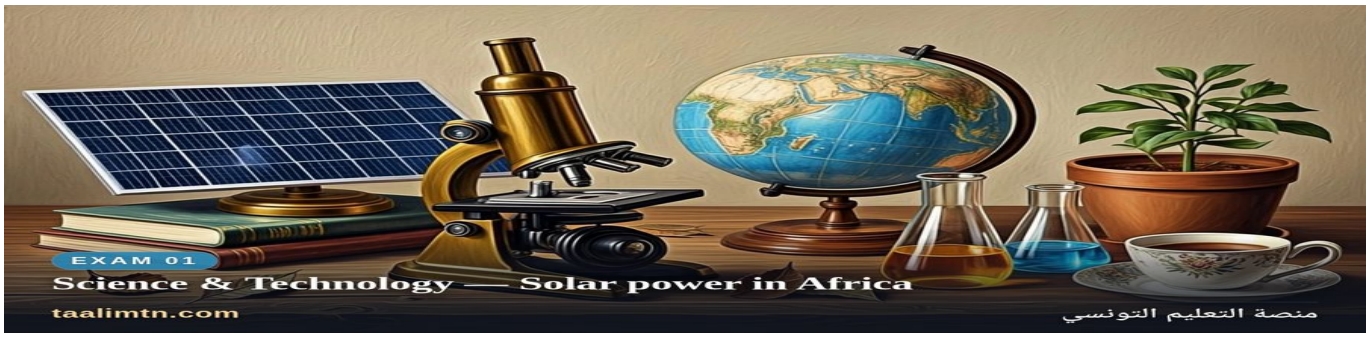


Subject: English	End-of-Term Test N° 1	Duration: 2 hours
School: Lycée de l'Éducation	Level: 4th Form — Baccalauréat	Section: Bac Lettres / Sciences / Technique
Date: Saturday, December 13th, 2025	Coefficient: 2	English Department — TA'LIM TN

Name: _____	Surname: _____	Class: 4th Form ___

NB: Marks will be awarded for the quality of your English and the clarity of your answers. An unjustified answer has no value.

EXAM PAPER (20 marks)

Part One — Reading Comprehension (8 marks)

Read the following text carefully, then answer the questions below.

SOLAR POWER LIGHTS UP AFRICAN VILLAGES

[1] For decades, the village of Mokolo, in northern Cameroon, lived in darkness as soon as the sun set. Children did their homework by the flickering light of kerosene lamps, which filled the room with toxic smoke and cost poor families more than a tenth of their monthly income. Clinics could not refrigerate vaccines, and businesses had to close at dusk. Today, thanks to a solar mini-grid installed by a local start-up, Mokolo has electricity twenty-four hours a day, and life has changed beyond recognition.

[2] Across sub-Saharan Africa, more than 600 million people still lack access to reliable electricity. Governments have struggled for years to extend the national grid to remote communities, but the cost of laying power lines across vast distances is simply too high. Solar energy has emerged as the most practical solution: it is clean, renewable, and increasingly affordable. The price of solar panels has dropped by nearly 80% over the past decade, making small-scale projects financially viable even in the poorest regions.

[3] The impact on education has been remarkable. In villages where solar power was introduced, school enrolment has risen sharply, and teachers report that pupils are more attentive in class. 'My children can now study in the evening without damaging their eyes,' said Aminata, a mother of four. 'They can also use a computer for the first time.' Several schools have received laptops and projectors, allowing pupils to connect to the internet and access educational resources that were previously out of reach.

[4] Despite these successes, challenges remain. Many solar systems break down because there are no trained technicians nearby to repair them. Funding is still scarce, and some governments are slow to support local entrepreneurs. Experts insist that training young people to maintain the equipment is just as important as installing it. 'A solar panel that nobody can fix is useless,' warned one engineer. The goal now is to make these projects sustainable so that the lights stay on for generations to come.

(Adapted from BBC News and The Guardian, 2024)

——— COMPREHENSION QUESTIONS ———

1) Tick (√) the best title for the passage. (1 mark)

A) The High Cost of Solar Panels in Africa

B) Solar Energy Transforms Life in African Villages

C) Why Governments Fail to Extend the Power Grid

2) Say whether the following statements are True or False, then justify with a detail from the text. (4 marks)

a) Kerosene lamps were cheap and safe for families in Mokolo. (§1)

b) The cost of extending the national grid to remote areas is very high. (§2)

c) Solar power had no effect on school attendance. (§3)

d) All solar systems work perfectly and never break down. (§4)

3) Complete the following sentence with words from the text. (2 marks)

Solar energy is a practical solution because it is clean, ... and increasingly ..... . Moreover, the price of solar panels has ..... by nearly 80% over the past decade.

