

**LANGUE VIVANTE II****Epreuve du 1^{er} groupe****ANGLAIS****Waste pickers**

In most developing countries, a growing number of individuals – known as waste pickers – earn a living by collecting thrown objects from waste dumps¹. Waste pickers are often uneducated rural migrants who spend their time on dump sites looking for plastics, metal, and glass to sell to middlemen² who then send the materials to be recycled. These informal workers represent a significant proportion of the world's working poor. In general, they have low and insecure incomes, and lack legal protections and social security.

It is estimated that this informal system results in recycling rates of almost 50 % for plastics across the developing world, compared to less than 10 % in the United States – which is why waste pickers have been called the “invisible environmentalists”. Globally, waste pickers also contribute to the conservation of natural resources and energy by reducing the use of virgin materials and reducing air and water pollution from dump sites. They also help to reduce greenhouse gas emissions through the reuse of materials. It is also one of the few work opportunities available to people who lack formal education or job experience.

Unfortunately, most waste picking activity is illegal or unpermitted. As a result, waste pickers around the globe commonly face harassment by police and other authorities. There is also widespread public scorn³ toward waste pickers due to their apparent poverty, lack of education, and perceived lack of hygiene. They are not well considered and they face risks. Their bodies and clothes are routinely exposed to contamination from bacteria and potentially toxic chemicals. Furthermore, frequent fires at dumps exposes waste pickers to respiratory problems associated with smoke inhalation: breathing problems, headaches, and fatigue. Most waste pickers use their hands to work through the waste and are consequently at risk of injury.

Much needs to be done to improve waste pickers' conditions and opportunities. They should be provided with financial support, such as micro-financing schemes to help them buy new equipment and tools. Humanitarian agencies should explore opportunities to ensure the well-being of waste pickers, many of whom are women and young children.

*Adapted from Health and Safety Guidelines for Waste Pickers in South Sudan
By Michael J. Cowing URL:*

https://wedics.unep.org/bitstream/handle/20.500.11822/19536/health_guidelines_waste_SouthSudan.pdf

¹ Dépotoirs, décharges publiques

² intermédiaires.

³ Mépris

LANGUE VIVANTE II

Epreuve du 1^{er} groupe

I. READING COMPREHENSION

(8 marks)

A. For each idea, give the corresponding paragraph:

(2 marks)

IDEAS	PARAGRAPHS
1. Problems faced by waste pickers	Parag. number
2. Characteristic traits of waste pickers	Parag. number
3. Positive impact of waste pickers' activity	Parag. number
4. Suggested solutions to waste pickers' difficulties	Parag. number

B. Encircle the right option according to the text:

(3 marks)

5. Waste pickers work on
 - a. offices
 - b. agencies
 - c. dump sites

6. In the developing world, waste pickers recycle the amount of plastics.
 - a. more than
 - b. exactly half of
 - c. about half

7. Waste pickers put in danger
 - a. the environment
 - b. their health
 - c. their women and children

8. The waste collected by waste pickers is
 - a. recycled
 - b. exposed
 - c. thrown away

9. Waste pickers are by State officials to work on waste dump.
 - a. authorized
 - b. not authorized
 - c. encouraged

10. The of waste pickers are women and young children.
 - a. majority
 - b. minority
 - c. totality

C. All the following statements are TRUE. Justify by quoting specific passages from the text.

(3 marks)

TRUE STATEMENTS	JUSTIFICATIONS
11. Waste picking provides employment for people who haven't been to school.	"....."
12. Waste pickers' activity preserves the environment.	"....."
13. Despite their important role, waste pickers are not respected.	"....."

LANGUE VIVANTE II

II. LINGUISTIC AND COMMUNICATIVE COMPETENCE

(6 marks)

D. Fill in the gaps with the right option from the proposed ones. (2 marks)

In the dangerous environment in 14. (*who / whose / which*) they work, waste pickers can suffer from temporary injuries that 15. (*should / may / must*) become permanent. For example, they may be forced to stop 16. (*to work / working/job*) because of accidents or injuries that are 17..... (*easy / easily / easier*) treated in the developed world.

E. Complete the sentences with the right words: (2 marks)

- 18. Because of toxic chemicals, waste pickers aren't in their workplaces.
a. safe b. unsafe c. safety
- 19. Waste pickers their lives.
a. danger b. dangerous c. endanger
- 20. Waste pickers are by authorities.
a. treatment b. mistreated c. treat
- 21. Waste pickers should be
a. protect b. protection c. protected

F. Use the items in the box to react meaningfully to the situation by expressing advice and suggestion. (2 marks)

What about – should – why don't you – had better

SITUATION	REACTIONS
<p>Ali is a fifteen-year-old orphan who has nobody to take care of him. He intends to drop out of school and stop his studies. He wants to find a job, but he has no qualification. So, to earn money and take care of himself, he decides to become a waste picker.</p>	<p>22. Give advice to Ali: "Ali,....."</p> <p>23. Make a suggestion to Ali: "Ali,"</p>

III. WRITING : Choose one topic and write about 150-200 words. **6 marks)**

TOPIC 1: Letter writing: The Mayor of your city has decided to forbid waste picking activity on dump sites. But the association of waste pickers is writing a letter to protest and convince him / her to let them continue their activity.

TOPIC 2: Essay: Many traders are importing in Senegal second-hand electronic devices (television sets, radios, refrigerators, etc.). What do you think about this phenomenon in terms of environmental protection and job opportunities? Give your opinion!