section escompte apprécier chez le candidat sa capacité à comprendre la langue écrite pouvant porter autant sur le sens explicite qu'implicite des constructions.

**2<sup>ème</sup> partie : Vocabulaire.** Cette section évalue la richesse du lexique et du vocabulaire du candidat ; elle peut aussi vouloir tester la maîtrise des champs lexicaux selon des concepts exposés ou non.

**3<sup>ème</sup> partie : Compréhension.** Dans cette partie, le candidat démontrera son aisance à comprendre un texte en anglais et à pouvoir en extraire le sens général. Il s'agira aussi de remettre la substance d'un texte proposé.

**4<sup>ème</sup> partie : Essay et résumé.** Il est question dans cette rubrique de trois sujets au choix dont le candidat est appelé à faire un développement. Il lui reviendra par la suite de proposer un résumé de l'extrait soumis à son étude. En filigrane, cette partie voudrait évaluer la qualité de production d'écrit du candidat, son niveau d'argumentation, ainsi que la structuration de ses idées.

**SECTION A: GRAMMAR (10 MARKS)**

**I. Put the words in the brackets in the appropriate forms to complete the sentences. (05 marks)**

- a) We \_\_\_\_\_ (to win) the match if the referee had not been partial.
- b) No sooner had he phoned than the police \_\_\_\_\_ . (to arrive)
- c) These families have lived and \_\_\_\_\_ (to grow) crops in the valley for many years.
- d) Most of the furniture in my house \_\_\_\_\_ (to be) made of wood.
- e) None of the girls \_\_\_\_\_ (to have) scored a pass mark.

**II. Re-write the following sentences as instructed without changing the meaning of the sentences. They have been begun for you. (05 marks)**

- a) Children hear all sorts of voices in the news every morning.

All sorts of voices \_\_\_\_\_  
\_\_\_\_\_

- b) “We bring our laptops every day; the laptops on the desks are ours”, the students said.

They said \_\_\_\_\_  
\_\_\_\_\_

- c) He died last year. His daughter is the first female medical doctor in the area.

The man \_\_\_\_\_  
\_\_\_\_\_

- d) Families suffer a lot when a member dies.

The death \_\_\_\_\_  
\_\_\_\_\_

- e) They were never disciplined students. The administration dismissed them.

As a result of \_\_\_\_\_  
\_\_\_\_\_

## SECTION B: VOCABULARY (10 MARKS)

### I. Fill in the blanks in the sentences with suitable words of your own. (05 marks)

- a) Everybody in the room raised \_\_\_\_\_ hand to vote for him.
- b) Lionel did not get a job, but his friends were \_\_\_\_\_ one.
- c) Of his entire family, Randy cares the \_\_\_\_\_ about cleaning.
- d) \_\_\_\_\_ rich has its own problems; only few people actually know that.
- e) La Francophonie is an \_\_\_\_\_ of countries that shares or valorizes the French language and culture.

### II. Choose the correct answer from the options given in the brackets. (05 marks)

- a) The inauguration ceremony rounded \_\_\_\_\_ very late. (up, of, off, out)
- b) “Please \_\_\_\_\_ at 8:30 p.m. for more news”, the instructor said. (switch on, tune in, put on, channel in)
- c) We surely ought to have an \_\_\_\_\_ arrangement in case somebody discovers the present strategy. (alternate, alternating, alternant, alternative)
- d) During the meeting the woman insisted on giving unsolicited \_\_\_\_\_. (advice, advices, advise, advises)
- e) I have refused to give him my copy because I don't want him to \_\_\_\_\_ it again. (loss, lose, loose, lost)

## SECTION C: COMPREHENSION (10 MARKS)

Read the following passage and answer the questions below it.

### PRISONS

Could life within the prison be more comfortable than life out of prison? To Clark, a young, unemployed iron worker, life can become so terrible that one can think it is better to be a prisoner who will be fed, clothed and his health taken care of than to be free and wallow in misery. In October 1991, Clark walked unarmed but determined in a bank and handed the teller a note. ‘This is a robbery’, said the note. ‘Give me all your cash.’ Clark took a huge amount of banknotes and told a security guard to call the police. He then waited patiently to be arrested.

