

SECTION ONE: Reading Comprehension & Translation

1 As a new millennium in human history unfolds, there is increasing evidence that the health of humanity and the
 2 sustainability of the planetary biosphere are threatened by the global effects of contemporary forms of human
 3 technology, production, consumption, transportation, governance, and warfare. Although the global expansion of
 4 these forces benefits some members of humanity, it also harms or threatens to harm the long-term health and even
 5 the survival of a large proportion of the world population, particularly the poor and most disadvantaged sectors.

6 The recent outbreak of the Severe Acute Respiratory Syndrome (SARS) is a good example of the unprecedented
 7 speed by which new infectious diseases can propagate globally. What this virus reveals is that the world is
 8 integrating a single global system of interdependent economic, political, social and cultural relations. This global
 9 interconnectedness of humanity in nearly all spheres of human endeavor, including health, eases the flow of capital,
 10 labor, technology, products, services, information, values and cultural practices. This ease of international movement
 11 of humans, goods and services has made it possible for infectious diseases to spread around the world in a matter of
 12 hours.

13 The rapid emergence and spread of diseases such as HIV/AIDS, SARS, the West Nile Virus, Ebola, Nipah,
 14 Hendra, and other new communicable viruses are attributed to a complex combination of socio-economic factors.
 15 Included among these are global changes in climate and weather, ecosystem changes, urbanization and the growth of
 16 mega-cities, economic development and land use, international transportation and commerce, technology and
 17 industry, the breakdown or absence of public health measures, poverty and social inequality, and war and famine.

18 Although technological progress has brought the means to control infectious diseases, some aspects of global
 19 interconnectedness have contributed to an increased risk of unhealthy lifestyles. All peoples are at risk, but
 20 marginalized groups are more likely to experience inferior living conditions and limited purchasing power. In
 21 addition to these economic and environmental constraints there are other aspects of modernization that encourage the
 22 adoption of unhealthy lifestyles. These include stress, alienation and the aggressive marketing of fast foods,
 23 cigarettes and alcohol.

24 These aspects of unified social practices worsen human nutrition and further aggravate the public health in
 25 almost all developing countries. The increasing flow of commodities between and among countries has resulted in
 26 the acceleration of a major shift in the structure of diets and a growing epidemic of the so-called diseases of
 27 affluence. As a matter of fact, developing countries are now shifting from infectious and nutrient deficiency diseases
 28 towards higher rates of coronary heart diseases and some types of cancer.

29 The burden of disease is mostly suffered by the poorer sectors of the population whose incomes and lifestyles
 30 have not changed that much due to the uneven impact of economic development. Until recently, blood pressure,
 31 cholesterol, tobacco, alcohol and obesity, and the diseases linked to them had been thought to be most common in
 32 industrialized countries. Unfortunately, they are now becoming more prevalent in developing countries, where they
 33 create a double burden in addition to the remaining, unconquered infectious diseases.

34 Overall, there is considerable evidence that certain patterns of death and disability are caused by the lifestyle
 35 changes and the increased consumption of unhealthy products associated with the contemporary aspects of global
 36 interconnectedness. These lifestyle changes and unhealthy consumption patterns are contributing to a problematic
 37 epidemiological transition which is responsible for an increase in communicable diseases, especially among the poor
 38 and disadvantaged sectors and which continues to restrain human sustainable development mainly in developing
 39 societies.

Excerpts from

Harris, R. L. & Seid, M. J. (2004). Globalization and health in the new millennium.
Perspectives on Global Development and Technology, 3(1-2), 1-46.

I- Comprehension Questions

Task One: Find in the text words which have the same meanings as the following:

- | | |
|-----------------------------------|--|
| 1. disclose (in paragraph 1 or 2) | 2. transmissible (in paragraph 3 or 4) |
| 3. wealth (in paragraph 5 or 6) | 4. block (in paragraph 6 or 7) |

Task Two: What phrases in the text express the same meaning as the following?

- | | |
|------------------------------|-------------------------------------|
| 1. spread all over the world | 2. the underprivileged social class |
| 3. poor income | 4. continuous progress |

Task Three: Say whether these statement are **SUPPORTED** or **CONTRADICTED** in the text. Justify your answers with the line number(s).

1. The outbreak of new infectious diseases results in the socio-economic factors of global interdependence.
2. According to the author, technology is a double-edged weapon.

Task Four: Fill in the chart with appropriate information from the text. Do it in **NOTE FORM**.

The economic benefits of global interdependence	Types of global unhealthy lifestyles
.....

Task Five: Complete these sentences with ideas from the text. Do not exceed the space given.

1. The violent marketing of fast food is one that leads to in developing countries.
2. Diseases of affluence are no longer to developed nations but in developing ones as well.

Task Six: Answer concisely the following questions. Do not exceed the space given.

1. In what ways has global interdependence negatively affected people’s lifestyles?
2. In your opinion, what does the author imply by the word “values” (line 10)?

Task One: Translate the following sentences into English:

« La destinée de notre pays est entre nos mains. Notre pays [...] a aujourd’hui les moyens de s’engager résolument sur la voie d’une grande ambition nationale, partagée par tous, et articulée autour du développement humain » *RDH50-Synthèse, Janvier 2006, (p. 2).*

Task Two: Translate the following sentence into French:

“The modification of the population age structure [in Morocco] is one of the most profound implications of the demographic transition” *HDR50-Summary, January 2006, (p.9).*

Task One: Write a ‘75-word paragraph’ commenting on the following statement:

‘Human development depends mainly on the effective participation of young citizens.’