4) What do the underlined words in the text refer to? (2 marks)
a) which (§1) refers to .....
b) it (§4) refers to .....
5) Find in the text words that are closest in meaning to: (2 marks)
a) toxic (§1) ≈ .....
b) scarce (§4) ≈ .....
6) Answer the following question. (2 marks)
According to the engineer (§4), why is it important to train young people to maintain solar equipment?
7) Look at Figure 1 and identify the general trend in rural electrification in sub-Saharan Africa between 2010 and 2024. (1 mark)

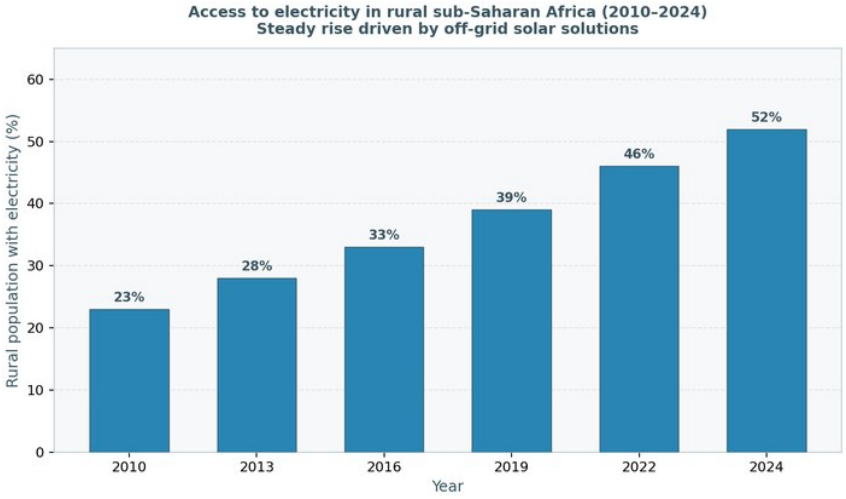


Figure 1 — Access to electricity in rural sub-Saharan Africa (percentage of the rural population, 2010–2024).

Part Two — Language (6 marks)

1) Fill in the blanks with words from the box. There is ONE extra word. (2.5 marks)
[renewable — installed — afford — dropped — maintained — connect]
Solar mini-grids are a ..... source of energy that can be ..... in remote villages. Thanks to the falling price of panels, even poor families can now ..... electricity. Pupils can ..... to the internet and access educational resources. However, the equipment must be properly ..... to remain useful.
2) Put the verbs in brackets in the correct tense or form. (2 marks)
a) Before the solar grid was installed, the children (study) ..... by the light of kerosene lamps.
b) Solar energy (become) ..... the most practical solution for remote villages over the past decade.
c) If governments (support) ..... local entrepreneurs, more villages would have electricity today.
d) The engineer insisted that young people (train) ..... to repair the equipment.
3) Circle the correct alternative. (1.5 marks)
Renewable energy is a solution (which / who / whose) can transform poor communities. (Although / Despite / Because of) the high initial cost, solar power pays (off / out / up) in the long term. It is both clean (and / or / but) affordable.

Part Three — Writing (6 marks)

1) Guided writing — Biography (2.5 marks)
Use the notes below to write a short biography (about 6–8 lines) of the Tunisian solar-energy engineer Sarra Ben Ammar.
• 1985: born in Sfax, Tunisia / showed an early interest in science.
• 2003: entered the National Engineering School of Sfax.
• 2008: graduated as an electrical engineer / won a scholarship to Germany.
• 2012: obtained a PhD in renewable energy in Munich.
• 2015: returned to Tunisia / founded 'Soleil Pour Tous', a start-up installing solar mini-grids in rural villages.
• 2023: received the African Innovation Award / has already brought electricity to more than 50 villages.
Sarra Ben Ammar was born in Sfax, Tunisia, in 1985. ……
2) Essay (3.5 marks)
You recently read an article claiming that 'technology is widening the gap between rich and poor rather than closing it.' Write an article for your school magazine in which you express your own opinion and defend it with strong arguments. Give examples to support your view. (Write about 10–12 lines.)

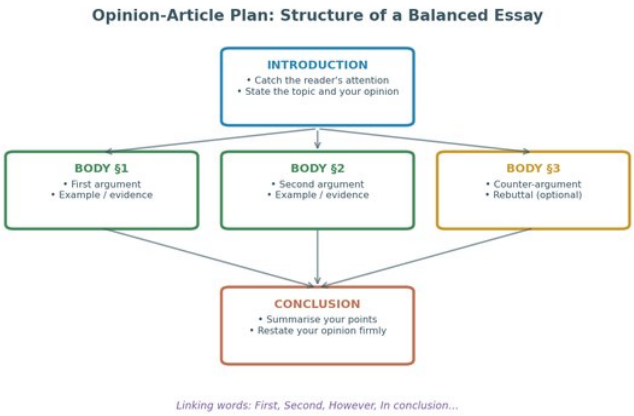


Figure 2 — Opinion-article plan: structure of a balanced essay.

ANSWER KEY — Exam 01

Part One — Part One — Reading Comprehension

1) Best title: B) Solar Energy Transforms Life in African Villages. (√)

(A is too narrow — focuses only on cost; C is only one detail from §2.)