Clark was neither a bank robber nor mentally disturbed; he was an unemployed iron worker who had been homeless for a year. He was tired and fed-up with sleeping on the streets and picking through dumpsters for food. He robbed the bank so he would be clothed, fed and sheltered in prison.

Unfortunately, prisons are without hope. Most prisons are crowded, noisy, violent and thoroughly unpleasant places. **They** are not the kind of place a person would go voluntarily to unless that person was desperate. Clark was desperate. He had no home, no job and no money. Most critical of all, he had lost all hope of securing a better future, through lawful means. Clark's decision to seek out imprisonment is not typical of most offenders, but his hopelessness is. Desperate conditions of living in slums are full of desperate people who see no hope of achieving their share of the national cake through lawful means. It is they who constitute the majority of our prison population.

The typical prison inmate is a young male between the ages of eighteen and thirty. He is poorly educated; in fact, there is a 40 percent chance that he cannot read. Because of his lack of education, and training, he has seldom held a decent job. Nor are there apt to be any decent jobs in the poverty-stricken neighbourhood he comes from. Furthermore, fractured families and disintegrating communities do not encourage education, achievement or self-esteem. Rather, they create a vacuum in which drugs, alcohol and gangs become a strong attraction.

When he was young, the typical inmate decided he wanted to be like the people he knew who seemed to have made it despite the odds. There were those in fancy cars, the drug dealer in his thousand-dollar suit, the gang leader with his power to make others afraid and respectful – they were his role models. Because of these influences, he began getting in trouble with the law as a juvenile and has been imprisoned before adulthood.

During his several prison terms, the inmate may receive some education or perhaps some drug rehabilitation but when he is released, there still are no decent jobs available and no community support for a new life. Instead, there are his old gang members with their quick money from street crime and their fake drug-induced hope. So he is right back where he started, trapped in a vicious cycle of poverty, ignorance, unemployment, hopelessness, and crime.

The state responds to this cycle by spending millions of dollars each year to punish criminals with imprisonment. They keep hoping prisons will act like a magic wand and make crime disappear. If this happened, the expenses would make sense. But the odds indicate that the typical inmate will break the law again and return to prison. For him, prison does not break the cycle; it simply becomes part of it.

Because of this, many thinkers have said for years that building more and more prisons is the wrong answer to a rising crime rate. Yes, they say, we must have prisons to protect society from violent, hardened criminals, but prisons will never solve the crime problem. To do that, we must attack the root causes of much crime: poverty, inequality, lack of education, lack of jobs and job skills, the collapse of family and community, and the feelings of hopelessness and

helplessness. Studies have shown, for example, that as levels of income and education rise, rates of crime decrease.

No one pretends that eradicating the root causes of crime in the world would be easy. In fact, there are many who say it cannot be done. Certainly it is impossible to even try without a huge investment of time, energy and funds. It is really a question of priorities. For two hundred years punishing offenders and building more prisons to hold them has been the priority.

Prisons are so common today that it is easy to believe that these mysterious, walled fortresses have always been a part of human society. But, in fact, prisons as we know them have existed for only about two hundred years. Before that there was little need for prisons. People who broke the law were not punished by being locked up for a period of time. They were punished quickly after by death or other extremely harsh, physical ways, like torture. It was not unusual for the punishment to be a public spectacle. Seeing the punishment, it was thought, would act as a deterrent to keep other people from committing the same crime.

## QUESTIONS

1. Why did Clark choose to be a prisoner?  
A. he had no shelter B. he was jobless C. he was desperate D. he had no money
2. Clark fed himself from.....  
A. the street      B. villages      C. slums      D. cities
3. A greater majority of prisoners come from.....  
A. towns      B. villages      C. slums      D. cities
4. According to the passage,..... is the greatest cause of criminality  
A. lack of a job B. lack of a home C. lack of money      D. lack of education and training
5. Poor broken families are said to discourage .....  
A. drug consumption      B. alcoholism      C. self-esteem      d. gangsters
6. The final negative influence before one becomes a prisoner comes from .....  
A. robbing a bank      C. being hopeless and helpless  
B. the influence from other 'successful' criminals      D. being homeless and jobless
7. Prisons will act like a magic wand means.....  
A. prisons are magical      B. prisoners use magical wands  
B. imprisonment is as a result of magic      D. prisons are a magical solution
8. The sentence 'As levels of income and education rise, rates of crime decrease' indicates that.....

