

MINISTÈRE DES FORÊTS ET DE LA
FAUNE



MINISTRY OF FORESTRY AND
WILDLIFE

CONCOURS D'ENTRÉE À L'ÉCOLE NATIONALE DES EAUX ET FORÊTS,
SESSION 2013

Cycle: TSEF

ÉPREUVE D'ANGLAIS

Durée : 2 heures coefficient : 2

SECTION A

GRAMMAR (18,75 Marks)

A.1 Join each of the following pairs of sentences with its appropriate connective (6,25 Marks).

a) He has a responsible job. He is not particularly well paid.

but

b) Tom had a very bad behavior. He was dismissed from school.

that x

c) I'll give you my number. I want you to be able to phone me.

but

d) Wealth is unevenly distributed in the world. Many people die of starvation.

because

e) He finished his studies at ENEF. He left for Montpellier.

after x

A.2 Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it (6,25 Marks).

a) This letter was almost certainly posted weeks ago.

This letter must _____

b) He is unable to get about very much and this frequently makes him depressed.

His frequent _____

c) You would not be so fat if you took more exercise.

Taking _____

d) It wasn't necessary for you to hurry so much.

You needn't _____

e) He had hardly posted the letter when he remembered the extra stamp he should have stuck on.

It wasn't until _____

A.3 Complete the following sentences with appropriate words in the blank spaces (6,25 Marks).

a) If you had taken that job in Munich, you study to learn some German.

b) Turn off that television. It is time you doing do your homework.

c) Meka didn't like decorating and neither _____ his friend.

d) He went to Gabon and I haven't seen him _____

e) _____ solved the riddle must be a genius.

SECTION B

VOCABULARY (11,25 Marks)

B.1 Choose the word in brackets below each sentence and write it in the blank space. (3,75 marks)

a) PWD won the match. I couldn't believe that they could win Canon so easily.
(win; beat; suppress)

b) All the farmers here have poultry farms, so chicken x is the cheapest kind of meat.

- c) I am afraid we all found the policeman's behavior rather _____. He behaved as if he was a five year old child. (childlike; baby; childish)
- d) Two children are missing and the police fear they have been _____ (rescued; kidnapped; robbed). Their parents might be asked to pay a ransom.
- e) What a _____ child he is! He won't let the others share his food. (hunger; rude; selfish)

B.2 Fill in the blank spaces in the following sentences with the most appropriate word from the brackets. (3,75 marks)

- a) Those who _____ wisdom usually find it. (shed; seek; sew)
- b) Jim plays _____ tennis every Saturday morning (loan; laugh; lawn) &
- c) The handwriting of this doctor is _____. (illegible; ineligible; eligible)
- d) Most women use _____ to beautify their skin. (claw; cleat; clay).
- e) Misha is so greedy that she always takes the lion's _____ (shear; share; sheer)

B.3 For each of the numbered blanks in the following passage supply an appropriate word. (3,75 marks)

THE IMPORTANCE OF THE KUPE FOREST:

When the first people to settle on Mt Kupe, the Bakossi, arrived there, they discovered an area of astonishing beauty. When they saw all the (1) People kinds of plants that grew in the (2) _____ soil, they thought that the mountain was (3) _____ very special place under the protection of powerful spirits. (4) _____ visitors, too, are impressed by all their different species of plants and (5) _____ that live in the rainforest of Mt Kupe. The rainforest, which have not been (6) _____ contains many species of plants. The trees are tall and stately. Other kinds of plants (7) _____ on the trees including ferns, mosses and beautiful orchids.

It is a wonderful place to visit and it is of (8) _____ interest to scientists. This is (9) _____ many of the plants that grow there may be of (10) _____ to scientists who want to find cures for diseases. Some of the plants are rare and cannot be found anywhere else in the world. Botanists who study the plants hope that most of these rare plants will not be destroyed.

SECTION C

COMPREHENSION (10Marks)

Read the following passages carefully and answer the questions below it.

We might marvel at the progress made in every field of study, but the method of testing a person's knowledge and ability remain as primitive as ever they were. It really is extraordinary that after all these years educationists have still failed to devise anything more efficient and reliable than examinations. For all the pious claim that examinations test what you know, it is common knowledge that they more often do the exact opposite. They may be a good means of testing memory or the knack of working rapidly under extreme pressure, but they can tell you nothing about a person's true ability and aptitude.

As anxiety-makers, examinations are second to none. That is because so many depends on them. They are the mark of success or failure in our society. Your whole future may be decided on one fateful day. It doesn't matter that you weren't feeling very well or that your mother died. Little things like that don't count, the exam goes on. No one can give of his best when he is mortal terror or after a sleepless night, yet this is precisely what the examination system expects him to do. The moment a child begins school, he enters a world of vicious competition where success and failure are clearly defined and measured. Can we wonder at the increasing number of "drop-out"? Some young

people are written off utter failures before they have even embarked on a career? Can we be surprised at the suicide rate amongst students?

A good education should among other things train you to think for yourself. The examination system does anything but that. What has to be learnt is rapidly laid down by a syllabus, so the student is encouraged to memorize. Examinations do not motivate a student to read widely but to restrict his reading. They do not enable him to seek more and more knowledge but induce cramming. They have the standard of teaching for they deprive the teachers of all freedom. Teachers themselves are often judged by examination results and instead of teaching their subjects they are reduced to training their students in exam techniques which they despised. The most successful candidates are not always the best educated. They are the best trained in the technique of working under duress.

The results on which so much depends are often nothing more than a subjective assessment by some anonymous examiners. Examiners are only human. They get tired and hungry; they make mistakes, yet they have to mark stacks of hastily scrawled scripts in a limited amount of time. They work under the same sort of pressure as the candidates and their word carries weight. After a judge's decision you have the right of appeal but not after an examiner's. There must surely be many simple and effective ways of assessing a person's true ability. It is cynical to suggest that examinations are merely a profitable business for the institutions that run them. This is what it boils down to in the last analysis. The best comment on the system is the illiterate message recently scrawled on a wall. "I was a teenage drop-out and now I am a teenage millionaire."

QUESTIONS (2X5 marks)

1 a) What do examinations fail to test?

b) What do they actually test?

2) How do exams cause anxiety?

3) Why does the author think that examination results are subjective?

4) For what two reasons may a student fail an exam?

5) Do you think that passing examinations is the only means to materialize progress? Justify your answer.