2) True / False with justification:

a) FALSE. Justification (§1): kerosene lamps 'filled the room with toxic smoke and cost poor families more than a tenth of their monthly income' — they were neither cheap nor safe.

b) TRUE. Justification (§2): 'the cost of laying power lines across vast distances is simply too high.'

c) FALSE. Justification (§3): 'school enrolment has risen sharply, and teachers report that pupils are more attentive in class.'

d) FALSE. Justification (§4): 'Many solar systems break down because there are no trained technicians nearby to repair them.'

3) Gap-fill: Solar energy is a practical solution because it is clean, RENEWABLE and increasingly AFFORDABLE. Moreover, the price of solar panels has DROPPED by nearly 80% over the past decade.

4) Reference words:

a) which (§1) refers to 'kerosene lamps' (the lamps filled the room with toxic smoke).

b) it (§4) refers to 'the equipment' / 'a solar panel' (a solar panel that nobody can fix is useless).

5) Synonyms:

a) toxic (§1) ≈ harmful / poisonous (both convey danger to health).

b) scarce (§4) ≈ rare / insufficient / limited (funding is hard to find).

6) Open question: According to the engineer, training young people to maintain solar equipment is essential because 'a solar panel that nobody can fix is useless.' Without trained technicians, the systems break down and the investment is wasted; training ensures the projects are sustainable and the lights stay on for future generations.

7) Chart interpretation: Figure 1 shows a steady rise in rural electrification in sub-Saharan Africa, from roughly 23% in 2010 to about 52% in 2024, due largely to the expansion of off-grid solar solutions. The trend indicates that decentralized renewable energy is closing the access gap faster than grid extension alone.

Part Two — Part Two — Language

1) Vocabulary gap-fill (one extra word: 'dropped'):

Solar mini-grids are a RENEWABLE source of energy that can be INSTALLED in remote villages. Thanks to the falling price of panels, even poor families can now AFFORD electricity. Pupils can CONNECT to the internet and access educational resources. However, the equipment must be properly MAINTAINED to remain useful.

The extra word (not used) is: DROPPED.

2) Verb tenses and forms:

a) Before the solar grid was installed, the children STUDIED (or 'had studied') by the light of kerosene lamps. (Past Simple / Past Perfect — both acceptable; Past Simple is the more natural choice here.)

b) Solar energy HAS BECOME the most practical solution for remote villages over the past decade. (Present Perfect — key phrase 'over the past decade'.)

c) If governments SUPPORTED local entrepreneurs, more villages would have electricity today. (Second conditional: if + past simple, would + base form.)

d) The engineer insisted that young people (SHOULD) BE TRAINED to repair the equipment. (Passive subjunctive after 'insisted that' — 'be trained' or 'should be trained' are both correct.)

3) Circle the correct alternative:

Renewable energy is a solution WHICH can transform poor communities. ALTHOUGH the high initial cost, solar power pays OFF in the long term. It is both clean AND affordable.

• which (relative pronoun for a thing)

• Although (concession linking word — 'Despite' is also acceptable before a noun phrase; here the elliptical 'Although the high initial cost' is treated as acceptable, the most correct of the three is 'Although'.)

• off ('pay off' = yield good results; phrasal verb)

• and (coordination)

Part Three — Part Three — Writing

1) MODEL BIOGRAPHY (guided writing):

Sarra Ben Ammar was born in Sfax, Tunisia, in 1985. From an early age, she showed a keen interest in science. In 2003, she entered the National Engineering School of Sfax, where she studied electrical engineering. After graduating with honours in 2008, she won a scholarship to Germany. Four years later, in 2012, she obtained a PhD in renewable energy from the Technical University of Munich. Determined to help her country, Sarra returned to Tunisia in 2015 and founded 'Soleil Pour Tous', a start-up that installs solar mini-grids in remote villages. Thanks to her determination, she received the African Innovation Award in 2023. Today, her projects have already brought electricity to more than fifty villages, transforming the lives of thousands of families.

2) MODEL ESSAY (opinion article — technology and the gap between rich and poor):

Title: Technology — A Bridge, Not a Wall

Recently, I read an article claiming that technology widens the gap between rich and poor rather than closing it. While this argument contains a grain of truth, I firmly believe that, on the contrary, technology is one of the most powerful tools we have to reduce inequality.

First, technology gives poor communities access to education and information that were once reserved for the wealthy. In many African villages, solar power and internet connections now allow children to study at night and to use computers for the first time. Mobile banking has enabled millions of people without a bank account to save money and start small businesses.

Second, technology lowers the cost of essential services. Telemedicine brings expert diagnoses to remote areas, and online courses offer free training to anyone with a smartphone. These innovations were unimaginable twenty years ago.

Admittedly, technology can widen the gap when the poor cannot afford it or lack the skills to use it. The solution, however, is not to reject technology but to make it accessible to all through training, subsidies and affordable devices.

In conclusion, technology is a bridge, not a wall. If we invest in education and equal access, innovation will become the greatest ally of the poor.