- A. income rise leads to increase crime C. crime increases when education decreases  
B. a rise in education brings a rise in crime D. crime decreases when income increases
9. The success rate of the state as far as imprisonment principles are explained in the passage can be said to be ....
- A. always B. rarely C. often D. sometimes
10. People go to prison because they fail to succeed 'through lawful means'. This means.....
- A. just means B. the law C. hard work D. employment

## **SECTION D: Writing (Summary and Essay)**

### **I) Summary Writing (10 Marks)**

**Read the story below on *The Powers of Traditional Rulers* and write a summary of not more than 100 word, explaining how Chief Eta is an example of a dictator. Use mainly your own words.**

#### **The Powers of Traditional Rulers**

Many years ago, there lived a cruel ruler in a town called Tama. Life in his kingdom was full of hardship and senseless fierce battles that left the community in constant fear. No one dared challenge his authority as his cruelty had varying shades and intensity. Many suffered tragic fates, although they always tried to exhibit bravery and return a sense of dignity in their predicaments. It was for this reason that chief Eta was hated and feared.

One day, chief Eta had his hat placed on top of a pole and gave orders that all who passed the pole should bow down. Since the people were afraid of him, most of them did bow down. But there was one man who refused to do so. His name was Ashu. Ashu walked past the hat and laughed with scorn when chief Eta's soldiers ordered him to obey the chief's order. When chief Eta heard what Ashu had done, he grew very angry. He ordered his soldiers to arrest Ashu and bring him to be disciplined.

Chief Eta had known Ashu to be a great hunter. He was said to be the best shot at bow and arrow in the land. So, chief Eta thought of a cruel way to punish him. He had his soldiers seize Ashu's son and place him under a tree with an apple on his head. Then, the chief turned to Ashu and said, "I hear you are the best shot in all Tama. If you can shoot the apple off your boy's head, you can get free." "No man alive can be sure to hit an apple from so far a distance", said Ashu. And if my arrow misses by so much as a hair, it may kill my son. I am in your hands. Punish me if you will, but let my boy go."

The cruel man laughed. “You were brave enough to disobey me, he said. “Where is your bravery now? The chief was very confident, brisk and firm of purpose, as he spoke to his supplicating subject. However, he did not seem to know how much his subjects hated him. Just when Ashu was about to surrender, his son called out “Do not fear father, I will not stir an inch. I am not afraid.” Ashu placed his arrow in his bow and took a long careful aim. The boy stood straight and still. All hearts stopped as the arrow flew from the bow. The next instant, the apple was split into two. With a cry of joy, the boy ran into his father’s arms. A cheer broke from the people who had been watching. Even the soldiers cheered. They had never seen such courage and skill before. As Ashu hugged his son, a second arrow fell out of the arrow case. Ho! cried chief Eta. What is the arrow I see? It was for you if I had killed my boy! replied Ashu. An overwhelming feeling of shame and anger soon obscured the pleasure chief Eta had hoped to feel if he succeeded in his plan. His head was thrown back; his mouth opened as if he was calling someone over a great distance.

## II) ESSAY WRITING (10 MARKS)

Write an essay of not more than 300 words on any **ONE** topic from the topics given below.

1. Using concrete examples from the Cameroonian context, explain how Bilingualism can promote national integration and peace in Cameroon.
2. In most parts of Africa, it is very common to see families with as many as ten or more persons living in the same house. Explain the advantages and disadvantages of the extended family system.
3. If you were elected Mayor, what would you do to improve the standard of living in your community?
4. Write a letter to the manager of STM Gas Cameroon, applying for a job as secretary. Your address is Minkan District, P. O Box 1144, Mefou and your name is Bibi Gongon.