Task Two: Write a ‘four-paragraph essay’ on the following topic:

‘The world is moving towards the adoption of one global culture where particular local values may be hard to preserve.’

Discuss the above statement, showing your viewpoint, with reference to some traditional local values of your country.

II. Multiple Choice Questions

1. "Science never solves a problem without creating ten" **George Bernard Shaw**
 a. too b. also c. more d. other
2. "Thinking is the hardest work there is, is probably the reason why so few engage in it." **Henry Ford**
 a. this b. that c. which d. what
3. "It is nobler to declare oneself wrong than to insist right - especially when one is right." **Friedrich Nietzsche**
 a. in being b. on being c. of being d. at be
4. "What you do not want to yourself, do not to others." **Confucius**
 a. to make / do b. to do / make c. made / make d. done / do
5. "If you reveal your secrets to the wind you blame the wind for revealing them to the trees." **Kahlil Gibran**
 a. need not b. ought not c. should not d. could not
6. "The good neighbour looks beyond the external accidents and discerns those inner qualities that make all men human and,, brothers." **Martin Luther King Jr. (1929 - 1968)**
 a. therefore b. so c. also d. though
7. "It is not the strongest of the species that survives, the most intelligent, but the one most responsive to change." **Charles Darwin**
 a. and b. or c. not d. nor
8. "A wise man should consider that health is of human blessings, and learn how by his own thought to derive benefit from his illnesses." **Hippocrates (460 BC - 377 BC)**
 a. greatest b. greater c. the greater d. the greatest
9. "I suffer from excessive pride. Well, I got over that one." **Francesca Annis**
 a. am used to b. use to c. used to d. was used to
10. "If I had my life to live over again, I a rule to read some poetry and listen to some music at least once a week." **Charles Darwin**
 a. will make b. would make c. would be making d. would have made
11. "Nothing will benefit human health and increase the chances for survival of life on Earth the evolution to a vegetarian diet." **Albert Einstein**
 a. as long as b. as far as c. as much as d. as many as
12. "If I have seen farther than others, it is because I on the shoulders of giants." **Isaac Newton**
 a. stood b. had stood c. had been standing d. was standing
13. "A man does what he must - personal consequences, obstacles, dangers and pressures - and that is the basis of all human morality." **John F. Kennedy**
 a. however b. in spite of c. nevertheless d. although
14. "..... people are capable of expressing with equanimity opinions which differ from the prejudices of their social environment. people are even incapable of forming such opinions." **Albert Einstein**
 a. Few / Most b. Few of / Most of c. The few / The most d. A few / Most of
15. "You had better for what you are than for what you are not." **Andre Gide (1869 - 1951)**
 a. be hated / be loved b. to be hated / be loved c. be hated / to be loved d. being hated / being loved
16. "I wish people would love everybody else the way they love me. It a better world." **Muhammad Ali**
 a. would have been b. would be c. will be d. is going to be

Nom et prénom du candidat:	Centre d'examen:	Numéro d'examen du candidat	Réservé à l'administration
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↑ **Partie à remplir par le candidat** ↑

Nom du correcteur:	Note globale:	Réservé à l'administration
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EPREUVE D' ANGLAIS

DUREE : 02H

Chaque candidat n'a droit qu'à une seule copie de cette feuille de composition 'Answer-sheet'. Pour la valider, le candidat doit écrire son nom, prénom, centre et numéro d'examen à l'intérieur du tableau en haut de cette page.

Answer - sheet

Multiple Choice Questions

No answer, wrong or more than one answer = 00 mark
Use a Ball pen ('Stylo à bille')

Put a cross (X) on the letter corresponding to the option that you think correct.
Do as shown in the following example:

00. "I [don't know] with what weapons World War III fought, but World War IV with sticks and stones." Albert Einstein

- A. shall be B. will be C. should be D. must be

00. A B C D

- | | | | |
|---|---|---|---|
| 01. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 05. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 09. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 13. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 02. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 06. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 10. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 14. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 03. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 07. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 11. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 15. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 04. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 08. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 12. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 16. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |

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DO NOT WRITE ABOVE THIS LINE

TASK ONE: Find in the text words which have the same meanings as the following:

1.	“disclose” in paragraph 1 or 2 :
2.	“transmissible” in paragraph 3 or 4 :
3.	“wealth” in paragraph 5 or 6 :
4.	“block” in paragraph 6 or 7 :

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TASK TWO: What phrases in the text express almost the same meaning as the following:

1.	“spread all over the world” :
2.	“the underprivileged social class” :
3.	“poor income” :
4.	“continuous progress” :

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TASK THREE: Say whether these statement are SUPPORTED or CONTRADICTED in the text. Justify your answers with the line number(s).

1.	Line number:
2.	Line number:

/ 1

TASK FOUR: Fill in the chart with information from the text. Do it in note form.

The economic benefits of global interdependence	Types of global unhealthy lifestyle
.....

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TASK FIVE: Complete these sentences with ideas from the text. Mind grammar.

1. The violent marketing of fast food is one that leads to in developing countries.
2. Diseases of affluence are no longer to developed nations but have become in developing ones as well.

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DO NOT WRITE ABOVE THIS LINE

TASK SIX: Answer concisely the following questions. Do not exceed the space given.

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2.
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TASK ONE: Translate into English.

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TASK TWO: Translate into French

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SECTION TWO: Writing and Multiple Choice Questions

TASK ONE: Paragraph writing

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